

St Patrick's Catholic Primary School & Nursery



Policy for Positive Behaviour & Attitudes to Learning

Review Date: Spring Term 2018

Expectations

It is a primary expectation of St Patrick's Catholic School & Nursery that every member of the school community feels safe, valued and respected, and that each person is treated fairly and well. By ensuring this, we will be living out the Gospel message of our mission statement:

'Here at St Patrick's Catholic Primary School we love, learn and respect each other and work together to be the best we can.'

We are a caring community, whose values are built on mutual trust and respect for all. The school's policy for positive behaviour is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe, and secure.

School Ethos All at St Patrick's share a common vision.

Vision statement:

St Patrick's will provide a safe, happy learning community where Teaching and Learning is of the highest quality promoting the attainment of personal potential – spiritually, academically, socially, morally and culturally. A place where everyone can encounter Christ in prayer, study, thought and action.

Our vision is realised through our school aims;

We aim to show, all that are touched by our school, that Christ is at the centre of everything we do.

We recognise that every child has potential and we provide opportunities that will encourage all children to maximise their abilities, aptitudes and talents.

Our school is rooted in its commitment to Religious Education that is Instrumental to the achievement of success & excellence.

The school has a number of school rules, but the primary aim of the policy for positive behaviour is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way and to:

- ensure the safety and emotional well-being of all members of the school community;
- be positive;

- include all members of the school community in the process of promoting appropriate behaviour;
- identify clear expectations and be easy for everyone to follow;
- ensure equal access for all children to a purposeful learning environment and fair treatment in all aspects of school life.

At St Patrick's we actively seek to promote 'Every Child Matters'

- Be healthy
 - Stay safe
- Enjoy & achieve
- Make a positive contribution
- Achieve economic well-being

We are therefore committed to maintaining an environment where desirable behaviour is expected and encouraged by the promotion of self-discipline and the nurturing of positive self-esteem. The school community can achieve this by adhering to the **St Patrick's Code**. Members of the school community are: children, staff, governors, parents, members of the parish and visitors.

The code (on the following page) has been discussed with the children and their views considered. It is a reference point of expected behaviour for all who are present and is displayed throughout the school.

St Patrick's Code

"Be Smart for Learning"

We believe that everyone must be included and be safe. For this to happen we must make the right choices about our behaviour.

We will...

- take responsibility for our own actions
- follow adult instructions
- respect other people's feelings
- tell the truth
- be helpful and polite
- listen to each other
- respect other people's belongings
- walk around the school safely
- ask for help when there is a problem or concern
- dress in the correct uniform
- have a positive attitude to our own learning and that of others

At the beginning of the school year each class is responsible for formulating a class code that promotes a positive learning environment and is relevant to the age and needs of the children in that particular class. The classroom code uses positive language.

The Responsibilities of the School Community

Staff and Governors will

- praise good behaviour and work
- actively promote the St Patrick's Code at all times
- take an interest in the welfare of the pupils
- provide work and routines within the school which will enable the children to be successful
- be consistent and fair
- model the expectations of the policy
- give support to each other in applying procedures consistently
- support colleagues across the school in the management of behaviour
- actively deal with behavioural issues whenever and wherever they occur (Staff and Headteacher initially)
- involve and communicate with parents
- be careful not to label children through their behaviour
- provide opportunities for children to take on leadership responsibilities

Children will

- actively follow and promote the St Patrick's Code at all times
- treat all members of the school community with courtesy and respect
- take responsibility for their own behaviour and an active role in resolving issues
- tell adults if they (or others) are upset or have a problem
- behave appropriately when representing the school e.g. on a school trip, sports event, travelling between home and school
- treat living things kindly
- try their best
- take responsibility for personal possessions
- treat everyone in the school community with kindness
- provide a good role model for younger children
- allow their peers to learn

Parents will

- support the school's policy for positive behaviour
- ensure their child's regular attendance and punctuality
- work together with the school regarding discipline and management of behaviour
- communicate to the school anything which may affect their child's behaviour
- show courtesy and respect to all members of the school community
- respect the limitations of staff time
- provide a good role model
- praise good behaviour and work
- support children with their homework

Positive behaviour is encouraged through:

- praise by staff and parents;
- whole-school recognition in Congratulations Assembly and special awards
- Headteacher Certificates awarded for sustained effort to improve behaviour or consistently good behaviour and attitude;
- positive feedback to classes through the School Council;
- regular opportunities for Social and Emotional Aspects of Learning (SEAL);
- 'Circle Time' activities where appropriate behaviour is explored and discussed;
- individual target setting (e.g. Learning Support Plan, Pastoral Support Plan, class targets);
- projects with the Behaviour Support Service, eg, within a class, group or individually;
- dealing with incidents individually and providing children with opportunities to have a fresh start wherever possible.

Dealing with unacceptable behaviour:

It is the responsibility of the class teacher to ensure that school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work and learn to the best of their ability.

All behaviours which prevent others from learning will be dealt with in class initially. Children in Year 1, Year 2, Year 3, Year 4, Year 5, and Year 6 will be shown/or given an orange card which will be placed on the desk in front of the child. Children know that this is a warning, and if they work hard and stop disrupting others learning, the card can be removed.

