



St. Patrick's Catholic Primary School

Behaviour Policy

Written by	Approved by	Approval Date	Review Date	Revisions to policy	Approval
Senior leadership team	Governing body	May 2022	May 2023	Oct 2023	Pending approval at next LGB meeting



As a Catholic School, we view all aspects of school life to be part of the wider faith of parish, home and school. The whole curriculum and way of life of our school is designed to enable our pupils to grow in every way to Christian maturity. The Catholicism of the school is more than its Religious Education Policy, our whole curriculum is rooted in a religious understanding of life, and this is based on the teaching of the gospels. We always try to be positive in our range of rewards and disciplines. An over-riding aim of our school is that every member of the school community feels safe, happy and valued and that each person is treated fairly and well. To achieve this, we need to promote good choices which lead to effective relationships, so that everyone can support each other, work together and learn well.

CODE OF CONDUCT

At St. Patrick's, we aim to develop a caring Catholic Community based upon the life and example of Jesus Christ, which envelops the life and lives of everyone and everything in our school. It is through Christ's message of love and forgiveness that children, staff, families and governors preserve the essential Catholic ethos of the school.

Our principles are based upon the School's Mission Statement:
'Belonging, caring and sharing, safe in the arms of God's love.'

Rules: In our school we ...

- Are gentle
- Are kind and helpful
- Listen
- Are honest
- Work hard
- Look after property

Our behaviour priorities are:

- First attention for best conduct (using STAR, S- sit up, T- track the speaker, A- ask and answer questions, R- remember what has been said, method)
- Scripted interventions
- Restorative follow-up
- Praise in public, reflect in private
- Clear routines



Praise and rewards

'If you consistently reward minimum standards then pupils will strive for minimum standards. If your reward pupils for STANDING OUT then there is no limit to their excellent behaviour. In your classroom the STAND OUT mantra should be repeated often. Mark it with the children, "What (name of child) just did by collecting in all of the brushes by herself/himself has saved a lot of time and effort for me. That is really standing out. Thank you (name of child)." Use it when presenting awards, placing names on the recognition board or when talking to parents. Focusing on the behaviour that is STAND OUT creates and immediate shift in expectations.

It gives the children something more than bare minimum standards to achieve, it gives them something to reach for. How you recognise pupils who STAND out should lie at the heart of your behaviour practice.' (Paul Dix, *When The Adults Change, Everything Changes. 2017*)

We celebrate good work and good behaviour through:

- First attention for best conduct – STAR method for attention (Appendix 3)
- Specific praise for modelling any of the school rules.
- I really like how you have shown me you are ready to learn. Thank you for listening. -Thank you for picking up the paper towels, you are standing out and going above.
- Positive feedback to children and parents – postcards, stickers, phone calls, conversations (with every child receiving at least 1 positive acknowledgment every fortnight)
- Triangulation of praise by sharing good news with other members of staff
- Whole class rewards
- Recognition boards in class

Use of Recognition Boards

- Target your recognition board at learning attitudes. Make sure that the behaviour you choose raises the expectation for the pupils and is not simply something they can already do well
- Names/pictures on the board for pupils who are demonstrating the desired learning attitude
- Names/pictures are never removed from the board
- Learners can nominate others to be put on the board. Try stopping an activity every 15 minutes and asking them to write the names of up to 4 others who have been consistently demonstrating the desired behaviour. Use if for reflection at the end of the lesson.
- Emphasise peer responsibility; it is not a competition. It is more about a whole class helping everyone to get their name on the board
- Recognition boards need to be refreshed hourly, weekly or daily depending on the age and need of the pupils
- Pupils are recognised for effort, not achievement. The recognition board is for everyone. Pupils only get on the board when they have shown the required effort.
- Use the recognition board to persistently and relentlessly catch learners demonstrating the right behaviours



Scripted interventions

'The longer each negotiation around behaviour takes for the few, the less time you can give to the many. them in class too. Limit formal one-to-one interventions for poor behaviour in class to 30 seconds each time. Get in, deliver the message, anchor the child's behaviour with an example of their previous good behaviour and get out, with your dignity and the child's dignity intact. This is the win-win.' (Paul Dix, *When The Adults Change, Everything Changes.* 2017)

30 Second Script

Reminder	Caution	Last Chance	Time Out	Restorative Repair
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Reminder

Private reminder of the three school rules/values.

Take the initiative to keep things at this stage. e.g.

'(name of child), remember that in our school we show respect by tracking the speaker.'

Caution

I noticed that you are...(having trouble getting started, not listening fully, wandering around the classroom)

Remember that in our school, we follow the rule/live by the value of... (link to the rule that fits best with the behaviour you want to see)

Do you remember last week/yesterday when you? (e.g. received the postcard home, went on the recognition board)

That is who I need you to be today

Thank you for listening (Allow the child some 'take-up' time)

Last Chance

I have noticed you are still.....

Remember that in our school, we follow the rule/live by the value of... (link to the rule that fits best with the behaviour you want to see)

At the moment, you are making the choice to...(reflective consequence for choice inserted here)

I know you will make the right choice to...(insert desired behaviour here) Thank you for listening

Time To Think

You have chosen not to follow the rule/value of...

You have made the choice to (reflective consequence from above)

At the moment I want you to take two/three/four/five minutes to calm down, breather, and think about how you can make better choices.

