



St Patrick's Catholic Primary School

Positive behaviour policy

Mrs J Lewis produced this policy after discussion with, teaching staff, Learning Mentors, Teaching Assistants and Supervisory Assistants. It is to be read in conjunction with the following policies; Anti-Bullying, Equality and SENDA. This policy will be shared with parents at a meeting and with all students at the beginning of the year.

Aims

- To foster an atmosphere in which everyone, child and adult alike, is treated with respect, courtesy and fairness.
- To provide an ordered environment in which children can learn and teachers can teach, freely and without disturbance.

Objectives

1. To treat all children fairly and equally through consistent use of established routines.
2. To use praise and reward at every opportunity to encourage good behaviour, successful learning and the enhancement of self esteem.
3. To celebrate examples of good work and behaviour with the individual child as they are observed, and collectively with the other members of the class and/or with the school assemblies.
4. To provide opportunities for children to improve their work or behaviour by issuing reminders of the expected standards and warnings of the consequences of their failing to achieve them.
5. To inform parents of their children's successes and to seek their support to overcome problems if their children's behaviour is detrimental to themselves and others.
6. To create an atmosphere in which children may strive to develop relationships which conform to the principles contained in our Mission statement.

Guidelines for achieving objectives

See Appendix 1 for procedures.

Parents and children will receive a copy of our 'Golden Rules' All staff will use the "It's Good to be Green" behaviour scheme which will be displayed prominently in class alongside the school's Golden rules.

Our Mission Statement of "Peace, Love and Understanding" forms the basis of these Golden Rules which are:

- We are kind and helpful; we don't hurt anybody's feelings.
- We are honest; we don't cover up the truth.
- We are gentle; we don't hurt others.
- We listen; we don't interrupt.
- We look after things; we don't damage property.
- We are careful; we keep ourselves and others safe
- We work hard; we don't waste time.

General conduct in school

Behaviour for Learning: Thrive and PSHE is taught to encourage children to become familiar with how they learn and to examine their learning behaviours. The 5 Rs are encouraged across the school (responsibility, resilience, resourcefulness, reasoning and reflection).

Polite behaviour is expected at all times.

Movement around school

- Children are asked to walk quietly, in single file, keeping left.
- Children are to wait at fixed points - doors and stairs, for permission for class to proceed.
- The first person in line will hold door for others.
- Adults should be allowed through doors first when meeting oncoming children.
- Exterior doors are kept closed. Children must not open them without permission.
- Children not following movement rules will be sent back to repeat action correctly. Those following rules will be praised and/or rewarded.

- **n.b. In applying the School Behaviour Policy, it is essential that staff support each other. Any teacher experiencing difficulty may feel confident that colleagues will be willing to offer constructive advice for developing strategies to overcome problems.**

Safer Handling (see policy)

There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom

Exclusion Policy

- Please see our exclusion policy.

E-Safety

- Internet safety is of paramount importance at St Patrick's. Pupils' are taught through their lessons how to keep themselves safe when using the internet. Guidance and links are also on our school website. However, if an E-safety incident occurs, staff are to fill in the E-safety incident log and pass this onto the head. See E safety Policy.