Children who receive an orange card which is not collected in by class teacher, will have to stay in during lunchtime in a separate room which is supervised by a member of the senior leadership team in order to 'catch up' on lost learning. Children will be told to attend 'catch up' which will be held during lunchtimes, in a designated classroom, following their lunch.

All children attending 'catch up' will have their name put in a register. If children attend three sessions, parents will be informed and invited in to school to discuss child's behaviour. This may result in children being put on a behaviour log. The log is a book in which both positive and negative behaviour is written and is then taken home at the end of the day to show parents.

In Reception classes' unacceptable behaviour is dealt with using a traffic light system where children's names are moved up and down traffic lights depending on the behaviours shown. At the teachers discretion the children will be asked to attend 'catch up' and appropriate work will be provided for the children. The Nursery operates their own system for positive behaviour and parents are informed following each session.

In some cases, a teacher or parent may feel that a child would benefit from a more structured approach to monitoring and encouraging positive behaviours. In these cases a meeting between parent/carer and teacher may be requested to discuss behaviour goals and agree how to best support the child in achieving them. In these cases, a communication system, usually a book, may be used to ensure that information can be easily exchanged.

Exceptional Circumstances

*In the event of **extreme behaviour** where:*

- the child puts others' safety at risk,*
- the child puts his or her own safety at risk,*
- school property is seriously or repeatedly damaged,*
- there is persistent breach of the Behaviour Policy,*

*there may be no option but to impose a **Fixed Term** or **Permanent Exclusion**.*

On the return to school after a fixed period of exclusion the parents and pupil will be required to attend a reintegration interview with the Headteacher to discuss the management of the pupil's return to school. Failure to attend a reintegration interview will be a factor taken into account by a magistrate's court if, on future application, they consider whether to impose a parenting order on you.

Any child considered to be at risk of exclusion will be subject to a Behaviour Support Plan formulated by a multi-disciplinary team. Governors and Parents to try and minimise that risk.

Physical Restrictive Intervention

Refer to Policy. It may be necessary for there to be a PIP.

Always a last resort and always planned with staff, parents & behaviour support / educational physiologist.

Bullying

Bullying is considered to be extremely serious and is treated with zero tolerance. All staff who become aware of an allegation of bullying must refer to the school's Anti-Bullying Policy.

Racism

In addition to the sanctions contained within this policy, all incidents of racism must be reported to the Headteacher who will inform the appropriate authority as stipulated by the Staffordshire Local Education Authority. For further information the school's Multi Cultural and Anti-Racist Policy should be referred to.

Implementation of the Policy

- Every family is reminded that if requested they are entitled to receive a copy of the policy
- All new families to receive the policy and requested to sign a Home – School Agreement
- All new staff and trainees to receive training in the policy’s implementation
- Revised policy presented to staff, pupils, parents and governors
- Policy discussed by School / Class Councils and opportunity provided for comment
- St Patrick’s Code presented to the children and displayed prominently around the school
- Class Codes displayed clearly

Monitoring

This policy will be monitored regularly by the Senior Leadership Team and updated as necessary to meet the changing needs of the school. It will be reviewed at least annually as part of the school’s cycle of monitoring and through regular classroom observations.

This policy should be read in conjunction with other relevant school policies.

This Policy was reviewed and updated as part of the Ofsted Action Plan 2014

Review: Spring Term 2018

Signed.....Headteacher

Signed.....Chair of ARC Committee

Date.....

POLICY FOR POSITIVE BEHAVIOUR

Appendix B

BREAK/LUNCH TIME Referral System and Consequences

STAGE 1	<ol style="list-style-type: none">1. Staff on duty Teaching Assistants / Lunchtime Supervisors remind pupil of appropriate behaviour.2. Pupil responds positively & praise given
STAGE 2	<ol style="list-style-type: none">1. Pupil given <i>time out</i> to cool down from activity and situation.2. Staff talks to pupil and reminds them of the consequences if negative behaviour continues.3. Teacher informed at the end of break/lunch when collected by class teacher.
STAGE 3	<ol style="list-style-type: none">1. Yellow card given to pupil for more serious behaviour/refusing to previous advice and warnings.2. Yellow card can be taken back if pupil earns it through appropriate behaviour.3. Class Teacher informed
STAGE 4	<ol style="list-style-type: none">1. If yellow card is issued twice to a child in any week they have to attend 'Catch up' on the following day.
STAGE 5	<ol style="list-style-type: none">1. After attendance at 3 'Catch up' Sessions parents/carers are informed and invited in to school to discuss behaviour.

POLICY FOR POSITIVE BEHAVIOUR

Appendix A

Referral System and Consequences Year 1 - Year 6

WARNING	Teacher places orange card on child's desk or is given an orange card.
CHILD RESPONDS TO WARNING	Child stops the behaviour and orange card is removed by class teacher Or Child continues to disrupt learning and is told to attend 'catch up'
CHILD ISSUED WITH CARD UP TO 12.30pm/12.50pm	Attends 'Catch up' on same day
CHILD ISSUED WITH CARD 1.20pm/1.40pm ONWARDS	Attends 'catch up' on the following school day
PARENTS/CARERS INFORMED	After attendance at 3 'Catch up' Sessions parents/carers are informed and invited in to school to discuss behaviour
BEHAVIOUR REPORT	After discussion with parents/carers child may be put on behaviour log
Behaviour support plan started.	
EXCLUSION	Headteacher takes the decision to exclude child for a fixed term or permanently.