



# Positive Wellbeing and Learning Policy

St Patrick's Catholic Primary School



Approved by:	Full Governing Board	Date: 10 <sup>th</sup> September 2024
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## ST PATRICK'S CATHOLIC PRIMARY SCHOOL

### Positive Wellbeing and Learning (Behaviour Policy)

*At St Patrick's School we believe that high expectations lead to high standards of behaviour. Our mission is to follow the loving example shown by Jesus Christ. St Patrick's School is a Christ-centred community built upon the core values of the Catholic Church. Our behaviour management reflects our inclusive values. We treat every child as a unique individual with special qualities. We recognise that everyone has the right to feel safe at school, learn to the best of their ability, and be treated with dignity and respect.*

The purpose of this policy is to ensure good learning behaviour and to celebrate achievements, as well as to provide guidance and support for pupils, staff and parents and build positive relations in an atmosphere of trust and mutual respect.

#### High Expectations and High Standards should:

- be evident and consistent in every classroom and around the school
- be encouraged, modelled and acknowledged by all members of staff
- be encouraged and praised by parents

The school insists that all children and adults demonstrate our PATRICK attitudes:

- Perseverance
- Aspiration
- Teamwork
- Respect
- Independence
- Creativity
- Kindness

These values incorporate our Catholic Social Teaching, our Learning Attitudes and British Values. The PATRICK attitudes are used to nurturing and build relationships.

Pupils have a variety of rewards to encourage exemplary learning behaviour. All staff model the PATRICK attitudes and refer to them throughout the school day.

### Children's Responsibilities

- To demonstrate the PATRICK attitudes at all times

### Staff Responsibilities:

- Model the PATRICK attitudes at all times
- Set high expectations
- Be positive, nurturing and build relationships

### Parent Responsibilities:

- Support the school's Positive Wellbeing and Learning (Behaviour Policy), and where appropriate, reflect this at home
- Notify the school of changes or incidents outside of school that may affect their child's wellbeing in school
- Foster good relationships with the school and see themselves as partners in their child's learning and education

### Rewards and Sanctions

Consistent rewards and sanctions ensure children and staff share high expectations for behaviour and that parents have confidence that all children will be recognised for their efforts and will be treated fairly. School staff will promote positive learning behaviours at St Patrick's through reference to our PATRICK attitudes.

### Rewards

Our rewards at St Patrick's School seek to motivate children and acknowledge good behaviour. Rewards maintain a positive self-esteem and enable children to challenge themselves beyond their expectations. A consistent approach to rewarding is applied throughout the school.

At St Patrick's we reward good behaviour through:

- During the school day, staff who are not class-based recognise the children who are showing different PATRICK attitudes and will give a sticker to reinforce the positive behaviours shown
- Teaching staff (Teachers and Teaching Assistants) use the Good to be Green System to monitor the behaviour of the children. Children will start the school day with a Good to be Green Card, as we assume and expect that all children will arrive in school with an attitude and eagerness of wanting to learn

- If the child's behaviour remains on track and they do not receive a Red Card that day, they will then be rewarded for their good behaviour and receive a Shamrock Coin to add to their class pot at the end of the school day
- The Good to be Green System will be a reference tool only for the adults in class as a record, rather than being on display for all to see
- At the end of each week, the 'Shamrock Coins' in the class pot will be counted. If they have earned enough 'Shamrock Coins', these are exchanged for a 'Shamrock Leaf' which is then displayed with pride on their classroom's reward board
- Each class who has received a weekly 'Shamrock Leaf' will receive an additional 5 minutes of play time prior to the start of breaktime on Friday mornings. Year F children will receive an additional 5 minutes of play at lunchtime
- Each Leaf will also provide 5 minutes towards the half termly 'Class Reward Time'
- At the end of each week, teachers will choose a 'Star of the Week' for a child who has consistently shown a PATRICK attitude that week and they receive a certificate. There is also an 'Artist of the Week' award given to a child in the school who has shown creativity within their Art lessons, and a 'Catholic Social Teaching' award for demonstrating the principles of Catholic social teaching

### Consequences

There are occasions when children's behaviour does not meet the expectations of our PATRICK attitudes. At St Patrick's, we work with children to reflect on, and improve, their behaviour as quickly as possible.

Staff will use the Good to be Green System to monitor behaviour of children.

