



Positive Behaviour Policy

St. Patrick's RC Primary

"Christ with me as I learn, grow and shine"

March 2025

To be reviewed March 2026

POSITIVE BEHAVIOUR POLICY

Our expectations about behaviour are guided by four basic understandings:

- Behaviour communicates meaning; responses that are informed by an awareness or hypothesis about that meaning tend to be the most effective.
- Behaviour is learned; responses that focus on unlearning, relearning or learning alternatives tend to be the most effective.
- Behaviour is more often than not sub-conscious; responses that are thought through, not reactive, tend to be the most effective.
- Behaviour predominantly occurs in social contexts; responses that are informed by an understanding of interactions tend to be the most effective.

Our Policy reflects Catholic Social Teaching – Dignity of the Human Person



STATEMENT OF PRINCIPLES

We know that when relationships between all members of the school community are positive, everyone benefits, feels safe and is able to learn and thrive at St Patrick's.

We recognise that the majority of the children at St Patrick's consistently demonstrate excellent learning behaviours and we are committed to ensure that these children are celebrated as **positive role models** for the whole school community.

What do we want the children at St Patrick's to be and what would that look like?

- Happy – lots of laughter, children learning and playing together in different groups.
- Independent – managing resources, resolving their own problems, on task.
- Open minded – accepting difference, listening to others, trying new things.
- Respected – others asking their opinion, going to them for help and advice, listened to, views taken seriously.
- Respectful – treating people the way you would want to be treated, understanding consequences and accepting consequences of actions, polite to everyone.
- Confident – speaking up, being brave, having the courage of their convictions, not following the crowd, holding their own when working with other schools.
- Self-motivated – willing to give it a go, persevere even when it is difficult, not always needing a 'carrot'.
- Safe and secure – talking about things that are upsetting them and making them unhappy, not being hurt.

- Have high self-esteem – sense of worth, proud of themselves and proud of their school, recognising their achievements.
- Caring, sympathetic and considerate – looking after children who are finding something difficult, supporting others, not making fun of others' difficulties, understanding how someone else feels.
- Healthy – eating healthy food, happily running around during playtimes, actively involved in PE and after school sport, have an understanding of what is a healthy lifestyle.
- Welcoming and inclusive, recognising the importance of our status as a school with the "School of Sanctuary" award.
- Stewards of God's creation, looking after the world through taking positive action towards sustainability.

We believe that it is through promoting and developing positive behaviour, our children will become responsible and fair citizens of the world, who value different genders, cultures, races, lifestyles, languages and religions represented in our school and wider community.

St Patrick's School is a Roman Catholic Community, which aims to provide the best possible education for our children. Each individual is encouraged to grow in the love and knowledge of God and Christ's teaching. An effective partnership is encouraged between families, parish and school. This provides an environment of love and respect, security and confidence, which allows every child to achieve his or her full potential – and be happy.

At St Patrick's we aim to foster an ethos of care, guidance and support for each other guided by Catholic Social Teaching, while providing high quality education for all. The values of the Catholic Social Teaching underpin this policy. Emphasis is directed towards the encouragement and reinforcement, at every opportunity, of appropriate behaviour and respect.

Positive behaviour management necessitates a highly skilled approach from experienced and committed staff at all levels within the school. This approach, which includes Emotion Coaching, will be consistent within the school at all times.

All adults have high expectations of pupils and take responsibility for developing and maintaining positive behaviour across school.

At St. Patrick's we endeavour to foster a positive climate so that unacceptable and unreasonable behaviour is prevented wherever possible. We involve the children in discussions around our shared responsibility towards creating a positive school environment.

The policy principally relates to children, but it is important to note that the principles set out here relate to positive relationships and behaviour of all; this includes amongst staff e.g. in relation to a bullying or racist incidents.

EMOTION COACHING/RESTORATIVE APPROACH

Emotion Coaching uses moments of heightened emotion and resulting behaviour to guide and teach the child about more effective responses. Through empathetic engagement, the child's emotional state is verbally acknowledged and validated, promoting a sense of security and feeling 'felt'. This activates changes in the child's neurological system and allows the child to calm down, physiologically and psychologically.

Inappropriate behaviours are not condoned in Emotion Coaching and when the child is calmer, incidents are discussed in a more rational and productive manner. Moves are made to problem solve and engage in solution-focused strategies.

The adults in school will:

1. Try to notice the child's behaviour and tune into the emotions beneath
2. Try to connect with the child and recognise emotional times as opportunities for intimacy and teaching
3. Listen empathetically and validate the child's feelings
4. Help the child to verbally label emotions
5. Set limits on the child's behaviour whilst helping the child to problem-solve.

