

ST PATRICK'S RC
PRIMARY SCHOOL,
CONSETT

POSITIVE BEHAVIOUR POLICY



APPROVED
REVIEW DATE

MISSION STATEMENT

St. Patrick's School is a caring community where the potential of all involved in the school is appreciated, nurtured and developed and where Christian values are at the heart of all our school life.

INTRODUCTION

Our policy is based on the belief that:

- Good behaviour is not automatically learned but needs to be taught and supported by parents.
- Classroom behaviour can change and that we as teachers can assist children to manage their behaviour more effectively.
- A child with problems is the school's problem not an individual teacher's problem.

AIMS

- For staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect.
- For staff to have a high standard of pupil expectation in all aspects of work.
- For staff to try to raise the levels of pupils' self-esteem.
- To provide a broad, balanced and differentiated curriculum which is both interesting and relevant.
- To provide a varied range of teaching and learning styles to suit the needs of pupils.
- To provide an attractive learning environment and quality resources.
- To track pupil progress, set challenging though achievable targets and support children in achieving them, so that children know their efforts are valued and that progress matters.
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
- To consistently and fairly implement reward and sanctions systems.
- To encourage school/parental partnership, to promote children's education and maintain standards of behaviour.

"We consider that the best way to encourage good standards of behaviour in a school is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere."

(Discipline in Schools - Elton Report)

Other relevant policies/documents: Anti Bullying Policy, Anti-Racism Policy, Code of Conduct, Lunchtime Code of Conduct, Special Educational Needs Policy, Attendance and Punctuality Policy, Assessment, Marking and Feedback Policy and Home-School Agreement.

OUR PURPOSE IS:-

- to maintain levels of good behaviour
- to provide a consistent approach in rewarding good behaviour
- to provide a consistent approach in responding to unacceptable behaviour
- to ensure that behaviour does not inhibit learning or impede potential.

It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

THE TEACHER'S ROLE

Teachers need to establish consistent levels of acceptable behaviour with the support of parents, governors and senior management. Positive expectations, praise and reward are the key to successful classroom management. Pupils need to know how to make good choices. They need to receive consistent positive encouragement as means of motivation. They need to be taught to manage their own behaviour. Teacher's need to recognise that effective conditions for learning: (planning, pitch, pace, participation etc) will impact positively on general classroom behaviour.

GOOD PRACTICE

The quality of teaching and the organisation of the physical environment have a considerable effect on children's behaviour.

ALWAYS:

1. Create an interesting, stimulating and attractive classroom environment.
2. Provide an ordered environment in which everything has a place. Children should know where materials/equipment are and how to treat them with respect.
3. Make sure the children know what they are doing and that their work is matched to their ability.
4. Be aware of what is going on around you.
5. Keep children busy and active.
6. Keep waiting time/queueing to a minimum.

Remember that problems are normal when children are learning and testing the boundaries of acceptable behaviour.

REMEMBER to:

- Set high standards
- Apply rules firmly and fairly
- Smile and relate
- Avoid confrontation
- Praise honesty
- Listen
- Stay calm
- Use humour
- Know the children as individuals
- Look out for good behaviour
- Praise quickly and consistently
- Praise the behaviour rather than the child
- Give children a chance to 'save face'

We have a choice in how we behave. We can either give pupils a negative experience by using sarcasm, ridicule and humiliation which tends to destroy their self-esteem. Or, we can give them a positive experience which will build their self-esteem.

NEVER:-

- Shout - it diminishes you
- Humiliate - it breeds resentment
- Over react - the problem will grow
- Use blanket punishment - the innocent will resent you
- Over punish - sanctions will have limited impact
- Punish what you cannot prove - the wrong person could be punished

CHILDREN HAVE THE RIGHT –

- To feel safe and secure
- To be looked after by caring adults
- To be taught well
- To be made to feel welcome
- Not to be talked down to
- To be listened to
- To feel as important as anyone else
- Not to be smacked or shaken
- Not to be bullied
- Not to hear bad language

ASSERTIVE MENTORING

'Attitude' is carefully tracked at least termly. This includes attendance, punctuality, behaviour, effort, homework and uniform. Each area is colour coded: Green-excellent/very good, Yellow-acceptable/satisfactory, Red-unacceptable. Targets and support are agreed where necessary.

