



Policy for Behaviour Management

Revised September 2018
To be updated September 2019



Our School

Mission Statement

St Paul's prayer for us today:

'Out of our infinite glory, may he give you the power, through his Spirit, for your hidden self to grow strong, so that Christ may live in your hearts through faith, and then planted in love and built on love, you will, with all the saints have strength to grasp the breadth and length, the height and depth, until, knowing the love of Christ, which is beyond all knowledge, you are filled with the utter fullness of God.'

(Ephesians 3:16-19)

Together, through love and service, we will come to know God and grow to be the individuals we were created to be.

There is a whole school approach to behaviour management which underpins the school's Mission Statement and takes into account the views of Parents/Carers and the developmental needs of the pupils.

Our policy is based upon mutual respect, honesty and fairness and involves all staff and Parents/Carers. Through the Behaviour Policy we hope to promote a sense of security for the children, staff and Parents/Carers and to create an environment in which good teaching and learning takes place, with the children developing responsibility for the way they behave.

Each staff member is equally responsible for the maintenance of discipline. Positive reinforcement of good behaviour and consistent handling are vital to the success of our Policy.

On child's admission to school, the Behaviour Policy is explained to Parents/Carers and fully discussed. Parents/Carers are invited to come into school at any time if any aspect of their child's behaviour, or that of others which affects their child, concerns them.

Discussions generally result in a joint action plan involving agreed strategies/sanctions at home as well as in school. Parents/Carers are kept fully informed of their child's progress and steps forward are given a high profile. Emphasis is put on the sharing of responsibility between and school and the mutual support and action.

Where children have emotional and behavioural difficulties, help is sought with parental agreement, through the Educational Psychological Service and health such as Healthy Young Minds.

Clear guidelines are given to all children about acceptable/unacceptable behaviour and the consequences clearly stated.

Particular attention is paid to the groupings, organisation, management and provision for the children, to ensure that they are in the most stimulating and enriching environment which contributes to a happy working atmosphere and reduces stress and antagonism for all.

The Aims of this Behaviour and Discipline Policy

1. To encourage the children to observe and imitate the example of Jesus Christ towards his fellow men and to embrace the ideal of reconciliation.
2. To maximize the amount of attention given for desirable and positive behaviour and to minimise the amount of attention given for negative behaviour.
3. To help to develop within the child a positive self-image, self-control and a consideration for others.
4. To try to change children's patterns of inappropriate behaviour.
5. To ensure consistency in our common approach to behaviour and discipline.
6. To clearly inform the children and parents of the standards of acceptable behaviour before they are violated and what will happen when these standards are violated.
7. To 'catch them being good'. There is no physical chastisement or the 'demeaning' of pupils. If children learn behaviour from observing and copying, then as educators we must help to shape a positive atmosphere in school in which the children will imitate the teacher. We should act as role models. Effective teachers are good at influencing the behaviour of their pupils in positive ways.

2. STRONG SCHOOL LEADERSHIP

St Patrick's Governing Body is committed to supporting high standards of behaviour. The children will be able to voice their opinions about behaviour in school and help to create school policy.

The Executive Head Teacher and Head of School will have a high profile amongst the children and develop positive relationships which will enable a more personal approach to dealing with unacceptable behaviour.

The Executive Head Teacher and Head of School will support all staff in maintaining good discipline and will keep staff, parents, governors and Directors up to date with Dfe and local guidance relating to behaviour in schools.

Unacceptable behaviour will be dealt with promptly and effectively to ensure that learning is not disrupted and that children's and staff's emotional wellbeing is not compromised.

Our approach to behaviour will have due regard to the Equality Act, Special Educational Needs and safeguarding procedures.

3. CLASSROOM MANAGEMENT

3.1. Classroom management is key to promoting good behaviour. At St Patrick's we expect all classrooms to have:

- ✓ A positive classroom tone
- ✓ Clear classroom rules displayed which have been agreed by the teacher and the class.
- ✓ Behaviour system on display which will be re-set on a daily basis.
- ✓ Clear expectations about work and work that is set at an appropriate level for the child
- ✓ A visual timetable so children know what is planned for the day.
- ✓ An attractive, tidy, well-cared for environment.
- ✓ A well-planned environment so that children can move easily, can find resources, property respected etc
- ✓ A time out area for children to 'cool down'. In classroom and by arrangement with colleague.
- ✓ Class lists and passports for pupils (with due regard to information sharing principles) who are being supported with their behaviour available for cover/supply teachers so that consistency can be maintained
- ✓ Strategic seating arrangements for children when working on the carpet or at a table.

