



# ST. PATRICK'S CATHOLIC PRIMARY SCHOOL

## BEHAVIOUR POLICY Reviewed December 2015

### MISSION STATEMENT

At St. Patrick's School we will provide excellence in education inspired by the practice of our Catholic Faith.

We will make our school a safe, happy and caring place where all of us, taking Jesus Christ as our friend and model, can grow in the love of God and of each other, developing self esteem, a love of learning and personal responsibility.

### Vision and values

Our current vision for the school shapes all that we do and in particular this policy...

"St Patrick's Catholic Primary School will be a model of educational excellence, consistently within the top 5% of schools in England. The School will have achieved this through the delivery of a creative and rigorous curriculum which inspires and motivates all our children to realise their God-given potential. Children will leave St Patrick's happy with who they are, confident in their abilities, polite and articulate, and ambitious for their future growth."

*Statement of Vision and Values July 2014*

We value **individuals**, our **community** (and all the diverse communities of which we are a part), practising the **virtues**, **learning** and our **reputation**.

This behaviour policy reflects those values.

### Introduction

"Love one another as I have loved you" Christ is our model in this school. His message to His followers is clear and uncompromising; our attitude to each other is at the heart of our Faith.

We are all made "in the image and likeness of God."  
God is good, so when we are true to ourselves we too are good.

The children need to know that God made us all good.

They also need to know that we can all make good and bad choices.

At St Patrick's there are no "bad children" only "bad choices" which good children sometimes make.

The aim is to create an atmosphere where:

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- children and adults are listened to, valued, esteemed and respected as individuals
  - children and staff feel safe and secure
  - boundaries and expectations are clear, consistent and coherent
  - the links between effective teaching and learning and good behaviour are clearly understood by all staff, and by pupils (at an age appropriate level).
  - it is the responsibility of each individual to make a choice of word or action which is to the benefit of others
  - in a forgiving ethos, reparation for harmful choices can be made
  - adults model acceptable behaviour for children, treating each other with respect
- (See Codes of Conduct for Staff and Governors and Home School Agreement)

## Intention

At the heart of our policy is our intention to “catch a child being good” and reward that behaviour. We also look to identifying the triggers that might exacerbate a situation for a particular child and seek to pre-empt them.

We intend to:

- search for the strengths of each individual child and openly value them
- actively create situations and opportunities where a child may deservedly earn praise and approbation
- by personal example demonstrate that practising the virtues in an atmosphere of co-operation and kindness is the avowed ethos of every classroom and playground in the school
- encourage self confidence and self esteem, and carefully avoid any action which could undermine them (so for example NO REWARD SHOULD EVER BE TAKEN AWAY FROM A CHILD even if there subsequent behaviour merits a separate very serious sanction.)
- continually reinforce the individual children’s sense of responsibility for their thoughts, words and actions
- give the children clear boundaries about acceptable and unacceptable language and behaviour (e.g. racist, and homophobic language is completely unacceptable and will not be tolerated)
- make sure that the children have a special adult who they have selected who they will go to in the event of some serious worry connected to school or their lives outside.
- promote the virtues of Charity, Faith, Hope, Justice, Temperance, Courage and Prudence

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## **RE and PSHE**

These two subjects support the management of behaviour in the school. RE provides the basis of the moral and ethical teaching in the school. PSHE provides further time for reflection and strategies for promoting good (virtuous) behaviour. It also affords time for links between the practise of the virtues, our faith and what the DFE defines as British Values to be drawn. For example, the virtue of Temperance is emphasised in Paul's letter to the Ephesians where he urges them to "bear with one another" despite their differences, and is connected to the modern British emphasis on the importance of Tolerance of others with different political or religious beliefs.

All PSHE lessons will take place weekly for at least thirty minutes.

## **Playtime**

It is generally over lunchtime and break time that difficulties arise. We plan to develop our playgrounds to mitigate against this and give our children strategies for dealing with conflict.

Children can signal with their hands and say "Stop, I don't like that"

They can then walk away. Or they can tell an adult.

It is our job to teach them these strategies and to give them the opportunity to practise them in the classroom.