RULES

School rules are kept to an essential minimum and are included in our home/school agreement. They have been developed to be meaningful to children. None are too difficult. They are all designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment. Anti-social behaviour is not condoned. It is essential that parents and teachers work together through discussion and action on any problems which develop.

If damage or loss is caused to school property through repeated carelessness or vandalism, parents will be asked to contribute a reasonable proportion of the cost.

1. OUR CODE OF CONDUCT IS:

TAKE CARE OF YOURSELF

ALWAYS –

Tell someone if you are unhappy, being picked on or bullied.

NEVER –

Do anything silly or dangerous where you might be hurt.

Stay in school at break times or leave school without permission.

Talk to strangers in school unless they have a school badge.

TAKE CARE OF OTHERS

ALWAYS –

Be friendly to visitors, newcomers and other children.

NEVER –

Do anything to hurt others (such as hitting/name calling).

Distract others from working.

Be cheeky or rude to adults.

TAKE CARE OF YOUR SCHOOL

ALWAYS –

Be proud of your school.

NEVER –

Steal or deliberately damage school equipment.

Drop litter or deface the school building.

Give the school a bad name.

These basic rules are simplified and displayed in all classrooms and corridors and regularly verbalised in all key stages.

2. **OUR LISTENING CODE**

When I am asked for my attention I:

- Stop what I am doing
- Empty hands/show me five
- Look at the teacher
- Keep quiet and still
- Listen to instructions

3. **OUR LINE UP CODE**

When I am asked to line up I:

- Walk to the end of the line
- Leave a person space
- Keep my hands and my feet to myself
- Keep quiet and still
- Listen to instructions

BEHAVIOUR GUIDELINES – PROCEDURES

A 'no shouting' policy is in operation and shouting must not be used as a classroom management technique. However there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc.

No child should ever be 'sent to the head' as a sanction, as there is no guarantee that the child will arrive or that the head will be available. If, in exceptional circumstances, a child needs to be removed from class a senior member of staff should be alerted.

Our 'Use of Force Policy' clearly defines what is and is not acceptable practice should physical intervention be required. It is vital that any such intervention be reported and recorded.

If a child should run out of school for whatever reason, staff should not overreact and must never run after them. They may be placing a child in greater danger by doing so. The head teacher should be informed immediately and lessons returned to normal as quickly as possible.

In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, the head or appropriate staff member, will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation.

If the child refuses or leaves the site, parents should be informed immediately and asked if they would like the police informing. If parents and emergency contacts are unavailable the police should be informed directly.

Upon returning to school it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained i.e. voluntary 'time out'. As well as trying to solve the cause of the problem, the child must be left in no doubt as to the dangers they are exposing themselves to and how seriously the school views this behaviour.

PLAYTIME SUPERVISION

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision.

A minimum of two staff members are required to supervise playtimes for each key stage. Supply teachers should cover the duty of absent teachers but should never be without support.

KS2 - staff on duty should ensure that the doors are opened at 8.45am and remain on the yard until the 9am bell. Teachers must be in their classes at 8.45am to greet the children and provide starter activities. Reception/KS1 – staff should ensure that doors are opened at 8.45am and a teaching assistant supervises the children coming into the classroom. Class teachers must see children safely to their parents at the end of the day or safely off the premises if they have permission to walk home unaccompanied.

All staff should be fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently.

Staff on duty should make every effort to be on the yard as quickly as possible. Class teachers should escort their children out to the yard and remain with them until the member of staff on duty arrives. When on duty, staff should circulate and take the opportunity to talk to children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate.

The bell rings at the end of play. Upon hearing the bell, staff should go to the yard to collect their classes. If, for whatever reason, the bell does not sound, staff should assume that playtime will end at the normal time and respond accordingly.

Upon hearing the bell, children should stop what they are doing and walk to designated class lines, joining at the back of the line. Duty staff should monitor class lines to maintain high standards of behaviour. Children remain in a line as they enter school, one class at a time, ensuring there is no running or congestion. Good behaviour whilst entering school should be reinforced with praise and/or the awarding of 'smileys'.

