

14.05.2024

Positive Behaviour Policy

St Patrick's Catholic Primary School

APPROVED by Governing Body: 18.06.2024
Amendments approved

REVIEW:

1YR	2YR✓	3YR	other
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DATE:
July 2026

RESPONSIBILITY:
Headteacher - Mrs J Gill
Chair of Governors – Mrs M Walton

PART 1

AIMS

- To develop an environment where behaviour towards learning and the school community is exceptional.
- To develop a caring, tolerant, purposeful and positive learning environment where high-quality teaching and learning can take place.
- To promote an environment where everybody feels happy safe and secure.
- To ensure all members of the academy foster a calm, consistent and positive approach to behaviour management around the academy.
- To ensure children take ownership and responsibility for their behaviour and see how both negative and positive behaviour can impact the wider community and their relationships.
- To reinforce and promote positive relationships between all members of the school community
- To create a culture of exceptionally good behaviour; for learning, for the community, and for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To help learners take control of their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience, and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

LEGISLATION AND STATUTORY REQUIREMENTS

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- It is also based on the special educational needs and disability (SEND) code of practice

In addition, this policy is based on:

Section 89 Education Inspections Act 2006 which states that head-teachers of maintained schools and academies must determine measures with a view to encouraging good behaviour and respect for others on the part of pupils, and, in particular, preventing all forms of bullying amongst pupils.

DEFINITIONS

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Non-completion of classwork or homework.
- Poor attitude.
- Incorrect uniform.

Serious misbehaviour is defined as:

- Repeated breaches of the academy values.
- Any form of bullying.
- Severe verbal behaviour, such as swearing.
- Sexual violence or sexual assault (intentional sexual touching without consent).
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments.

- Sexual jokes or taunting.
- Physical behaviour like interfering with clothes.
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Vandalism.
- Theft.
- Physical behaviour such as fighting.
- Smoking.
- Racist, sexist, homophobic or discriminatory behaviour.
- Possession of any prohibited items. These are:
 - Knives or weapons.
 - Alcohol.
 - Illegal drugs.
 - Stolen items.
 - Tobacco and cigarette papers.
 - Fireworks.
 - Pornographic images.
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person.

Bullying is defined as the repetitive, intentional harming of one 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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting.
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> ● Racial ● Faith-based ● Gendered (sexist) ● Homophobic/biphobic ● Transphobic ● Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

CHILD ON CHILD ABUSE

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously. Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but the Child Protection and Safeguarding Policy will apply to any allegations that raise safeguarding concerns.

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school and online.

Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying).
- Abuse in intimate personal relationships between peers.
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence).
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery).
- Upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element). Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.

For details of procedures following an accusation of peer-on-peer abuse please see our Safeguarding Policy.

BEHAVIOUR OUTSIDE THE SCHOOL GATE

Teachers have a statutory power to discipline children 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 children’s 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:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school or
- Wearing school uniform or
- In some other way identifiable as a pupil at the school.

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

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

SERIOUS INCIDENTS

Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher, Deputy Headteacher or Phase Leader. Such incidents could include, but are not limited to:

- Fighting.
- All forms of bullying
- All forms of hate crime.
- Using abusive/offensive language.
- Sexual violence/harassment.
- Physically striking adults.

FIXED TERM SUSPENSION

In some serious cases of very disruptive children, it may be necessary for the matter to be referred immediately to the Headteacher. Only the Headteacher, or in the Headteacher's absence the Deputy Head, can decide to suspend a child, in which case the child's family will be informed. The Local Authority will be notified in accordance with current LA/DfE guidelines. In the case of a suspension against which the child's family appeal, the Local Governing Committee will make the decision as to whether or not the appeal is upheld. The Headteacher must then abide by this decision.

PERMANENT EXCLUSION

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion. The Local Governing Committee of St Patrick's agree with this stance and all policies and procedures are in place to support inclusion of all children. Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the child concerned, or to other children at the school.