After the time to think, bring the pupil back to the classroom/seat and ensure there is a restorative conversation at the end of the lesson



Reflective consequences (this list is not exhaustive or necessarily sequential)

1. Thinking time in class
2. Doing unsatisfactory work again or finishing work in playtime or lunchtime
3. A natural consequence as a result of their behaviour

Restorative Repair

*'As you address each question, remember that in between your truth and the child's truth is **the truth.**' (Paul Dix, *When The Adults Change, Everything Changes.* 2017)*

We recognise that things don't always go well. When this happens, we use five steps towards restorative follow up. Restorative conversations happen in private.

1. What happened? (Neutral, dispassionate language.)
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected and how can we put it right?

Younger Children: Restorative follow-up

Five questions is too many for younger children. Instead, choose two that you think are most pertinent to the incident or that you want to focus on with this particular child. As the children develop you can feed in more questions. Meet the need rather than assume too much by age. Suggestions to focus on:

- Who has been affected?
- What can we do to make it right?

The key thing here is to support the children to see how the impact of their behaviour is not restricted to them alone.

The incident should then be recorded on CPOMS.

Patterns of behaviour

'Nothing says, "I have given up on you" more than passing on a child's behaviour to a member of SLT. When staff pass a child on the pupil understands one simple message: "You can't deal with me." In the management and improvement of behaviour follow-up is everything. If you want to establish true consistency over time, how and when you follow up is the critical element. Children respect teachers who persistently keep track, never let it lie and ensure that every pupil, regardless of their reputation, is dealt with personally. Follow-up works. It ensures that consequences are faced, mirrors are held up and agreements are re-chalked for the next lesson.'

- **My classroom**
- **My responsibility**
- **My consistency**

If someone else is trying to talk through the incident, administer the punishment and reset the boundaries, then you cannot expect the changes in behaviour that you so desperately need. Of course, if you allow other members of staff to whisk away students you may also undermine your own position in their hierarchy of importance.'

(Paul Dix, When The Adults Change, Everything Changes. 2017)

When there are patterns of behaviour, the class teacher or SENCO will work with parents to analyse the presenting behaviour, and should it be necessary, a behaviour plan (Appendix 2) will be put in place, which will involve a meeting with the parents and child.

Serious incidents (Appendix 1)

Any instances of:

- Rudeness
- Violence
- Dishonesty
- Swearing
- Refusal
- Damage
- Stealing
- Racism
- Sexism
- Ageism
- Homophobia
- Bullying/Cyberbullying
- Discrimination
- Disruption

These incidents will be recorded on CPOMS and SLT will be alerted.

Parents will be informed by the class teacher. The class teacher will make a decision on any resulting consequences or outcomes and this will be in discussion with a member of SLT. This will all be recorded on CPOMS.



Responsibility for the behaviour policy

All members of our community are expected to follow the behaviour policy. The senior leadership team has day-to-day responsibility for behaviour, with the backing of the governing body. The governing body has a general duty to ensure the school follows policies to promote good behaviour among children.

Physical intervention

There may be occasions when it is appropriate to intervene physically with a pupil who is endangering themselves or others or causing significant damage to property. The circumstances in which this may happen, and what it may involve, are described in our Physical intervention policy.

Exclusions

Throughout all dealings, the support and action from recognised agencies will be discussed and initiated, if necessary. In exceptional circumstances, a child may be internally excluded from class for a period, or excluded from school for a period of time by the Head Teacher. At St Patrick's, should the need to exclude occur, we would follow the general principles and arrangements as laid down in the latest Local Education Authority Guidelines in the most current Anti-Bullying Policy.

PUPILS' CONDUCT OUTSIDE THE SCHOOL GATES- TEACHERS POWERS

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises.

Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- o taking part in any school-organised or school-related activity or
- o travelling to or from school or
- o wearing school uniform or
- o in some other way identifiable as a pupil at the school

or misbehaviour at any time, whether or not the conditions above apply, that:

- o could have repercussions for the orderly running of the school or
- o poses a threat to another pupil or member of the public or
- o could adversely affect the reputation of the school.

This policy should be read in conjunction with the Anti-Bullying policy,



Appendix 1

Report of a serious behaviour incident

If a child has shown one of the behaviours below or has acted in another inappropriate way that the adults in school considers to be serious then this form needs to be completed.

Date:

Reporting Adult:

Childs Name and Class:

Class Teacher:

Behaviour- please highlight

- Rudeness
- Violence
- Dishonesty
- Swearing
- Refusal
- Damage
- Stealing
- Racism
- Sexism
- Ageism
- Homophobia
- Bullying/Cyberbullying
- Discrimination



Appe

This plan could be used by a child to monitor playtime behaviour. A similar plan could be used within the classroom with incentives set by the class teacher.

Use this chart to show how your playtimes and dinner times are going

	Morning playtime	Dinner playtime	Afternoon playtime
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			



Behaviour Contract

Name: _____

Goals I have set:

1. _____

2. _____

3. _____

If I do not meet goals, these are my consequences.

1. _____

2. _____

3. _____

If I do meet these goals my teacher will:

1. _____



2. _____

My contract will be reviewed on: _____

Adults signature: _____

Pupils signature: _____

Weekly behaviour chart

Name: _____ Week beginning: _____

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning session					
Break time					
Second morning session					
Lunchtime					
First afternoon session					

Second afternoon session					
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This behaviour chart should be completed by an adult in school and shared with parents.

Comments: _____

Signed: _____

Daily behaviour chart

Name: _____ Date: _____

	Respect	Learning	Listening	Following instructions	Responsible
Morning session					
Break time					
Second morning session					

Lunchtime															
First afternoon session															
Second afternoon session															

This behaviour chart should be completed by an adult in school and shared with parents.

Comments: _____

Signed: _____

Be a STAR

S- Sit up and pay attention

T- Track the person who is speaking

A –Ask and Answer