



**St Patrick's Catholic Primary School**  
**Positive Behaviour policy**

Mrs. J Lewis produced this policy after discussion and input from the school community. It is to be read in conjunction with the following policies: Anti-Bullying, Equality and SEND. This policy will be shared with all stakeholders 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 enable our pupils to; experience challenges; succeed in their learning, having a sense that learning can be fun and relevant to their lives; become independent learners; be enthusiastic and have a willingness to take risks.
- From the earliest opportunity, pupils will be encouraged to build tolerance, make good choices and take responsibility to enable them to be ready to take their place in society.
- To gain a sense of pride through social learning and positive experiences.
- To be able to manage and understand their emotions, to apply thinking between feeling and action, and to increasingly show empathy and understanding to others.

**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 to enhance self-esteem.
3. To celebrate examples of good work and behaviour with the individual child, and collectively with members of the class and/or school.
4. To recognise behaviour as a communicator and to strive to find and address any underlying reasons for poor behaviour or dysregulation.
5. 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.
6. To inform parents of their child's successes and to seek their support to overcome problems if their child's behaviour is detrimental to themselves and others.
7. To create an atmosphere in which children may strive to develop relationships which conform to the principles contained in our Mission statement.

As a THRIVE school we use our understanding of social and emotional development and learning within all our approaches to behaviour. Our expectations, the rules that underpin them, rewards and sanctions around behaviour are revisited, reviewed at regular intervals and agreed by all. This offers containment and safety.

**Guidelines for achieving objectives**

Our Mission Statement of "Peace, Love and Understanding" forms the basis of our 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.**

The revisiting of our expectations and agreements regularly is vital for them to remain important and relevant. All adults work in partnership to model, reinforce and support our expectations.

THRIVE is used to inform our understanding of social and emotional learning in a way that is developmentally and age appropriate.

Adults act as co-regulators, develop pupils insight and language of sensations and emotions, building understanding of self within a community based on inclusion and tolerance.

Social times, such as play and lunchtimes, are an important part of our school provision with the following aims:

- To develop social skills;
- To have the opportunity to interact and to celebrate diversity and inclusion;
- For the enjoyment of positive play;
- To be healthy – to have fresh air, exercise and the opportunity to relax
- For the opportunity to explore and play with adults and peers in a less structured, positive environment

Our positive approaches to behaviour involve us 'noticing' good choices, being explicit in descriptive praise and providing reward as reinforcement. THRIVE, and the programmes of study in PSHE all provide example of skills and vocabulary for adults to use to encourage learning in this way.

### **General conduct in school**

**Behaviour for Learning:** The 'Thrive Philosophy' is embedded across our school to support pupils to understand their own thoughts, feelings and behaviours. This in turn will ensure that our pupils can develop and learn to their full potential. The 5 Rs are encouraged across the school:

***Respect, Resilience, Resourcefulness, Responsibility and Reflectiveness***

**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.

**In applying this policy, it is essential that staff support each other. Any teacher experiencing difficulty should 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 on CPOMS.

### **Recognising Achievement (see rewards appendix):**

Rewards: When any praise is given as a reward, adults are reminded to give explicit reasons and consider the powerful message provided through language used. Certificates will be issued at assemblies to recognise these positive behaviours.

**Recognising the importance of positive comments, respectful interactions and our role as models to the children, the school expects all adults - staff, parents and Governors – to employ this in our relationships with each other, as well as with our pupils.**

### **Discouraging inappropriate behaviours:**

Within our positive approaches we recognise that there may be times when a pupil might make a negative choice and a consequence must follow. This might be a deliberate choice, or an overwhelming impulse which results in an impact on others.

Our aim is to give support and opportunities for children to change their choice and show they have learned. However, if they show no willingness to do so, then a consequence will follow. Where a need has been identified the school will put steps in place to scaffold a pupil who is at risk of not being able to manage their choices appropriately. The Thrive Room might be used to provide calm transitions. We will also offer strategies and manage ongoing action plans.

Each class will be given clear expectations:

- 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.

When necessary, children are given the opportunity to reflect on their behaviour and discuss how improvements could be made. Adults holding consistent boundaries ensure our school feels calm and safe.

