



Behaviour Policy

Date Adopted	September 2019
Review Period	At least annually
Review Date	September 2020

BEHAVIOUR POLICY

ST. PATRICK'S SCHOOL

AIMS:

St. Patrick's School aims:

- to enable all pupils to achieve to their best ability and all teachers to teach in a safe, secure and caring school environment;
- to encourage procedures which reduce the likelihood of disruptive behaviour, including bullying;
- to develop the whole school policy on the management of behaviour, including bullying;
- to promote within school a sense of community and a shared ethos and purpose;
- to enable all the school community to achieve success and thereby promote the development of self-esteem and mutual respect;
- to encourage pupils to recognise that they have responsibility for their own actions;
- to work in partnership with parents and the wider community.

ENTITLEMENT:

Children have the right:

- to be educated in a safe, secure and caring environment;
- contribute to discussions on the school behaviour policy;
- to be educated in a setting where rules, rewards and consequences are used in a fair and consistent manner;
- to be taught what behaviour is appropriate and expected and what is unacceptable;
- to be shown respect and to have their opinions valued;
- to expect appropriate action from school staff to tackle bullying, violence, discrimination or harassment.

Parents are entitled to:

- be regularly, consistently and actively involved in the social and educational development of their children;
- positive involvement in meeting a constructive solution to any situation involving their child which is causing concern;
- information about the establishment's behaviour policy;
- regular contact with teaching staff;
- be listened to when complaining and receive a fair and prompt response;
- appeal if they believe that the school has exercised its disciplinary authority unreasonably.

Staff are entitled to:

- enforce their school behaviour policy;
- expect cooperation from pupils, parents and visitors in maintaining an orderly climate;
- expect the rights of all children and adults in the school to be upheld;
- freedom from abusive or violent behaviour;
- engage outside partners such as children's services and police as appropriate.

OUTCOMES:

School will provide a safe and secure environment for children, staff, parents and visitors.

EXPECTATIONS:

- **respect others – treat others as you would like to be treated**
- **take care of the school's environment and resources**
- **be on time**
- **be positive and do your best**

UNACCEPTABLE BEHAVIOUR:

- being rude or unkind
- disobedience – slow to respond to a reasonable request is disobedience
- bullying (either verbal, physical, by gesture, hurting or interfering with others)
- breaking school or class rules (see "Expectations" above)
- bringing items into school which are not allowed – such as a mobile phone (without having previously sought permission from the school, and both parent and child having signed a mobile phone contract)
- misuse of the school's technology
- harming the good name of the school, whether in or out of school, by behaving in an unacceptable way, whilst representing the school (e.g. when in school uniform, near the school gates, on a school visit, when visitors are in school)

STRATEGIES TO PROMOTE GOOD BEHAVIOUR:

- **staff providing good role models of the school's expectations**
- **controlling the learning environment and the movement of pupils, including explaining expectations before a change of activity**
- **class teachers establishing class rules at the beginning of each academic year and reminding pupils of these regularly**
- **predictable routines and systems**
- **seizing opportunities to highlight positive behaviours**
- **using praise to reward and encourage the desired behaviours and attitudes**
- **work is set to meet the interests, needs and abilities of individuals**
- **consider age, culture or disability in determining expectations of behaviour**
- **consistent use of the school's agreed rewards and sanctions system (described below)**

REWARDS:

Particularly good behaviour, for example a pupil making an extra effort, helping others, or being a good example will be rewarded in a variety of ways including:

- verbal praise
- stickers or stars
- star of the day/week
- house points (5 house points or 10 for exceptional behaviour/work/attitude) – culminating in a termly treat
- class Dojo, for in class rewards – 30 points wins a lucky dip
- certificates which are presented in a weekly celebration assembly
- sent to the Head Teacher to have the name recorded in the good work book and receive a sticker and stamp on the piece of work

Examples of good work, behaviour etc. will be shared with the whole school community, during celebration assembly. Certificates are taken home to be shared with parents.

CONSEQUENCES:

Minor incidents will receive a reminder **of the desired behaviour.**

Repeated poor behaviour, or a more serious level of behaviour (insolence, behaviour that threatens the maintenance of good order or the learning environment) will receive a consequence and will be recorded for the purposes of monitoring for improvement.

In order to de-escalate the situation, staff may give a consequence after the event, when the pupil is calmer and the situation is less public, thereby less likely to impact adversely on others.

However, the maintenance of a positive and safe learning environment for other pupils is a priority, and in circumstances that warrant it, the support of other staff should be employed, where the behaviour of a pupil or pupils threatens this.

Any adult in school who is responsible for the care of pupils of St. Patrick's School, either while they are in school or off site, may impose a sanction, where appropriate.

Typical sanctions include:

- Requesting that work be completed or improved upon, in the pupil's own time
- Moving pupil to a place to enable them to work more productively (ensuring the learning of others pupils is not disrupted)
- Detention (either during the school day or after school) for a fixed period
- Time out in another part of the school, or playground

- The imposition of additional work
- School seeking replacement or repair costs for loss or damage
- System to monitor behaviour more closely e.g. additional supervision, report card, checking-in system

If behaviour is of a more serious nature, e.g. bullying, dis-respectful attitude toward authority, violent or consistently poor behaviour; the child will be seen by the Headteacher, would may impose a consequence and/or enlist the support of parents or other agencies, in order to address the situation.

Corporal punishment is NOT ALLOWED.

If a situation becomes threatening, the member of staff should ensure the safety of the children and any adults. De-escalation techniques should always be used in the first instance. If it becomes necessary to use physical intervention to prevent an accident, injury or damage, it must be done with minimum force for a minimum period. (See Use of Physical Restraint Policy).

EXCLUSIONS:

If it becomes necessary to exclude a pupil, Durham County Council guidelines will be followed.

Although the school endeavours not to exclude, if the period of exclusion exceeds 5 days, on the 6th day of exclusion, the pupil will be accompanied by a Classroom Assistant from St. Patrick's for the remainder of the period of exclusion, while being educated in a designated room at Langley Moor Primary School. The Headteacher will keep governors informed of any exclusion.

PARENTING CONTRACTS:

In serious cases, including that of ongoing poor behaviour, a 'parenting contract' may be drawn up (an agreement between the school and the parent and pupil) in an effort to improve the pupil's behaviour.

If any parent has a complaint about any aspect of the way in which the behaviour of their child has been dealt with, they should refer to the Complaints Procedure (available on the school's website or from the school office).

ADULTS:

The entitlements and expectations described in this behaviour policy apply to pupils, parents, staff, governors and visitors.

Any adult who displays behaviour that is inconsistent with the expectations described in this policy will be asked to moderate their behaviour. If they do not co-operate in this respect, they will be asked to leave the premises. Where this involves paid staff, this may have implications in respect of pay. If any adult refuses to leave the premises when asked to do so, the school may contact an outside agency, such as the police.

As with all school policies, Government and Durham County Council Legislation and guidance have been considered and will continue to be.

In all instances of a breach of the behaviour policy (where pupils fail to meet the expectations described above) a restorative approach will be used, allowing the pupil to see the impact of their choice/s. This kind of discussion will usually take place away from other pupils,