EYFS Rules

- ❖ Always amazing
- ❖ Listen and stop
- ❖ Walk inside school
- ❖ Always be kind
- ❖ Yes please show your manners
- ❖ Show respect

Key Stage 1 Rules

- ❖ I will be a good listener.
- ❖ I will look after all our things.
- ❖ I will keep my hands and feet to myself.
- ❖ I will use good manners.
- ❖ I will be kind to others.

Key Stage 2 Rules

- ❖ Listen carefully
- ❖ Try your best at all times
- ❖ Work sensibly and productively
- ❖ Respect other people and their property
- ❖ Keep your hands and your feet to yourself.

Playground Rules:

- ❖ Walk to and from the classroom
- ❖ Play a SMART game
- ❖ Show kindness to others
- ❖ Keep your hands and feet to yourself

4. REWARDS AND SANCTIONS

4.1. Rewards are used to support class and team working as well as providing ideal means of rewarding notably good behaviour. Within the established positive learning environment at St Patrick's, children should expect to receive regular praise from all they come in to contact with. Class teachers are encouraged to agree rules with their new classes and use a range of personally favoured strategies as incentives for the pupils to behave well. Such strategies include:

- ✓ Verbal praise and encouragement
- ✓ Non-verbal praise – e.g. thumbs up
- ✓ Written remarks about good work

- ✓ Stickers
- ✓ Sending children to another teacher or Head Teacher to share their work/good behaviour
- ✓ Displaying pupils' work and achievements
- ✓ Certificates to celebrate children's success (for behaviour and good work habits and achievement)
- ✓ Postcard sent to home address for achievements
- ✓ EYFS – Crackers for learning, work or skill applied
ALWAYS linked with the Star of the Day
- ✓ Y1 – Y6 marbles in a jar for the whole class reward
Tickets/raffle tickets for individual reward

4.2. Sanctions. When a pupil's behaviour falls below an acceptable standard, a range of sanctions will be enforced. Through working closely and openly with pupils and their families, it is our aim at St Patrick's, to resolve behavioural issues at the earliest possible stage. Behavioural concerns are logged by class teachers and monitored regularly by the Executive Head Teacher, Head of School and the Senior Leadership Team.

The purpose of a sanction is:

- ✓ To ensure that children understand when their behaviour has been unacceptable
- ✓ To show that action has been taken where another child, or children, has been hurt or upset as the result of another child's behaviour

Low Level Behaviour Parents may be notified if persistent	
1	Verbal warning
EYFS – KS1:	
2	Moving down the 'weather chart'- see appendix 2
Y3 – Y6: Happy/Sad face	
2	Name on the board
3	Tick next to name: Time out in class
4	*Second tick: Time out in another class for the duration of the lesson
5	*Third tick: Partial loss of playtime or lunchtime or walking with an

	adult during these times
6	*Fourth tick: Time out with Head of School
	* <i>Discussion with family member at the end of the day.</i>

Serious Behaviour

Children who display serious behaviour (For example: swearing, deliberately hurting another child, wilfully breaking/damaging property, fighting) will be referred to the Unit Leader Refer who will make the decision if this should be escalated to the Head of School or Executive Headteacher. This may culminate in internal exclusion with the Executive Headteacher/Head of School, or exclusion. In all circumstances, parents will be informed.

Whatever the sanction issued, the behaviour will be discussed with the child so that they understand why the behaviour is unacceptable. Staff will be discouraged from punishing the whole group unless this is unavoidable or appropriate. It is essential that the sanction be proportional to the behaviour. The table below sets out the range of sanctions we have to deal with unacceptable behaviours:

4.3. Continual Behaviour Issues

The SENCo, Executive Headteacher and Head of School will assist with any persistent challenging behaviour in any context. An assessment of the child's needs is undertaken and a meeting with school staff and parents is initiated. At this meeting the following will be discussed:

Action	Purpose	Possible strategies
Placing the child on the SEN register.		
Creating an individual behaviour programme (IBP)	Focus on strategies which may provide a change in the child's behaviour.	Time out (either in class or out) this must be a safe space agreed with the child when developing their IBP IBP can include earning 'points' towards a negotiated reward.