See appendix 6

Policy written by: J Lewis/ H Jones

Date of policy: September 2019 Ratified by Governors 14.10.19

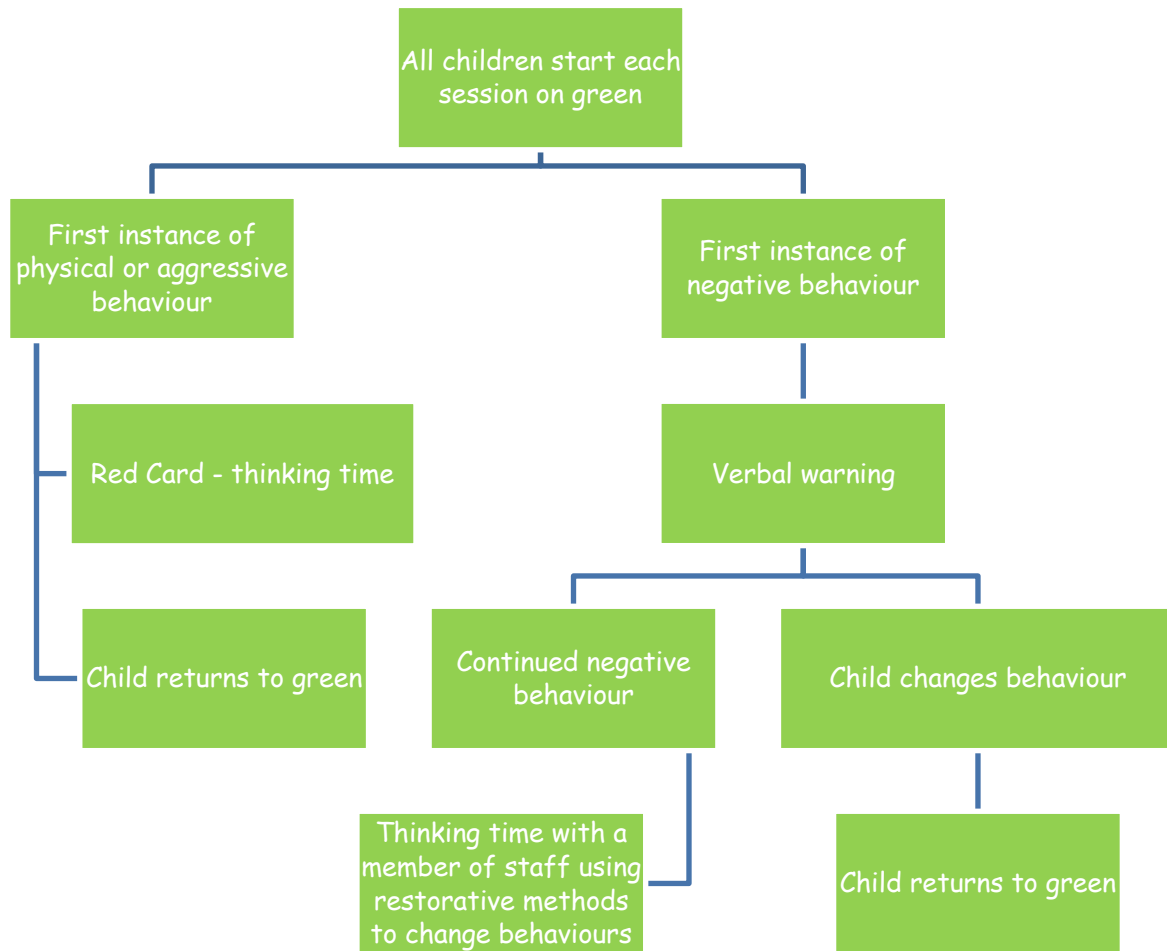
Review date: September 2020

Appendix 1: Procedures

Rewards

<u>Type of Reward</u>	<u>What it is given for</u>
Phone call home	To be made by staff when necessary
Privilege Cards	SLT will give these out if she comes in to your class and everyone is green. She will also give these out if she sees your whole class come into assembly quietly or walking quietly down the corridor
10 minutes extra play	Being the class with the most privilege cards for the week

Procedures



A red card means that a child **may** be exited from class until the end of the session and spend time with an appropriate adult to think and discuss their actions. Further action may also be required depending on the nature of the incident. **A red card is a last resort.**

If a child's behaviour is becoming a concern the class teacher will make a phone call home to notify them of any difficulties.

If a child refuses to exit

Call for a member of staff to deal with the situation (SLT in serious situations)

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Parents/Carers informed

This may result in internal/external exclusion

Foundation Stage is slightly different due to the age and stage of the children. A yellow card means a 5 minute time-out and thinking time with a member of staff, and a red card means that the children **MAY** be brought to be spoken to by a senior member of staff. Parents and carers will be informed if the nature of the behaviour warrants this.

Behaviour Requiring Sanctions

- Breaking any of the Golden Rules
- Minor physical violence;
e.g. pushing, hitting or kicking out but not making contact, lashing out but stopping self, etc.
- Serious physical violence; (Immediate red card - exit to any other member of staff if necessary to calm down and reflect upon behaviours)
- e.g. punching, kicking, fighting, etc.
- Child will be sent to the Head or Deputy if it is believed that the child may cause themselves or others physical harm or behaving in a way that could jeopardies the safety of the school community.

Record Logs

- Any minor, reoccurring behaviour, red cards or serious incidents will be recorded on CPOMS. By recording on CPOMS we are able to spot any patterns, triggers and look at the best way to support the individual.

Lunchtimes

At lunchtimes the flow chart should be followed. If a child receives a red card they will be asked to sit on the bench or wall until they have calmed down. We should avoid incidents at lunchtime play being carried over into the afternoon. TA should record incident on CPOMS if deemed necessary. Positive behaviour should be rewarded as much as possible. Focusing on the positive behaviour will encourage the children who are not following the Golden rules to change the behaviour. The behaviour of children who are not following the Code of Conduct could be changed by praising the children who **are** following the code and using de-escalation methods from Thrive.