When an incident has occurred where a child has behaved inappropriately, the school has adopted a restorative approach to help solve the problem. This will be used only when the child is emotionally calm. This will help children to take responsibility for their actions, whilst making them aware of how their behaviour has affected other people. The school also adopts a restorative approach to questioning.

- What happened?
- What were you thinking/feeling at the time?
- What do you feel/think now?
- How have you and others been affected?
- What do you need?
- What do you need to do to put it right?

We believe that children should take responsibility for their own behaviour. If children have behaved inappropriately, they will have to take a logical consequence to reflect on what they have done, how it has affected other people and how they can put it right.

AIMS AND EXPECTATIONS

It is one of our main aims that every member of the school community feels happy, safe, valued and respected, and that each person is treated fairly and well. We are a caring, Christian community with mutual trust and respect for all.

The school has rules for its pupils. However, the main aim of this policy is to promote good choices which lead to effective relationships so that everyone can support each other, work together and learn and achieve well.

This policy aims to help children become positive, responsible and increasingly independent members of the school community within a framework of rewarding good and positive behaviour. Where children are highly motivated and resilient when it comes to difficulties.

Central within the policy is choice, e.g. good choices (which lead to good consequences) and choices which are bad (which lead to negative consequences). There are two key reasons for using the language of 'choice':

- it promotes self-management of behaviour and enables some reflection of different behavioural options
- it avoids labelling children – instead, we refer to the choices we all make and that we should always try to make good choices

CLASSROOM MANAGEMENT

At St Patrick's we aim to promote excellent behaviour, self-discipline, respect, resilience and a sense of responsibility. As a school we acknowledge that children's behaviour may be affected by a number of different factors, which we endeavour to address as part of our practise of developing close relationships between the child/parent/teacher. The following sections define clearly all essential elements, and all desirable elements, within the curriculum content, classroom management, routines and expectations.

The following system was developed by the school council. They had an active role in deciding on the reward system they wanted for recognising where children had shown highly positive attitudes and commitment to their education.

'Patrick's Points' are awarded by the classteachers, welfare assistants for positive behaviour, for effort and enthusiasm towards learning and respect. The plastic stars are in the four house colours and a collection tube is situated in the main junior corridor.

Shamrock points are worth 5 points and are awarded by the Headteacher.

The school council are responsible for counting the points for each house at the end of a half term. The winning house will be rewarded with a free dress-down day or other suitable reward and the house points will be reset for the following half term.

MOVING AROUND SCHOOL

Children are expected to:

Walk quietly around school, keeping to the left-hand side of the corridor.

IN THE PLAYGROUND

Children are expected to play happily, carefully and sensibly, keeping each other safe and demonstrating positive play. Children should ask to go to the toilet during breaktimes.

DURING ASSEMBLIES

Children are expected to:

Walk into the hall in silence and sit down when requested by their teacher. Listen to the assembly, music and prayers and be active participants in this.

DURING SCHOOL TRIPS AND OUTINGS

Children are expected to act and behave responsibly at all times, positively participating in all activities as ambassadors for our school.

REWARDS

Whole School Systems of Celebration and rewards will be applied consistently by all staff to celebrate exceptional behaviour and every child will be included throughout the year. On a Friday afternoon we have a whole school celebration assembly, attended by parents on a rota basis.

CELEBRATION ASSEMBLY – WEEKLY

1. Learn, Grow, Shine Awards: Each week, the class teacher will give a:
 - **LEARN** award for a child has made outstanding progress in their learning.
 - **GROW** award for a child who has demonstrated an outstanding 'growth mindset'
 - **SHINE** award for a child who has really 'shone' with their talents and skills.
2. Head Boy / Head Girl Award.
3. Subject awards for Art/PE.

4. Kitchen award/ Cleanest Classroom Award.
5. Catholic Social Teaching Award.

Refusal to leave classroom / disruptive behaviour

We consider it to be a serious incident if a child refuses to leave the classroom/follow the adult instructions as this type of behaviour leads to disruption of learning for others. We have a system in place where a member of SLT is available if required to support a child in leaving the classroom. This will lead to internal suspension with SLT for the rest of the day if appropriate and parents will be informed.

Persistent poor behaviour

In discussion with the parents/ carers, an Individual Behaviour Plan may be introduced to support individual children. This may lead to a pupil being placed on the SEND register so that other agencies can become involved. Promoting children's mental health is central to our policy and we support children with Social, Emotional and Mental Health difficulties by addressing these at the earliest possible moment.

Malicious Accusations against staff

The Headteacher can temporarily or permanently suspend pupils who make malicious allegations. In extreme circumstances, they can involve the police if there are grounds for believing a criminal offence has been committed.