		Nurture group support
Referral to behaviour support	This could also include other outside agencies or offering families support from our Family Support Worker	Provide additional strategies and support to school and family beyond our expertise
Implementing a more focused monitoring process.	Records must be kept to gather a picture of the behaviour, including when things are going right.	Lunch/playtime book, log of aggressive incidents

4.4. Exclusion

Where a child's behaviour causes significant concern and the range of strategies outlined above has failed, there will be a referral of the issue to the Chair of Governors who acts on behalf of the governing body to agree whether or not it is appropriate to move him/her on to the terms of the Exclusions Procedure. As part of our positive behaviour strategy and depending upon the severity of a misdemeanour, the school expects to use supervised internal exclusions as much as possible before moving to the formal terms of our out of school Exclusions Procedure.

It should be noted that the application of this policy is designed to avoid exclusion of any pupils.

BEHAVIOUR STRATEGIES AND TEACHING OF GOOD BEHAVIOUR (INCLUDING ANTI-BULLYING)

5.1. Strategies are put in place to tackle low level distraction in class which are matched to the child's particular circumstances. These are usually short-term, positive strategies which take into account the child's point of view. Through our PSHE curriculum and assemblies children have the opportunity to discuss issues and voice concerns. Stories, images and songs are shared which children are encouraged to reflect upon.

5.2. The school believes that nobody has the right to hurt other people by hitting or kicking them, calling names, spreading rumours about them or by doing anything else which is intended to be upsetting. All children have a right to learn in a supportive, caring and safe environment without fear of being bullied. The school has a clear policy on the

promotion of positive behaviour. Bullying is wrong and it will not be tolerated at St Patrick's.

5.3. To support this principle, all children are told regularly, through class PSHE & technology lessons and assemblies, that bullying may be verbal, physical or through the use of technology and will not be tolerated by the school in any form whatsoever. They are made aware that any repetitions or patterns of unkind behaviour will be treated as bullying and significantly, that speaking out is essential. Children are taught that being safe is the most important thing and that every child has the right to feel safe in our school.

5.4. We have a 'No blame' approach to bullying. This Support Group approach which rests upon 'no blame', although where there is indisputable evidence that bullying has taken place, sanctions will be agreed alongside the strategy. Parents will always be notified and involved.

5.5. Playtimes

- ✓ Behaviour during morning and afternoon break times is monitored by the staff on duty – this is all of our Teachers and Teaching Support Assistants
- ✓ At the mid-morning break the staff on duty handle minor issues and refer to teaching staff if/when appropriate.

5.6. Lunchtime (Also refer to Guidelines for Midday Assistants)

- ✓ Lunch times are the immediate responsibility of the welfare staff.
- ✓ The playground is zoned
- ✓ We aim to reduce playground problems by ensuring staff are trained in playground games and positive behavioural management.
- ✓ Pupils have access to school based approaches such as stickers, the Friendship Stops.
- ✓ At lunchtimes the welfare staff report major problems to the senior welfare assistant who, in turn may choose to report to the SLT
- ✓ Minor incidents are reported directly to the class teacher by the class welfare assistant.

6. STAFF DEVELOPMENT AND SUPPORT

6.1. Development

- ✓ Part of the process of annually reviewing this policy involves all staff being reminded about practice and principles of promoting good behaviour whilst being able to contribute ideas to improving practice.
- ✓ The Executive Head Teacher and Head of School will ensure that staff are kept up to date with Dfe publications and guidance.
- ✓ The school will provide training for staff around the specific needs of pupils with continual behaviour problems. This will form part of our 'package' for support and intervention for that child usually organised by our SENCo.

6.2. Support

- ✓ It is the Governors and Head Teacher's responsibility to support staff, particularly when there is a child with challenging behaviour in their class. This can be done through offering advice, ensuring support with sanctions and paying due regard to staff health and wellbeing.
- ✓ Where a member of staff has been accused of misconduct pending an investigation, employers should not automatically suspend that member of staff. The governing body should instruct the head teacher to draw on the advice in the Dfe 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

7. PUPIL SUPPORT SYSTEMS

7.1. At St Patrick's we understand that how a child behaves can be a sign of an underlying issue. Staff are trained to look out for changes in behaviour which could include:

- ✓ A child who is withdrawn and unable to make friends
- ✓ A child who is unable to concentrate on classwork
- ✓ A child who may become disruptive and / or aggressive in class

7.2. In such cases any emotional / behavioural difficulties should be determined. Pupils will be given the opportunity to express their thoughts and feelings with a

chosen adult either individually or within a nurture group. We may also take the decision to refer to an outside agency for additional emotional support.