In suitable weather conditions, the field may be used at lunch times. This is the decision of staff on duty. In poor weather, duty staff may decide that children should not go outside at break time. In these circumstances, teachers remain responsible for the supervision of their own classes. They may decide to; work through or allow an indoor playtime with suitable, quiet activities provided for children. It is permissible for teams to share supervision of indoor play allowing teachers a staggered break, provided that key stages are never left unsupervised.

PLAYGROUND PROCEDURES

In order to influence behaviour when dismissing children at playtime, lunchtime and home time, teachers and teaching assistants should supervise their own children in the corridor, putting on coats etc. Children are not allowed back into school during playtimes. Children are not allowed to remain in the building unsupervised unless they have 'trusted pupil status' or have obtained a 'toilet tag' from a member of staff on duty.

Children may not bring balls or equipment from home for use at playtimes but may use those supplied by the school. Any misuse of playground equipment will lead to confiscation.

Any other behaviour at playtime should be dealt with by the teachers on duty, or reported to a senior member of staff according to severity or frequency.

Any child needing medical attention at playtime will be dealt with by a member of the support staff with first aid training. Children should be taken to the first aid point by a responsible pupil.

POSITIVE BEHAVIOUR PROCEDURE

Good behaviour, which forms the basis of a calm, orderly and secure learning environment, is essential to the achievement of high standards. The establishment and maintenance of good behaviour is therefore a primary objective. The following procedure for the establishment of good behaviour has proved to be very effective but to be so it requires that every member of staff applies it consistently and without favour.

PRINCIPLES:

- Praise must significantly outweigh criticism and sanction.
- Rules should be short, limited in number and be clearly understandable.
- Sanctions for bad behaviour, which gradually progress from a verbal reprimand to exclusion, must be applied without exception or favour. Consistency is essential.
- A reward system for good behaviour is central to the procedure and should be given a very high profile in school.
- Children, parents, non-teaching staff and teachers must all be regarded as partners in the application of this procedure. They should all share a good understanding of how it operates and be part of its application.

Above all, praise and encouragement in and out of lessons should be used as much as possible.

WHOLE SCHOOL REWARD SYSTEM: 'SMILEYS'

As well as the rewards listed above the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'smiley face' stamps. Smiley faces may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include :-

- Particularly good work/effort.
- Displaying good manners.
- Displaying a caring attitude towards others.
- Staying on task etc.

When awarding the Smiley the member of staff should reinforce the good behaviour e.g. 'You can have a Smiley for waiting so patiently'.

Once awarded a Smiley can never be deducted.

They are intended to help staff focus on positive rather than negative behavior e.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

The reward system is graded as follows:-

Any noteworthy behaviour	1 Smiley (recorded on pupil card)
10 Smileys	Teacher commendation: (recorded on class chart)
100 Smileys	Bronze Award
200 Smileys	Silver Award
300 Smileys	Gold Award

A 'smiley' can be awarded by any staff member to any child at any time. All staff should carry 'Smileys' at all times to reward and reinforce positive behaviour as it occurs. This reinforces our philosophy that **the care of all our children is the responsibility of all adults in school.**

If all children in a class achieve Bronze, Silver or Gold Awards they may have an appropriate class treat of their choice including: class party, class disco, additional art/PE, DVD etc. The reward should reflect the achievement i.e.

- Bronze Party: up to one session
- Silver Party: up to half a day
- Gold Party: up to a full day

CERTIFICATES

A fortnightly celebration assembly is dedicated for the praise and recognition of children who have made particularly noteworthy progress for Attainment, Achievement or Attitude. This alternates between KS1 and KS2. Head Teacher awards are presented and children's names reported on the school newsletter.

SANCTIONS

Through the use of sanctions, pupils learn from experience to expect fair and consistently applied punishments which differentiate between serious and minor offences. Sanctions are applied consistently by all staff.

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, SENCO and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the **action** and never the **child** i.e 'That was a silly thing to do because...' and not 'You are a silly boy'.

