



# St. Patrick's Catholic Primary School

## Behaviour Policy

Written by	Approved by	Approval Date	Review Date	Revisions to policy
Senior leadership team	Governing body	Pentecost 2022	Advent 2023	Sept 2023



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.'

This is further enhanced by our children's mission statement which sets out how our pupils know how to live out this statement.

#### Belonging

- Treat everyone as equals, with fairness and respect
- Be inclusive of everyone
- Celebrate difference – we are all made in the likeness and image of God
- Show mercy and forgive others
- Praise and encourage one another
- Remember to celebrate
- Pray together
- Work together as a team and a family
- Be a church together

#### Caring

- Look after each other
- Look after everything- people, equipment, property, living things
- Help others, especially those in need
- Work as a team to keep everyone safe
- Love one another always, no matter what
- Put your trust in others and help them to trust you
- Accept when you've done something wrong and show you care about making things right again
- Care for God's world and all he created- only use what you need
- Say what is true



- Stand up for what is right and do what is right

#### Sharing

- Try your best at everything, then share what you know
- Be like the saints, sharing wisdom and setting a good example
- Lead others so that they grow in confidence to lead others
- Share your gifts and talents- the holy spirit will help and guide you
- Be charitable- sharing what you have and giving what you can
- Spread the Good News, God's Word, by your example

#### 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 you 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
  - Recognition in whole school gatherings
  - Rewards for lunchtime

### **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

### **1,2,3 Magic**

A key element of 1,2,3 magic is the “no talking, no emotion” rule. This means that when you are using counting as discipline, you do not talk, explain or rationalise with a child, and you do not get angry or emotional during or after. This will make a child think about their behaviour and take responsibility for the choices they make. This is essential to the effectiveness of 1,2,3, magic (1,2,3, magic Dr Thomas W. Phelan)



*'The longer each negotiation around behaviour takes for the few, the less time you can give to the many. them in class too.'* (Paul Dix, *When The Adults Change, Everything Changes*. 2017)

## Behaviour Script

When a pupil shows behaviour inside or outside of the classroom the following behaviour actions should take place. This should be done by any member of staff in school.

Caution	Last Chance	Time out	Restorative Repair
1	2	3	Magic

### Caution

Adult says, "That is one" and may show a 1 on their hands or may show a 1 with no words.

This demonstrates to the child that the behaviour they are displaying is not acceptable and they are being given a chance to rectify this.

### Last Chance

If a pupil continues to display unacceptable behaviour after one then the adult says, "That is two" and may show a 2 on their hands or may show a 2 with no words.

### Time To Think

If after two, the pupils' behaviour remains unacceptable then the Adult says, "That is three" and may show a 3 on their hands or may show a 3 with no words.

Once an adult has to get to three, the pupils needs to have 5 mins out. It is at the discretion of the staff member as to where this time to think happens. For example if this is during playtime, they may be asked to stand with the staff member or sit on a bench, if this is in the classroom they may be asked to go to another classroom, if the pupil is in the dining room, they may be asked to have some time in another area e.g the main hall.

Following time to think the pupil and the member of staff should have a restorative repair. The timing of this should not interfere with any other pupils learning. This restorative repair may include one of the below reflective consequences alongside a restorative conversation.

**If a pupil has had to have time to think, this must be recorded on CPOMS.**

### 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:

- Violence
- Swearing
- Damage
- Stealing
- Bullying/Cyberbullying
- Discrimination related to any of the protected characteristics
- Persistent rudeness, refusal or disruption (for example, time out throughout the day )

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**

- Violence
- Swearing
- Damage
- Stealing
- Bullying/Cyberbullying
- Discrimination related to any of the protected characteristics
- Persistent rudeness, refusal or disruption (for example time out throughout the day)

Other \_\_\_\_\_

Please detail briefly below the incident and the resulting consequences

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Appendix 2- Examples of a behaviour plans that could be used by the class teachers

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: \_\_\_\_\_

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

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

Comments: \_\_\_\_\_

\_\_\_\_\_































\_\_\_\_\_

Signed: \_\_\_\_\_

## Daily behaviour chart

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

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

Comments: \_\_\_\_\_

\_\_\_\_\_

Signed: \_\_\_\_\_

Appendix 3

Be a STAR



S- Sit up and pay attention



T- Track the person who is speaking



A –Ask and Answer



R- Remember what has been said