Children may be given a 'Stop and Think' Yellow Card as a reminder to improve their behaviour. This will be given in a discreet manner and in a calm voice. This card will be issued if a child demonstrates the following behaviours:

- Unintentional swearing
- Boisterous/rough play that could lead to injury or harm (including: punching, bumping into someone on purpose, kicking, physically holding onto others or their clothing, pushing in front of others)
- Disrespectful language
- Lack of effort or focus (including refusal to complete a task)
- Distracting others
- Failure to follow an instruction

- Running inside the school buildings

If a child complies and responds positively to the reminder, the 'Stop and Think' Card will be removed. At the end of each learning session, the 'Stop and Think' Card will be automatically removed and return to 'Good to be Green' Card as the next session is a fresh opportunity to demonstrate the PATRICK attitudes.

Should the unacceptable behaviour continue then the child will be given a Red Card. This will be given in a discreet manner and in a calm voice. This card will be issued if a child demonstrates the following behaviours:

- Failure to improve their behaviour after receiving a 'Stop and Think' Card
- Physical aggression with intent
- Intentional swearing at an adult or child
- Intentional destructive behaviour (including damaging property)
- Absconding the school premises or leaving an area without permission

School staff will communicate to the Pastoral Team which children need to go to 'Reflection' and the behaviours that led to the Red Card being issued. Reflection is a time for a child to quietly reflect on their behaviour. A Reflection Note will be issued to the child and this will be given to the adult on Reflection. The Reflection Note will include the details of why the Red Card was issued.

The adult on duty will help the child to see where their behaviour went wrong, what they could do differently next time and offer strategies to help the child with this. This restorative work is about teaching the children that we all make mistakes and that we can overcome them. Reflection takes place at the end of each learning session, therefore giving the children a positive start to their next session.

If a child consistently disregards the PATRICK attitudes, this will be evidenced by the number of Red Cards:

- If a child receives 3 within a half term, the class teacher will meet with the child's parent / carer to discuss which attitudes the child needs to improve on
- If a child receives 4 within a half-term, the parents /carer will be invited by phone call to a meeting with the teacher and a member of the Pastoral team to enhance the monitoring of the child's behaviour
- If a child receives 5 within a half-term, the parents/carers will be invited to a meeting with the teacher, a member of the Pastoral team and the Phase Leader to implement 'Pathway 2'

Parents are not routinely informed if their child receives a Red Card, as the children are expected to reflect on their own behaviour.

### SEND

This policy acknowledges the school's legal duties under the Equality Act 2010 and in respect to pupils with special educational needs (SEN). Where a personalised learning programme is in place specific rewards and sanctions will be identified to match a child's specific needs under 'Pathway 2.'

### Pathway 2'

Pathway 2 is an alternative rewards and consequences option for children within class who may struggle with the expectations of the main pathway.

When a child's behaviour presents a significant challenge then a personalised plan is drawn up in consultation with the child, parents, SEND and Pastoral Team and other relevant professionals. Parents are involved in this process and are given a copy of documents. The school makes every effort to identify triggers for poor behaviour. It is acknowledged that children with a personalised plan will have reasonable adjustments made within their school day so that they can demonstrate the PATRICK attitudes. The school recognises that all children have a right to learn in a calm and purposeful environment so undesirable behaviour is usually managed in small group or one to one learning sessions by our Pastoral Team.

Children on Pathway 2 will be rewarded for their positive behaviour through use of positive tick charts, focusing on the behaviour challenges that they individually face. The opportunity for Reflection Time will be used as a strategy to support the child when they do not achieve their positive ticks for each session.

Our aim is to promote positive behaviour for all children. Children on Pathway 2 will be fully involved in earning Shamrock Coins alongside their peers. However, their negative behaviours will not impact on the ability of each class to earn their reward.

### Risk Assessments:

Any child who persistently disregards our PATRICK values will require a risk assessment prior to participating in off-site activities or any activity that has potential to trigger the child. Class Teacher with input with the Pastoral Team are responsible for ensuring a risk assessment is carried out for any child who is on a reduced timetable. Risk assessments will also be carried out if the child is at risk of absconding or any physical incidents prior to any off-site activities.

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

#### Malicious Allegations:

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will investigate in accordance with this policy.

#### Securicare:

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

At St Patrick's we do not 'remove children' from the situation unless there is an immediate risk of physical aggression or serious disruption. Alternative strategies will always be applied first before any physical intervention is used.

#### Confiscation:

Any prohibited items (listed in Appendix One) found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

#### Links with other Policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-Bullying policy

#### Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:



- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

#### Monitoring Arrangements

This behaviour policy will be reviewed by the headteacher and the Governing Body periodically. At each review, the policy will be approved by the headteacher.

#### Appendix One

List of Prohibited Items (as defined by Section 550ZA (3) of the Education Act 1996)

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for