General points

- Children are encouraged to take responsibility for their own behaviour.
- Staff will regularly remind their classes of what is expected in the classroom, on the playground and at lunch times.
- Apart from serious incidents, wherever possible, children should be given opportunities to amend their own behaviour. A quiet word from the teacher or staff member giving a reminder of rules or a warning of sanctions that will have to be applied may be sufficient to diffuse troublesome situations and allow the child to apologise and alter his/her behaviour.
- If no improvement occurs, then sanctions will be applied but at each stage a child must be warned of the next consequence of failing to behave appropriately.
- Sanctions should be applied as calmly as possible according to the procedures listed which are designed to reduce stress on staff and children.

If it is necessary to see parents

1. An appointment should be given.
2. It should be stressed that parents are being asked to work in partnership with school to try to overcome a child's difficulties and that their help is essential.

Behaviour Report Systems and Parental involvement

Report Cards

1. Targets should be set for the child, preferably with the involvement of both the child and parent/s. (**Learning Mentors** will normally be brought in at this stage, if not already involved). The targets set for the child should be explained and a warning given that if they are not reached, then the Headteacher will be involved to apply further sanctions e.g. removal to another class, exclusion at lunch time etc.
2. Parents should see discipline sheet/report and sign it (child may also sign)
3. Parent should be asked to check on child's progress in person or by phone at stated intervals (normally every Friday) for as long as the report is in place.
3. If parents fail to respond, second standard letter should be sent by post

Appendix 2: Criteria for Referral to a Learning Mentor

Purpose: To work with pupils to overcome barriers to learning.

- Where pupils are in need of one to one counseling for either academic or social issues e.g. stress management and self-esteem building.
- Where pupils are finding difficulty with accessing their academic work e.g. concentration, time management, working with others, personal organization.
- Where pupils may have difficulty in accessing in or out of school resources, which will help in the learning process e.g. library and museum visits, music lessons.
- Where liaison with families or carers may be helpful in supporting an improved working environment for schoolwork.
- Where there is a continued problem with a pupil's attendance and/or punctuality.
- Where there is a recognized need within a pupil for increased motivation towards the learning process.
- Where pupils have received numerous other interventions with limited success.
- Where pupils may have been absent for a lengthy period of time through illness.

All referrals should be passed to the headteacher.

On receipt of the referral form, the Learning Mentor will provide the class teacher with a copy.

Appendix 3

St. Patrick's Catholic Primary School

Upper Hill Street
Liverpool
L8 5UX

Tel: 0151 709 1062
Fax: 0151 707 9367

Head Teacher: Mrs J Lewis

Date.

Dear.....,

Unfortunately, your child..... has received red cards in the last..... As you are aware a red card means that your child is behaving in an unacceptable way. We would like to take this opportunity to invite you to come in to school to discuss ways in which we can work together in order to help improve behaviour.

Please speak to to make an appointment.

Yours sincerely,

Mrs. J. Lewis

APPENDIX 4

St. Patrick's Catholic Primary School



Upper Hill Street
Liverpool
L8 5UX

Tel: 0151 709 1062
Fax: 0151 707 9367

Head Teacher: Mrs J Lewis

Dear

I am sorry to have to inform you that _____ was involved in a bullying incident today.

I am sure that, you will agree with us that bullying is unacceptable and that you will want to talk to me to make sure s/he understands the seriousness of such behaviour.

I would appreciate it if you would make an appointment to see me as soon as possible so that, working together, we may resolve this matter.

Please sign and return the slip below to confirm that you have received this letter.

Yours sincerely,

Mrs J Lewis
Headteacher

.....

I have received your letter and would like to see you on:

.....at

or.....at.....

Signed.....

APPENDIX 5



St. Patrick's Catholic Primary School

Upper Hill Street
Liverpool
L8 5UX

Tel: 0151 709 1062
Fax: 0151 707 9367

Head Teacher: Mrs J Lewis

Dear

There was an incident in school which we regard as bullying.

 may have been upset by what was said and, we would like you to know that we are dealing with the matter in school.

If you would like to come into school, I will explain what happened and what action we are taking.

Please contact Mrs. Brown to arrange an appointment.

Yours sincerely,

Mrs J Lewis
Headteacher