Safeguarding and SEND

In line with the school Safeguarding Policy, staff will consider whether the behaviour of an individual gives cause to suspect that a child is suffering or likely to suffer significant harm. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other need. Consideration will be given to an Early Help Assessment and further parental and professional involvement where this is the case.

Pupils Conduct Outside the School Gates

Teachers' powers include disciplining pupils for misbehaving outside of school premises, including online behaviours, as well as during the school day. The sanctions listed above may be applied in cases of non-criminal negative behaviour which is witnessed by a staff member or reported to the school, this includes taking part in school-related activities and travelling to and from school. If we have any concerns or complaints from members of the public regarding our pupils we will inform parents, and where appropriate involve Community Support Officers.

Involvement of parents

We promote the involvement of parents in supporting positive behaviour. We do this by inviting parents to celebrate with us at weekly achievement assembly. The parents of children whose negative behaviour is of particular concern are contacted by the school in order to discuss and agree a strategy for improvement. All parents are asked to sign a home-school agreement to show that they agree to support school in upholding the standard of behaviour expected of pupils as described in this policy.

Searching and confiscating items

St. Patrick's pays due regard to Searching, Screening and Confiscating Advice published by the DFE ([HERE](#))

The Headteacher and members of the Senior Leadership Team (Mrs Crosby and Mrs Stevenson) plus the Deputy Designated Safeguarding Leads (Mr Gray and Mrs Cross) have the statutory power to search a pupil or their possessions if they suspect that a prohibited item is being carried.

Parents will be notified.

The list of prohibited items is: • knives and weapons; • alcohol; • illegal drugs; • stolen items; • any article that the member of staff reasonably suspects has been, or is likely to be used: • to commit an offence, or • to cause personal injury to, or damage to property of; any person (including the pupil). • an article specified in regulations: • tobacco, vapes/ e-cigarettes and cigarette papers; • fireworks; and • pornographic images.

If an item is confiscated because it is banned by the school rules, then it will be locked away in the office and parents will need to collect the items following discussion with the class teacher. Drugs, Alcohol, weapons, pornographic images will not be returned. They will be handed to the Police or disposed of.

Behaviour of parents and visitors when on the school premises

It is the expectation of the school that all adults will display and model positive behaviour towards each other and towards their own and other children whilst on the school premises. This means that use of inappropriate language will always be challenged by staff and reminders will be given. Persistent offenders or anyone who verbally abuses members of staff or other visitors may be banned from the premises for a period.

Bullying

See our separate policy: "Friendship and Anti-Bullying Policy"

Individualised Learning

Within school there are some pupils who need to follow individualised learning and behaviour plans. Individualised targets are used to support these children; however, they are still fully involved in the rewards and sanction process.

Individualised behaviour plans are in place for each child and these are regularly reviewed and adapted to meet the needs of the child.

Recording incidents of Extreme Behaviour

Any incidents of extreme poor behaviour are recorded on CPOMS. It is the teachers/cover teacher or TA responsibility to ensure that the recording of behaviour takes place. Correct and timely reporting will mean that SLT can track behaviour patterns of pupils to ensure we can put necessary intervention/ sanctions in place.

Internal and External Suspensions

Internal and External Suspension for a fixed term will be considered for unacceptable behaviour of a serious nature as follows:

- Unprovoked serious physical assault on another pupil or member of staff.
- Obscene, offensive, threatening or abusive language used towards, or deliberately and knowingly in the presence of, another member of staff.
- Escalation of persistent lesser offences as described above where pupil has failed to respond to previous support and sanctions and parents and pupil

have received written warning from the Head teacher that exclusion will be considered.

- Any situation where a pupil, by his or her conduct, which includes refusal to obey reasonable instructions given by any member of staff, places that pupil or any member(s) of the school community at risk.

Subject to investigation by the Headteacher to establish the facts, the above will result in parental contact by the Headteacher and automatic suspension for a fixed term.

A reintegration meeting will take place before re-admission, attended by the Headteacher and the parent. The class teacher will monitor for repeat behaviour for a two-week period, reporting both to the Headteacher and parent on a regular basis during this time.

Repeated offences within this category will be subject to increasing periods of suspension, part-time timetable, managed move, further involvement with the Pupil Referral Unit or potentially **permanent exclusion** from school.

RELATIONSHIPS

We firmly believe in developing excellent relationships at our school. This is the basis for where all can work profitably. Relationships between staff and pupils are built on trust and respect. Children are taught the difference between right and wrong, and through positive relationships this is incorporated into all that we do.

RESPECT

We aim to develop a culture of respect where all stakeholders are in full agreement with the code of respect required within our school.

- We treat each other with respect in the way we communicate
- The school building and everything in it is treated with respect
- Everyone sees the importance of respecting other people's feelings

Procedures followed for incidences of bullying are held in our Friendship and Anti-Bullying Policy.