

# St Patrick's Catholic Primary School



## Behaviour Policy

Date: December 2022

Review Date: December 2025

# St Patrick's Primary School

## Behaviour Policy

*We strive for excellence within a caring and diverse community, nurturing the Catholic faith, respecting each other, living, working and growing together as part of God's family.*

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### **1 Aims and expectations**

The school behaviour policy reflects the Catholic ethos of our school and is rooted firmly in Christ's teaching of love and respect for each other.

It is a primary aim of our school that every member of the school community feels valued, trusted and respected, and that each person is treated fairly and well. At St. Patrick's Catholic Primary School we believe that all children have the right to learn and feel safe and happy at school. We believe in an environment that encourages children and builds self-esteem, so that children become confident, mature independent learners and members of society. The school behaviour policy is therefore designed to support a structure for managing behaviour within the school that is fair and understood by all members of the school community.

**1.2** The school has a number of rules, but the primary aim of the behaviour policy is to promote good relationships, so that people can work together with the common purpose of helping everyone to learn, not as a system to enforce rules. This policy supports the school community and aims to allow everyone to work together in an effective, considerate and Christian way. We strive to develop in our pupils, staff and parents a sense of self-discipline and an acceptance of responsibility for their actions.

**1.3** The school expects every member of the school community to behave in a considerate way towards others, showing tolerance, understanding and mutual respect as part of the Catholic community. We promote good relationships in order that people can work together with the common purpose of helping everyone to learn.

**1.4** We treat all children fairly and apply this behaviour policy in a consistent way.

**1.5** Positive behaviour is promoted within the classroom, in the playground, around the school and in all areas beyond these boundaries.

**1.6** This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school, parish and wider community.

**1.7** The school rewards good behaviour, as we believe that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

**1.8** Every member of the school community has the right to be safe, both emotionally and physically, in the classroom, playground and when on school visits.

**1.9** All adults act as positive role models through their attitude and actions.

## **2. Strategy**

The school's Code of Conduct (see Appendix 1) outlines our school rules. These rules are summarised in the school's Golden Rules which children are expected to follow. These are displayed prominently around the school and in classrooms. They are:

1. We are gentle
2. We are kind and helpful
3. We listen
4. We are honest
5. We work hard
6. We look after property

Also, as each new academic year begins, class teachers and pupils agree and establish rules for their individual classrooms – a classroom code. These rules are displayed clearly on the wall of the classroom.

Throughout the year staff make reference to these sets of rules, and the Golden Rules, through positive reinforcement and supportive feedback. This empowers pupils to make informed decisions and choices about how they behave, and to take responsibility for their behaviour.

**2.1** Teachers use a range of behaviour management techniques and strategies, adopting them as necessary to promote self-control and independence in learners

**2.2** Children are made aware of the ways in which positive behaviour will be rewarded, and the sanctions that will be applied in the event of negative behaviour choices (see 'Sanctions' below and Appendix 2). Through this a clear understanding of expectations is established.

### **2.3 The Power to Discipline – Key Points**

- Schools have a statutory right to discipline pupils for breaches of school rules, failure to follow instructions or other unacceptable conduct.
- All teachers and other staff in charge of pupils have the power to discipline
- The head teacher may limit the right to apply particular sanctions to certain staff and/or extend the right to discipline to adult volunteers.
- Section 91 of the Education and Inspections Act 2006 introduced a statutory right for teachers and other designated school staff to discipline pupils.

**2.4** This Policy has been written with consideration to the contents of 'School Discipline and Pupil Behaviour Policies – Guidance for Schools' produced by the Department for Children, Schools and Families (DCSF) 2009.

### **3 Praise and rewards**

Underpinning our Behaviour Policy is a series of rewards and sanctions. It teaches the pupils that it is rewarding to behave well and that there are consequences associated with negative behaviour choices thus enabling them to fit in with a community based on agreed rules that seek to ensure all members feel happy and safe.

**3.1** A positive approach to behaviour underpins all we do at St. Patrick's Catholic Primary School – fostering the self-esteem of each child. Teachers use praise that suits their style of teaching and their class. Praise and rewards may be for an individual pupil, whole class or year group.

Examples of praising techniques used across the school:

- Thumbs up
- Smile
- Positive, personal statement
- Special responsibility role
- Sharing work/achievements and showing to another member of staff • Stickers
- House points (KS2)
- Points towards class award
- Positive statement to parent in person, via a note or phone call home
- Merit certificates presented in the weekly Head teacher's assembly

**3.2** The school acknowledges all the efforts and achievements of children, both in and out of school.

**3.3** The class teacher regularly discusses the school's Golden Rules and classroom code with each class. In this way, every child in the school knows the standard of behaviour that we expect in our school. Incidents of anti-social behaviour are discussed with individual children with reference to the above rules, and where appropriate, with the whole class during 'circle time'.