REASONABLE FORCE

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder.
- Hurting themselves or others.
- Damaging property.

Incidents of physical restraint must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents.

Some of our staff are trained in positive handling. This is a technique designed to help staff to calm children and de-escalate difficult situations. It also trains staff how to hold children safely if it becomes necessary.

ADDITIONAL SUPPORT

We recognises its legal duty under the Equality Act 2010 to prevent 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. The school's special educational needs coordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an Educational Psychologist, medical practitioners and/or others, to identify or support specific needs. When

acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

PUPIL TRANSITION

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. This also takes place when a child is moving schools.

SAFEGUARDING

School staff recognise that changes in behaviour may be an indicator that a pupil needs help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

PART 2

At St Patrick's:

- *Children are encouraged to thrive intellectually, emotionally, physically, socially and spiritually.*
- *Everyone and everything is valued and appreciated.*
- *The potential of all is nurtured and developed.*
- *Christian values are at the heart of all we do.*

Our mission reflects our commitment to ensuring that all members of **our school community including children, staff, parents, governors, parishioners and visitors** feel welcomed and valued for the unique contribution that they bring to our school. Inspired by the life and teaching of Jesus Christ, we believe that excellent behaviour starts with the **behaviour of the adults** in school. We demand a level of consistency that most will never have experienced. We create a framework for change based around the one behaviour we can control absolutely...**our own**.

We expect all adults to be fully engaged with managing and modifying behaviour. No one just walks past.

Our approach is designed to ensure that in the classroom low-level disruption is eradicated and all children are focused on learning. Evidence based practice informs classroom practice as well as interventions for the most vulnerable learners. Humiliation in any form plays NO part in our approach. Learners are respected, regardless of their behaviour. Adult behaviour is never compromised by learner behaviour. Adults are expected to strip out all negative emotion/response when dealing with challenging behaviour.

Although we do have some individual and collective incentives to encourage learners, our major focus is on recognition – pride not prizes.

Our approach is shaped around the 99% of learners who arrive at school every day keen to learn and eager to please. Our **'always'** children.

We do not believe that the 5% of troubled learners are behaviour problems; they need a different approach. One that is not based on an increasing number of sanctions.

Learners are never able to 'power play' with adults. Our culture is one of a learning community where everyone is included. We use the same key phrases (scripts) and the restorative approach to intervene with poor behaviour.

Learners are rarely passed up the hierarchy. Class teachers remain in charge of the behaviour of their learners and any incidents.

EXPECTATIONS OF BEHAVIOUR

In our school, we have three simple rules:

- Be **READY**
- Be **RESPECTFUL**
- Be **SAFE**

Learners know what these words mean, how they can use these words to help them in school and what their behaviour will look like when they are **ready, respectful** and **safe**.

FAB five (the habits that complement our rules RRS)

1. **Attitude** – we expect everyone in our school to have a really positive attitude and come to school determined to do their best. You will see this in every area of our school environment; classrooms, corridors, hall and playgrounds with smiling faces and a desire to learn.
2. **Appearance** – we want everyone to look the part and show that they are **READY** to learn. Wearing the correct uniform every day helps us to show we are proud to be members of St Patrick’s school community. This goes for our learning environment. We want our school to be special. We want it to inspire us and any visitors to our school. We are all responsible for keeping our school neat, tidy and ready for learning.
3. **Manners** – we expect everyone to show good manners so that everyone in our school feels respected and valued. One of our core rules is **RESPECTFUL** – we are polite and respectful to each other at all times. You will see good manners around school, with people holding doors open, saying please and thank you and greeting each other with a smile.
4. **Pride and presentation** – we take pride in all that we do. We want to feel proud of what we achieve and impress everyone who looks at our learning. You will see well-kept books with beautifully presented work and neat handwriting.
5. **Walking** – we want our school to be a **SAFE** place. In our school, we thank you for wonderful walking on the left – this helps keep our school calm, relaxed and organised.

