



ST. PATRICK'S CATHOLIC PRIMARY SCHOOL

*"Faithfully following in the footsteps of Jesus,
we serve, love and learn together
inspiring each other to excellence."*

Behaviour Policy

1st May

2023

This policy will be reviewed **every year** by the Governing Body

Signed.....

Date.....

Mr T O'Malley
Chair of Governors

Review date: Summer 2024



ST. PATRICK'S CATHOLIC PRIMARY SCHOOL

Policy on Behaviour

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1. Aims and objectives

St Patrick's Catholic Primary School aims to ensure that every member of the school community feels valued and respected, and that each person is treated fairly. The Mission Statement underpins all aspects of school life. We are a caring Catholic community, whose values arise from our faith and are built on mutual trust and respect for all.

The school's behaviour policy is designed to outline ways in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure so that children can become responsible and increasingly independent members of the school community. It also aims to ensure there is a consistency of approach by all adults working in the school.

The school rewards good behaviour, as we recognise that this supports a culture of respect, kindness and cooperation. This policy is designed to promote positive behaviour, rather than merely deter anti-social behaviour.

2. Legislation and Statutory Requirements

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

It has been written in accordance with recommendations in the following documents:

- The Equality Act (2010)
- Special Educational Needs and Disability (SEND) Code of Practice (2014)
- Keeping Children Safe in Education (2022)
- Improving Behaviour in Schools - Education Endowment Foundation (Updated 2021)

3. School Expectations & The Behaviour Curriculum

At St Patrick's Catholic Primary School we prioritise high standards and expectations of behaviour. These are an integral part of school life, linking closely to our Mission Statement and the ethos and values that permeate throughout school each day. In order to fulfil these expectations all members of the school community must adhere to the following, which reflect the governing board's statement of behaviour principles. (See Appendix 1):

- Treat others as you would wish to be treated yourself.
- Work as well as you can. We try and excel in all that we do.
- Support each other in order to fulfil our mission statement, inspiring each other to excellence.

In order to establish and maintain a culture of excellent conduct, children are taught expected behaviours, and clear rules and routines are implemented within each classroom and around the school premises to support these behaviours.

Class teachers discuss the school expectations with their class at the start of the year and then make regular reference to them each term. In addition to these expectations, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. This ensures that every child in the school knows the standard of behaviour that we expect in our school. Class teachers also display British Values within the classroom and regularly refer to these within the curriculum, as appropriate, and link them to school expectations and values.

Each class in Key Stage 2 is involved in creating a Child Friendly Behaviour Policy which is displayed in the classroom and on their Class Page on the school website, as a point of reference. Children are responsible for detailing rewards and sanctions. The collaborative process of putting policies together is designed to provide children with greater ownership of their behaviour.

In addition to the explicit teaching of expected behaviour and conduct, a comprehensive plan is implemented throughout the year through PSHE lessons, assemblies and carefully coordinated enrichment activities to ensure that children are well equipped to have high levels of respect for themselves and others.

4. Responsibilities

Promoting positive behaviour is the responsibility of all members of the school community.

The headteacher is responsible for:

- Reviewing this policy in conjunction with the Governing Body
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour logs is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Staff are responsible for:

- Being positive role models, displaying high levels of emotional intelligence
- Having and maintaining high expectations of all children at all times
- Using the school expectations to promote desirable behaviour and attitudes
- Recognising that consistently positive behaviour is linked to excellent teaching
- Providing a caring and effective learning environment
- Emphasising the importance of valuing others as individuals regardless of age, gender, race, ability or disability
- Encouraging relationships based on kindness, respect and understanding of the needs of others
- Being positive with all children, using rewards in a specific and tangible way
- Investigating all concerns and behavioural incidents, identifying reasons and patterns of behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils, as appropriate
- Using sanctions consistently and fairly
- Displaying rules and expectations around the school environment
- Communicating effectively with parents, sharing school rules, rewards and sanctions to support a shared understanding of practices in place
- Recording behaviour concerns and incidents on the Staff Drive