8. LIAISON WITH PARENTS AND OTHER AGENCIES

8.1. Working with parents is an important part of supporting children with their behaviour. At St Patrick's we make sure that parents are informed of incidents involving their child, especially where this behaviour has been of a serious or of a continuous low-level nature.

8.2. Parents are actively encouraged to be involved in their children's education at all times. They have a major influence on the development of their child's personality and behaviour. The school acknowledges the importance of home school partnerships. This is strongly promoted through the schools' home school agreement (Appendix 5) whereby parents are encouraged to sign to show a commitment to the ethos and work of the school.

8.3. In addition to our School Based Family Workers and Pastoral officer, we have a number of agencies which are available to support children and families with behaviour either at home, at school or both, who are targeted specifically at the needs of our families.

8.4. Any parent can work with our Family Support Worker or chose to drop in for an informal chat.

9. MANAGING PUPIL TRANSITION (Further details of our procedures is available within our admissions policy and our transitions).

9.1. Entering Reception

We work closely with our pre-school providers and gather information from conversations and observations. Where necessary we will add in extra visits to a child's induction if we feel this will help establish relationships with staff and make the transition into school a positive start for the child and parents.

9.2. Mid-year joiners

If pupils join St Patrick's mid-year they will meet with the child and parents and share our approach and expectations of behaviour. We ask parents to be honest about any behaviour or friendship issues their child may have experienced.

9.3. Moving to the High School

As part of the transition programme information is shared with the designated staff from the transitioning school(s). This is particularly important for pupils who should be separated or where it is felt that anxieties around transition may have a negative impact on the child's behaviour.

10. ORGANISATION AND FACILITIES

Any spaces used for behaviour management must be seen as a safe place for it to have a positive impact on helping calm the child or bringing them back to a more rational state. Spaces include:

- ✓ The Pod
- ✓ The playground
- ✓ A time out space within class and out of class
- ✓ The Dinnertime Nurture Group
- ✓ The Head of School's Office

11. PHYSICAL INTERVENTION

Any Physical Intervention strategies comply with guidance detailed in (Appendix 3 – **Moving and Handling Policy**). A risk assessment will be drawn up should physical intervention become a likely need. At this point, support from outside agencies will also be commissioned, if it is not already in place.

12. SCREENING AND SEARCHING

Our policy regarding screening, searching and confiscation is to follow the advice as set out by the DfE: Screening, searching and confiscation – Advice for Head Teachers, Staff and Governing Bodies, 2012.

(www.education.gov.uk)

13. CYBER BULLYING

E-Safety is an important element of our core and extended curriculum. However, occasionally issues surrounding cyber-bullying do come to our attention and as the majority of these take place out of school, the school takes a supportive rather than a punitive approach to managing such concerns.

At St Patrick's, when incidents of cyber and text bullying are brought to the school's attention, the following steps are put in place:

1. Evidence is presented to the Executive Head Teacher / Head of School.
2. The parents of all children involved are informed.
3. Executive Head Teacher / Head of School speaks to the victim(s) and perpetrator(s) individually or grouped as is appropriate. Key messages reinforced.
4. Class teacher further reinforces key messages with class/year group that week.
5. Agreement with victim(s) that this has been an unintentional* one-off situation effectively dealt with or
6. Victim(s) and perpetrator(s) moved to support group anti-bullying strategy

When such incidents occur, the subsequent newsletter re-issues parental advice regarding supervision of internet use.

From DCSF 'Cyber Bullying – a Whole school Community Issue':

*unintentional: as a result of not thinking (something sent as a joke may be deeply upsetting or offensive to the recipient) or a lack of awareness of the consequences - for example saying something negative online about another pupil, or friend that they don't expect to be forwarded or viewed outside their immediate group

See also: Dfe: Preventing and tackling bullying. Advice for Head Teachers, staff and governing bodies July 2013