BEHAVIOUR CHECKLIST FOR ADULTS

Classroom and around school

- Meet and greet learners, as they come in at the start of the day and after lunch
- Display rules and ensure that learners know and understand them
- Reinforce Fab Five habits
- Implement the behaviour policy consistently
- Be relentlessly positive – *wonderful walking, thank you for...*
- End and send at the end of sessions; praise learner effort and achievement

Learners

- Understand learners’ needs
- Have a plan for learners who may struggle to manage behaviour
- Listen to learners and acknowledge their feelings
- Give learners a choice – using key phrases

All staff

- Launch every half term with school behaviour expectations, rules and Fab 5 habits
- Have clear routines for transitions and getting attention – silent signal
- Teach learners the class routines and reinforce regularly
- Model desired behaviour
- Praise the behaviour you want to see

- RIP & PIP: remind in private, praise in public
- Be accountable and honest when a mistake has been made
- Never ignore poor behaviour choices
 - Stay calm and emotionally in control
 - Follow up every time, retain ownership and engage in restorative conversations
- Pay attention to promoting the learning
 - Ensure that lessons are engaging, challenging and meet learners' needs
 - Differentiate the learning and provide support throughout lessons
 - Scan the classroom, spot and address misconceptions quickly
 - Have all resources prepared in advance

Leaders

- Are expected to meet and greet children and parents on the gate at least once per week.
- Should be a visible presence around school to encourage appropriate conduct.
- Regularly celebrate staff and learners whose efforts go above and beyond expectations.
- Ensure that staff are fully trained and confident in positive management of behaviour.
- Use behaviour data to target restorative interventions for staff and learners.

COMMUNICATING WITH PARENTS

- Staff are expected to give regular feedback to parents– let them know the great days and achievements – phone call home, praise postcard, Arbor email
- Invite in to discuss problems privately – providing support
- Follow up conversations – let parents know how it's going

MANAGING BEHAVIOUR

Rewards

- **Verbal praise** – to promote positive behaviour, children are continuously praised for making good choices – thank you for...
- Individual daily green point for consistently following rules. Half - termly target and fun afternoon
- Fab Friday award – 1 child from each class nominated for exemplifying rules, habits and values – Hot Chocolate with the Head or Fab ice lolly (dependent on the season)
- Weekly Headteacher Awards for effort and excellence (linked to rules, habits and values)
- Golden Welly Award – excellent play
- Table pom-poms in class – weekly class treat
- Class homework awards – maths and reading, weekly
- Class handwriting award – weekly

Scripts

We believe that a calm, positive and consistent approach to behaviour management is crucial. We expect all staff to give the same consistent messages to learners. There should be no difference in approach across classes, staff roles or age of learners. We have devised a set of scripts for staff to use when dealing with behaviour (both positive and negative). This reinforces the consistency in the way that behaviour is dealt with amongst staff and emphasises to learners that staff are a **united team with shared high expectations**.

Positive praise

- You just held the door open for your friend – that is very courteous of you – FAB manners!
- Thank you for helping a younger child on the playground. That is very caring of you – FAB attitude!
- Thank you for showing that you are ready to learn – FAB attitude!

Poor conduct

Learners are held responsible for their behaviour. All staff are expected to deal with behaviour without delegating. Learners are encouraged to reflect on poor conduct and turn negative behaviour choices around. Sanctions are structured to ensure that children are encouraged and supported in improving their behaviour. The vast majority of unacceptable behaviour is discouraged through a verbal warning from an adult.