**Policy written by:** J Lewis/ H Jones

**Date of policy:** September 2021 (ratified by Governors on 27<sup>th</sup> September 2021)

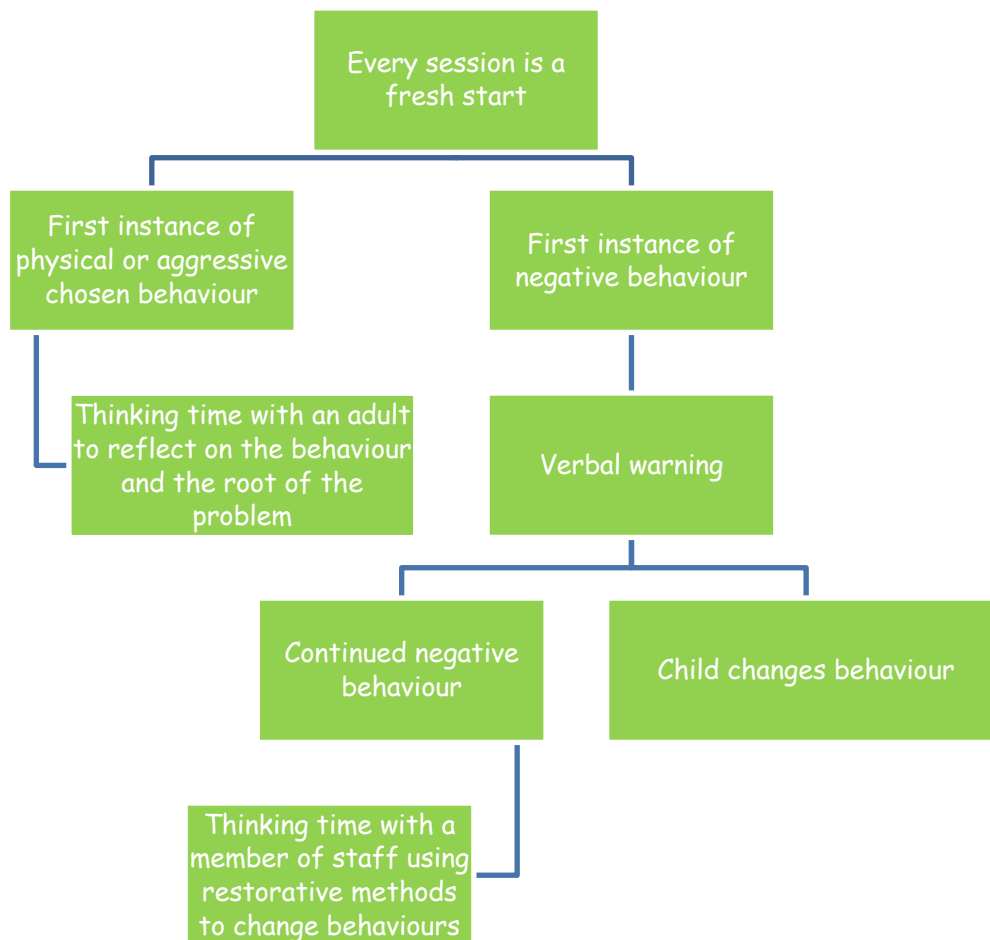
**Review date:** September 2022

### **Appendix 1: Procedures**

#### **Rewards**

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

## APPENDIX 2: Procedure



A serious/physically aggressive incident 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. **This chosen approach will only be used in extreme circumstances.**

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

### **If a child refuses to exit**

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



Parents/Carers informed

This may result in internal/external exclusion

At Foundation Stage we are mindful of the age and stage of the children. Negative behaviour will result in thinking time with a member of staff.. Parents and carers will be informed verbally if the nature of the behaviour warrants this.

### **Behaviour Requiring Thinking Time**

- 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.

## **Recording of incidents**

- If a child continues with negative this must be recorded on CPOMS. Most incidents will not require this as the majority of children will be supported to change their behaviour. All violent and 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.

## **Break and lunchtimes**

At lunchtimes the flow chart should be followed. 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 Golden Rules 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 and expectations may be sufficient to diffuse troublesome situations and allow the child to apologise and alter his/her behaviour.
- If no improvement occurs, then the flow chart 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**

### **Positive Behaviour Book**

1. Positive targets should be set for the child, preferably with the involvement of both the child and parent/s. This book should ONLY document positive behaviour.
2. Parents should see the book each night.
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 book is in place.

## **Appendix 2: Criteria for Referral for pastoral support**

**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 Pastoral team will provide the class teacher with a copy.**