SANCTIONS PROCEDURE

Infringement of any of the Code of Conduct* should **ALWAYS** and **WITHOUT EXCEPTION** incur a penalty which escalates on each occasion. On each occasion that the teacher or member of staff issues a sanction two examples of good behaviour should be drawn to the attention of the children.

*This must include low level disruption, e.g. swinging on chairs, calling out, interrupting or arguing with staff, not following a simple instruction, not doing things within a reasonable 'count down' time period, running in the corridors, lining up silently etc.

Class teachers and staff should aim to deliver sanctions quickly and efficiently and with a minimum of disruption to the lesson.

The sanctions process is as follows:

- Stage 1: Verbal warning
- Stage 2: Child moves name out of green on the traffic light and next to amber
- Stage 3: Name moves into amber
- Stage 4: Name is moved out of amber and next to red
- Stage 5: Name moves into red – next break is spent copying out the Code of Conduct – teacher must record the red incident on their behaviour log which is kept in planning files
- Stage 6: Three red incidents per half term = warning from Key Stage Leader
- Stage 7: Second warning from Key Stage leader = sent to Head Teacher/Deputy Head Teacher
- Stage 8: Second time sent to Head Teacher/Deputy Head Teacher - parents called in (behaviour contract)
- Stage 9: Possible exclusion (see Appendix 2)

Every child starts each day with a “clean sheet”.

Sanctions from the previous day are not to be carried over.

Progress through the list of sanctions on a regular basis will result in a review of the child’s behaviour and on being placed on a daily report with parents informed and involved.

For serious acts of bad behaviour children can be moved straight to red and teachers should inform parents at the end of the day or by phone. It is important when reporting to parents and recording incidents that statements are succinct and unambiguous:

‘disturbing everyone’ ‘being a nuisance’ – meaningless and open to interpretation

Rather – ‘tore up Tom’s work’ ‘hit Tom in the back during playtime’ ‘refused to carry out an instruction’

Behaviour logs will be monitored by Key Stage leaders, the Deputy Head Teacher and the Head Teacher. Incidents which escalate to involve DHT/HT will be reported to the Governing Body through the Head Teacher’s termly report.

TROUBLED CHILDREN

The school acknowledges that a small minority of children may for whatever reason lack the maturity or self-discipline to make the correct choices available to them in order to control their own behaviour. This may be especially true of children with or being assessed for statements of SEN and those in public care. For these children neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions.

In these exceptional circumstances the school will make every effort to avoid exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support.

Regular communication between home and school as well as daily feedback to the child regarding progress is essential. This can be achieved through the use of:

- Behaviour books (for KS1 and less mature KS2 children).
- Behaviour Reports (for KS2).

Both use the school ‘smiley’ system for showing when targets are achieved over short periods (individual sessions/playtimes etc.) and any reason why they were not achieved.

BEHAVIOUR TARGETS

- Should provide limited (maximum of three) unambiguous and, above all, **achievable** targets for the child's behaviour e.g.
"To stay on task at all times" is not a realistic target for the best behaved child let alone a troubled child.
- If clear targets cannot be identified - monitor (see appendix)
- Should provide clear consequences for breaking the agreement e.g. exclusion.

If in doubt, consult a senior teacher.

Daily feedback on progress should be given and targets reviewed fortnightly either:

- to make targets more difficult as behaviour improves,
- to set new areas to tackle or
- to remove completely from report.

REVIEW

The Governing Body will review this policy statement annually and update, modify or amend it as it considers necessary to ensure the policy meets the needs of St Patrick's RC Primary School.

APPENDIX 1

SPECIFIC RULES LINKED TO HEALTH, WELFARE AND SAFETY

A. FOOD AND DRINK

Children may bring fruit from home to eat at morning play. They may also obtain a snack from Fruit to Suit or Fair Trade at morning break times. Other than fruit and packed lunches, no food of any kind should be brought into school (unless on medical grounds) including sweets, biscuits and drinks.

Reasons: Sweets, etc. present obvious choking hazards. Food and crumbs left around school would soon create a hazardous and unhygienic environment. Fizzy and sugary drinks are not permitted as they are believed to have a detrimental effect on behaviour as well as on dental health.