All adults in school have the right to remind children of our rules, values and habits and to expect children to conform. All staff are expected to address any conduct which falls short of our high expectations, no matter how trivial it may seem – **WHAT YOU PERMIT, YOU PROMOTE.**

Scripts for managing poor behaviour

1. I have noticed you are not making the correct choice (by...) and you know that in our school we all need to be RR&S. If you choose to continue with this behaviour, you will be choosing to lose minutes off your playtime. I will give your 5 minutes to make the right choice and...
2. You have continued making the wrong choices and, as a result, you have chosen to lose 5 minutes off your playtime. You can choose to turn this around by... If you choose to continue to make the wrong choice, you will lose all of your next breaktime and will complete a reflection form.
3. I have noticed that you have still chosen to do the wrong thing. You will now lose all of your next breaktime.

Staged consequences

- **Time out** – minutes of playtime missed + restorative conversation with the adult (T or TA)
- **Breaktime detention** – restorative conversation + reflection form (which goes home) + restorative action, agreed between child and adult (e.g. letter of apology, sorry card, tidying up)

The purpose of the time out and breaktime detention is to enable the child to reflect on the behaviour choices that led to the sanction and plan, with support from the adult, how this can be avoided in the future.

We hope that a breaktime detention will lead to a positive change in behaviour but should it not, teachers and teaching assistants will raise concerns with phase leaders and senior leaders and the following sanction may be applied.

- **Extended loss of privileges** – a fixed period of breaktime detentions and behaviour contract (parents will be invited to a meeting to discuss this). This may also include loss of after school activities or other in school activities.

As detailed on page 4 / Part 1, the following sanctions may also be used by the Headteacher:

- Persistently poor behaviour or serious incident = fixed term suspension*
- Persistently poor behaviour or serious incident = permanent exclusion*

RESOLVING CONFLICT

Use the Restorative Approach to resolve conflict between individuals or groups. Most situations can be dealt with by working through these questions:

- What do you think happened?
- How were you feeling at the time?
- Who else was affected?
- How do you feel now?
- What needs to happen to make things right?

MONITORING AND EVALUATION

The Head Teacher and Deputy Headteacher will monitor behaviour using a variety of methods:

- Learner behaviour will be monitored during learning walks, lessons and around school.
- Consistent application of the policy by all adults in school will be monitored.
- Arbor behavior log will be monitored by HT and DHT weekly.
- Incidents which escalate to involve the HT and/or DHT will be reported to the Governing Body through the Head Teacher's termly report.
- Any issues identified will be incorporated into the school's action planning.

WRITTEN/REDRAFTED	APPROVED BY GOVERNING BODY	REVIEW DATE
V4 – November 2018	05.12.2018	Summer 2020
V5 – May 2024	18.06.2024	As required

Version 5 (2024) Jennifer Gill

ST PATRICK'S CATHOLIC PRIMARY POSITIVE BEHAVIOUR POLICY

RULES

Be READY
Be RESPECTFUL
Be SAFE

In our school we...

- Have emotional control
- Are ready to learn/teach
- Are calm and respectful
- Look out for others
- Act safely at all times

FAB 5 - attitude ☆ appearance ☆ manners ☆ presentation ☆ walking

PUBLIC PRAISE AND RECOGNITION

Positive recognition

- verbal praise for doing the right thing – thank you for...
- individual daily green point for consistently following rules – half termly target card
- Fab Friday and weekly HT awards for effort and excellence – learning and behaviour
- Class awards – table pom poms, homework, handwriting, reading
- 100% attendance raffle tickets
- Golden Welly award – excellent playground behaviour and attitude
- Mission Award – for going over and above

PRIVATE REMINDERS

Stepped approach

Proximity praise → praise children doing the right thing

Gentle reminder → explain the behaviour we want to see

1. Caution → 5 mins to 'turn it around'

2. Time out → lose 5 mins of breaktime + RC

3. Breaktime detention → lose full break + RC + RF + parents informed

Extended loss of privileges → fixed period of detentions, withdrawal from activities, meeting with parents

Persistently poor behaviour/serious incidents → **Fixed Term Suspension** or **Permanent Exclusion**

Key phrases to use

1. I have noticed you are not making the correct choice by... You know that in our school we all need to be RR&S. If you choose to continue with this behaviour, you will be choosing to lose minutes from your playtime. I will give you 5 minutes to make the right choice and...
2. You have continued making the wrong choices and, as a result, you have chosen to lose 5 minutes from your playtime. You can choose to turn this around by... If you choose to continue to make the wrong choice, you will lose all of your next breaktime.
3. I have noticed that you have still chosen to do the wrong thing. You will now lose all of your next breaktime.