There are a variety of activities for the children in the playground but they do prefer and need adult interaction. The persons on duty MUST involve themselves with the children and model the virtues in their own conduct. There will never be less than two people on duty in each of the playgrounds.

## **Rewards and Sanctions**

The children need to understand that good and bad choices have consequences. Please see the list of responses to bad and good choices detailed in the separate document.

## **REWARDS**

We are actively looking for the sort of co-operative behaviour that we want in the school. A word, a look, a gesture, are often enough for a child to feel that their effort is noted. It is important that we articulate both for the child and for others, the sort of behaviour we are praising them for. We should, if we can, refer to the virtues so that we and the children can

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begin to describe good behavior more precisely and so that in time the children have the language with which to advise themselves and begin to regulate their own behavior more independently.

To this end staff will use phrases such as:

“I like the way you are thinking the best of this other child ... (practising charity)”

“Thank you for trusting me (having faith in me) to sort this problem out...”

In the classroom stickers will be awarded to children who consistently manage their behaviour well and to children who have made an effort to practise the virtues. All staff in the school may award stickers. Adults will make it clear what the reward is for:

“This is for...”

Every Tuesday at assembly special awards will be given to two children in each class. There are rewards for excellence and effort in learning and for practising the virtues (good behaviour).

## **Sanctions**

A number of behaviours simply require the adult to talk to the child or children involved.

When we do this, we are trying to place the responsibility for words and actions and for making reparation or “putting things right” in the hands of the children.

If it is impossible at the time to get to the bottom of a dispute the participants may need “thinking time” or time to calm down. In the playground the child will walk with an adult until they are ready to resolve the conflict. In the classroom the child may need to sit away from the group. At no time will the child be unsupervised.

Emphasise that the children have a choice about their actions, they can choose the right or the wrong way but it is essentially their choice and they need to take responsibility for that choice. Equally we need to underline the fact that they can choose how to make reparation. Apologies have to be sincere: making eye contact; using appropriate language and body language; touching in some way, a handshake for example; possibly even a letter or a drawing. The children will have their own suggestions but it is useful to reiterate what a child is saying sorry for and how reparation will be made.

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“I am sorry for saying you couldn't play with us. Next time I will make sure I ask you to join in.” You may need to help the child by modeling what they are trying to say.

Mention the possibility of a “buddy” who might be there to help the perpetrator or the victim. Praise other children who are supporting children in their attempts to behave well.

It is our responsibility to make sure that any subsequent effort is noticed and rewarded. More serious bad choices or very frequent bad choices will necessitate seeing the Key Stage Leader for a behaviour review which will take place normally on a Monday.

In exceptional circumstances a child will have to be sent straight to the Headteacher.

Below is the chart that appears in the front of the detention book as a guide to sanctions for poor behaviour:

<ul style="list-style-type: none"><li>• Talking in class or assembly</li></ul>	5 minutes
<ul style="list-style-type: none"><li>• Not paying attention to an adult or ignoring the adult</li><li>• Behaving unsafely (running in corridors or on the stairs)</li></ul>	10 minutes
<ul style="list-style-type: none"><li>• Being rude to visitors or supply teachers or answering back to staff</li></ul>	15 minutes
<ul style="list-style-type: none"><li>• Encouraging others to be unkind or say hurtful remarks</li><li>• Misbehaving on trips or in public</li></ul>	20 minutes

Other serious misbehaviour (which is rare) which is not on this chart is dealt with by a senior member of staff.

(In some very rare circumstances, after very serious bad behaviour, the Headteacher may decide to exclude a child from school either for a fixed number of days, or even more rarely, permanently)





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## **Parents**

Parents need to be kept appropriately informed of rewards and sanctions that their children have received. This will always be done in the spirit that all the adults in the children's lives are on the "same side" wanting the best for the children and enabling them to make the most of their gifts.

## **Incidents at the end of the day**

If an incident occurs after 3.00 pm there will not be time to resolve it. The policy in that situation is to wait until the following day to make sure that the matter is dealt with appropriately. The responsibility of staff on the day of the incident is to make sure that everyone is safe and goes home safely.



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