B. JEWELLERY

Watches are the only items of jewellery which may be worn at school and these must be removed during P.E. and swimming lessons. Teachers are not to assist children with the removal of jewellery. If children cannot remove it themselves it should be taken out at home on the days the child does PE. Any articles removed should be locked in the teacher's cupboard for the duration of the lesson.

Reasons: Rings, necklaces, bracelets etc can turn a minor incident into a major accident if caught on apparatus or entangled in another child's clothing or hair. Even stud earrings have the potential to cause severe tears to the wearer's ears or injury to others.

C. PE KIT

Appropriate clothing must be worn for all PE activities.

Indoors:-No jewellery, bare feet, shorts, Tee shirt or vest

Reasons: It is dangerous to go on the apparatus wearing trainers or similar footwear because it is more difficult to feel. A combination of bare feet and trainers, etc. can result in trampled toes and damaged nails. Children should exert themselves during PE and therefore should have extra clothing to compensate for heat loss.

Outdoors:- No jewellery, plimsols or trainers, shorts, Tee shirt, (Tracksuit in certain conditions).

Reasons: Slip on shoes or laced shoes even with small heels are not suitable for games lessons. They provide insufficient grip, may cause injury to others if kicked off and often lead to twisted ankles.

D. SCHOOL UNIFORM

The school has a separate school uniform policy. Uniform may be purchased from the school office or directly from the manufacturer's website. Parents are asked to send their children to school tidy and appropriately dressed for the weather of the day. Only flat-heeled shoes should be worn.

Reasons: School uniform reinforces school identity and eliminates 'brand' fashion and stigma. High heel shoes and boots are unsafe for the school environment.

E. PERSONAL PROPERTY

The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, games and sports equipment must not be brought to school (except on special occasions when the teacher gives permission). Any money brought into school should be labelled with the child's name, class, amount and what the payment is for (e.g. Tom Cruise, Y4K, £10 school trip). Money should be

handed in to the office during registration or, if it is for tuck shop, kept in a labelled purse or sealed envelope in the child's tray.

Reasons: Suitable toys, games and sports equipment are provided for the playground and indoor play. Unsuitable equipment may present a risk to children and present the potential for theft.

F. MOBILE PHONES

Mobile phones can only be brought to school in exceptional circumstances.

Parents who insist that children require a mobile phone during school hours i.e. for the journey to and from school must express these reasons in their request to the headteacher in writing. Such requests will be considered on an individual basis.

If permission is granted mobile phones must be handed in to the school office upon arrival and collected at the end of the school day. They should never be left in trays or coats or used during school hours.

Reasons: During school hours contact is possible through the school's land lines. Mobile phones are regarded as hazardous to health. They present an unacceptable disturbance to lessons, potential for theft and cyber bullying.

APPENDIX 2

EXCLUSION PROCEDURE (Following latest government guidance)

Fixed Short Term Exclusion (up to 5 days per term)

- Parents, Chair of Pupil Discipline Committee, LA Officer informed by letter.
- Parents may make representations to Pupil Discipline Committee.
- Pupil Discipline Committee may meet but cannot reinstate.
- Reintegration meeting with Head Teacher upon return to school.

Fixed Long Term Exclusion (up to 45 days per year).

- Parents, Chair and Clerk of Discipline Committee, LA Officer informed.
- Discipline Committee meet (parents/child or representative may attend/make representations).
- LA Officer must be invited to attend but may not reinstate.
- Discipline Committee either reinstate or uphold the exclusion.
- Reintegration meeting with Head Teacher upon return to school.

Permanent Exclusion

- Parents, Chair and Clerk of Discipline Committee, LA Officer informed.
- Discipline Committee meet and consider all representations and reports (parents/child may attend).
- Discipline Committee either reinstate or uphold exclusion.
- Parents notified of right to appeal.
- If appeal unsuccessful, child removed from school roll.

see <https://www.gov.uk/school-discipline-exclusions/exclusions>

Serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.

APPENDIX 3

BEHAVIOUR LOG – CLASSTEACHER

BEHAVIOUR LOG – KEY STAGE LEADER