Restorative conversations

- What do you think happened?
- How were you feeling at the time?
- Who else was affected?
- How do you feel now?
- What needs to happen to make things right?

APPENDIX 1

Strategies to promote good behaviour

Public praise

Public acknowledgement of good behaviour can be very powerful in a positive way. Praise needs to be appropriate and as descriptive as possible so that a child is clear about the elements of their behaviour being praised. Praise can also be non-verbal, e.g. a smile, a thumbs-up or a sticker.

Three positives before a negative

This principle involves teachers aiming to have made three positive contacts with a child before giving them feedback on their work. This encourages children to be more receptive to important learning points that a teacher is making. The lesson children will learn is that they are more likely to get attention when they behave well than when they behave badly.

Acknowledge feelings

Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help with them. Acknowledging a child's feelings can pre-empt them resorting to other ways to gain attention.

Give children a choice

This may be as simple as allowing a choice about which piece of work to complete first. Being given choices increases a child's sense of independence, which in turn contributes to their self-esteem. The children will also be reminded about making the 'right choice'.

Be consistent

Children have a need for the world around them to be as reliable as possible. When staff act consistently and reliably, they make children feel safer and therefore less anxious. This in turn reduces the possibility that events will trigger poor behaviour.

Set high expectations

It is important for adults in school to set high expectations for all children with regard to their attitude and behaviour. This is not exclusive to the classroom and also applies to when the children are moving around the school and during school assemblies. Children need to be made aware of what the expectations of behaviour are and these need to be made clear to enable the children to follow expectations.

Model desired behaviour

It is important for adults within the school to model the kinds of behaviour that are expected from children in terms of respect, concern, fairness, how to apologise and how to resolve difficulties fairly and amicably.

Listen to the children

Listening to children makes them feel significant. It is important to make children aware that adults recognise their feelings (e.g. "You seem cross, did something happen?"). Concerns and complaints need to be followed up, even if that means needing to say that it will be dealt with later. Children need to be able to feel secure in the knowledge that issues will be dealt with appropriately.

Maintain frequent contact

All children, and in particular those who have difficulty concentrating, need frequent contact that recognises what they have already achieved, points them to the next step and reminds them that the teacher will be back to see how they are progressing. This concentrates on communication about the task and gives the child positive teacher contact.

Pre-empt disruptive behaviour

Teachers and adults in the classroom need to display a constant awareness of what is happening throughout the classroom. This allows off-task behaviour to be spotted early and children's attention returned to the task before behaviour actually becomes disruptive.

Self-awareness

Adults in school need to communicate confidence and authority. In order to do this, it is important to be aware of elements such as position in class, proximity to disruptive children, facial expression, tone of voice, choice of words and use of eye contact.

Catch them being good

Noticing and acknowledging anything that is in the direction that adults in school wish children to take, will encourage and reinforce positive behaviour.

Examples (not an exhaustive list) of things to 'catch them being good' at include:

- entering the classroom quickly and quietly
- treating books and equipment carefully
- looking at the teacher quickly and quietly when asked to listen
- starting work quickly
- being polite
- moving from one task to another without teacher reminders
- tidying and clearing up
- working hard on a piece of work
- telling the truth
- holding the door open for someone
- handing homework in on time
- being a good friend
- saying please and thank you
- asking for help when they need it
- walking quietly around school
- listening well in assembly or worship
- working well with a group of classmates
- being willing to try something new or difficult
- offering to help without being asked
- taking turns and waiting for others