Children should:

- Follow the school expectations
- Work to the best of their abilities and allow others to do the same
- Share concerns with staff at the earliest available opportunity

Parents should:

- Encourage their child to tell their teacher if they have any concerns
- Support the school in the implementation of this policy
- Support school in their decisions on consequences for behaviour that does not meet school expectations
- Speak to the class teacher in the first instance, if they (parents) have any concerns

Governors are responsible for:

- Reviewing, monitoring and evaluating the implementation of this policy
- Supporting the partnerships between home and school

5. Training, Development and Support

Staff receive termly training to ensure that positive behaviour management remains a priority throughout the school year. Additional training for staff is also implemented as appropriate to support individuals or groups of pupils who may be particularly vulnerable due to a variety of factors.

6. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

Deliberately hurtful

Repeated, often over a period of time

Difficult to defend against

All staff recognise that children are capable of abusing their peers and are alert to the fact that child on child abuse can take different forms including:

- sexual violence and sexual harassment
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexting:
- initiating/hazing type violence and rituals

Child on child abuse is referenced and explained in more detail in our Child Protection & Safeguarding Policy.

The school does not tolerate bullying or child on child abuse of any kind and adopts the following preventive measures to minimise opportunities for bullying to occur:

- Personal, Health and Social Education (PHSE) is a priority for class teachers and is taught weekly in every class. Children are taught about different types of bullying within these lessons.
- Anti-bullying assemblies, led by staff and pupils, are used to reinforce the message that bullying is wrong and always unacceptable.
- Children are encouraged to share concerns with staff who always listen and actively respond by investigating incidents.
- The organisation and staffing of unstructured times is reviewed and evaluated regularly to create more cooperative play space and variety in the environment.
- Behaviour concerns raised by children, staff and / or parents are logged and analysed termly in order to identify any patterns or persistent behavioural concerns.

If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We work hard to ensure that all children attend school free from fear.

More details of our school's approach to preventing and addressing bullying are outlined in our Anti Bullying Policy. Please refer to the E Safety / Acceptable Use policies for more information regarding the prevention of online / cyberbullying.

7. Rewards

We praise and reward children for good behaviour in a variety of ways. Staff have high expectations of all pupils and look for opportunities to reinforce positive conduct through age appropriate rewards.

Class Based Rewards

- Star of the Week awards
- Taking the class teddy home
- Stickers
- Table Counters
- Golden Tickets
- Team Points
- Medals
- Golden Time

Key Stage 2

In Key Stage 2 children earn housepoints throughout the week which are totalled and celebrated regularly in Housepoint Assemblies. Examples of children exhibiting positive behaviour attributes are shared in this assembly and children are encouraged to learn from each other, working as a team to win the housepoint trophy.

Examples of housepoint (hp) allocations:

2hp for holding the door open for others

5hp for completed pieces of homework

5hp for excellent lining up on the playground and sensible conduct moving around school

Whole School Rewards

Positive behaviour is highlighted through the weekly Headteacher Award system in which children are chosen by their class teacher for excellent behaviour and attitudes to learning and supporting others in the school community.

Children are involved in Peer Award systems within their classes in which one child is chosen each week by their peers for displaying positive behaviours.

Each classroom has a 'Jar of Joy' in which pupils and staff are encouraged to put post it notes for children who have been setting a good example to others in different ways.

8. Sanctions

Staff have high expectations for all pupils in terms of their conduct in the classroom and around the school environment. Whilst positive behaviour is prioritised by all, it is important that children recognise that poor behaviour has negative consequences. The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

Level 1 Behaviour Concern

Classroom:

We expect children to listen carefully in lessons, show respect for others (staff and peers) and to work to their full potential at all times. If children are not responding appropriately to these expectations the following sanctions are used:

Verbal warnings / reprimands (maximum of 3 before other sanctions are implemented)

Asking children to sit away from peers

Completion of work during break times

Repetition of unsatisfactory work during break times

Loss of Golden Time: Children in Key Stage One have Golden Time for 30 minutes on Friday afternoons. Children lose minutes from this for poor behaviour.

Playground:

Children are expected to play safely and treat staff and peers with respect during break times. Failure to do so results in the following consequences:

Children can be 'stood out' for the rest of break time

Restricted use of the playground – children only being allowed in certain areas, close to staff

Missing the next break time/s. The number of break times depends on circumstances. If children miss breaktimes more than twice in a week, behaviour concerns will be escalated to Level 2.

All incidents on the playground are logged and reported to class teachers. Behavioural concerns are shared at the earliest opportunity to ensure relevant personnel are aware of all events.

Level 2 Behaviour Concerns

In the event of repeated negative behaviour or more serious incidents (e.g. physical altercations) staff contact parents to discuss events. Discussions with parents are logged on the Staff Drive.

Children in Key Stage 2 may be given a minus housepoint for Level 2 behaviour concerns.

This then requires the child to explain to their team in the Housepoint Assembly why they received the minus housepoint and what they should have done differently.

At this stage class teachers share their concerns with their Behavioural Support Phase Leader who provides support as appropriate.

Key Stage 1: Reception, Year 1 and Year 2: Mrs Shirley / Mrs Garlick

Key Stage 2: Years 3 – 6: Miss McAteer / Mrs Garlick

Behavioural Support Phase Leaders assist class teachers in developing appropriate, personalised targets for pupils. They have regular communications with the class teacher, parents and child involved. Level 2 support is provided for a short period e.g. half a term, after which time behaviour should have improved.

Level 3 Behaviour Concerns

If concerns regarding poor behaviour remain, this leads to the implementation of a Behavioural / Pastoral Support Plan. Behavioural targets and actions outlined on the plan are bespoke to provide effective support on an individual level. Parents, pupils, class teachers and Behavioural Phase Leaders contribute to the plan, in addition to any external agencies that may already be involved with the child.

On occasions, children might be separated from their class group for a short, fixed period of time to allow them to reflect on their behaviour and the impact of it.

In the rare event that concerns are ongoing, parents should ask to meet with Mrs Halsall. If any concerns remain unresolved parents should then contact the school governors.

9. Suspensions and Permanent Exclusions

Suspensions are rare and only used in exceptional circumstances. School follow the statutory guidance within 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' (DfE 2022) which outlines the legal responsibilities in relation to exclusion.

Only Mrs Halsall has the power to exclude a child from school. She may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, Mrs Halsall may exclude a child permanently.

A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be excluded from the school premises for the duration of the lunchtime period. The legal requirements relating to suspension, such as the head teacher's duty to notify parents, apply in all cases.

10. Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

11. Physical Restraint / Confiscation

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in Use of Reasonable Force – DfE 2013, and are familiar with the recommendations in Keeping Children Safe in Education 2022. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. Staff will confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's guidance on searching, screening and confiscation.

12. Pupil support

The school recognises its legal duty under the Equality Act 2010 with respect to both safeguarding and to preventing pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil, or particular circumstances, when appropriate.

Where necessary, support and advice will be sought from the SENCo and/ or external agencies, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with these agencies and plan support programmes for that child. We will work with parents to create an effective plan and review it on a regular basis. Please refer to our SEND policy for more information.

13. Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our Child Protection & Safeguarding Policy and Complaints Policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

Appendix 1: Written Statement of Behaviour Principles

1. Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
2. All pupils, staff and visitors are free from any form of discrimination.
3. Staff and volunteers set an excellent example to pupils at all times.
4. Rewards and sanctions are used consistently by staff, in line with the behaviour policy.
5. The behaviour policy is understood by pupils and staff.
6. Pupils are helped to take responsibility for their actions.
7. Parents / carers are involved with behaviour incidents to foster good relationships between home and school and to support consistency of expectations.
8. Violence or threatening behaviour will not be tolerated in any circumstances.
9. Exclusions will only be used as a last resort and will be undertaken in line with statutory guidance.