**3.4** Individual children with additional needs linked to behaviour may have their own system for rewards and sanctions; this may be recorded on a behaviour plan or Individual Education Plan (IEP) or a pastoral support plan. The school may also seek the involvement of outside agencies as appropriate.

### **4 Sanctions**

At St Patrick's Catholic Primary School, we actively promote positive behaviour but we realise that sometimes children may, for a variety of reasons, make negative behaviour choices. In all disciplinary actions it is essential to understand fully that it is the behaviour which is not acceptable and not the pupil as a person.

**4.1** It is important to have agreed sanctions in order for our pupils to learn that negative behaviour choices have consequences. This helps them become positive members of both the school community and society.

**4.2** The school deploys a number of sanctions to ensure a safe and positive learning environment. We stress the need for consistency, fairness and an understanding of the immediate context being dealt with. Consideration must be given to all relevant factors before sanctions are applied. We deploy each sanction appropriately to each individual situation.

**4.3** The table below gives guidance on the steps to be taken when dealing with incidents of negative behaviour in accordance with our 'Good to be Green' behaviour system. Consideration needs to be given to the seriousness of the behaviour. For example, if a child displays behaviour that threatens the safety and welfare of themselves or other children they will 'jump' straight to Stages 4 or 5. Please see Appendix 2 for examples of levels of misbehaviour.

#### Behaviour steps

Stage 1. Firm repetition of expectations and warning issued – 2/3 as judged appropriate by teacher.

Stage 2 (Yellow). Time out in class - 5 minutes.

*Periods of 'time out' are recorded and kept in the class behaviour file.*

Stage 3 (Red). 5/10 minutes in another class with an age-appropriate reflection slip.

*A log of this is kept by the teacher in the class behaviour file. If this stage is repeated, the parents are called in to meet with the teacher. During 'time out' the children have the time to reflect on their behaviour. Once a pupil has returned to class he/she is encouraged to make the right choices in order to return to green as quickly as possible.*

Stage 4. If there is no improvement in behaviour following time out in another class then the child will be sent to the Phase Leader.

*Where appropriate the child should take the reflection slip already completed during time out to the Phase Leader. A standard letter will be sent home informing parents of the incident.*

Stage 5. Sent to a member of the Senior Leadership Team (SLT)

*A letter will be sent home and parents will be called. Meeting will be arranged between parents, class teacher and a member of SLT.*

In EYFS, we promote good behaviour of children through the Emerald Crown behaviour management reward system. All children start the day on the Happy Face. See Appendix 2 for examples of levels of misbehaviour and Appendix 4 for the behaviour management steps.

#### **4.4** In addition to the above:

- We expect children to listen carefully to instructions in lessons. If they do not do so they may be asked to either move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

**4.5** The system allows children to reflect on their actions, attitude and behaviour. If their behaviour improves then they can move back towards green. Where appropriate, at each stage, strategies will be implemented to encourage positive behaviour choices.

**4.6** Where the behaviour of a child is giving cause for concern, all those working with the child in school will be made aware of those concerns, and of the steps which have been, or will be taken in response.

## **5 Playground**

**5.1** Clear guidelines are given for behaviour during playtimes and lunchtimes.

**5.2** All incidents are to be dealt with on the playground by the adults on duty.

**5.3** Midday staff have yellow and red cards to issue to children as appropriate and are aware of programmes for children with additional needs. These cards are shared with the class teacher at the end of lunch break. The names of children issued with a yellow card will be recorded in the class behaviour file. Children issued with a red card will be referred to the Phase Leader/a member of the Senior Leadership Team as appropriate.

## **6 The role of staff**

**6.1** It is the responsibility of all adults in school to ensure that the Code of Conduct underpins the behaviour of all children whether they are in the classroom, around school, in the playground or out on an educational visit.

**6.2** It is the responsibility of class teachers and teaching assistants to ensure that the school rules are enforced, and that their class behaves in a responsible manner during lesson time.

**6.3** The adults in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

**6.4** Class teachers and teaching assistants treat each child fairly and enforce the Golden Rules and classroom code consistently. Teachers treat all children in their class with respect and understanding.

**6.5** Class teachers maintain a record of incidents in the class behaviour file. If a child misbehaves repeatedly in class, this is first dealt with within the classroom, or by sending the child to a neighbouring class if necessary. However, if misbehaviour continues, the class teacher should seek help and advice from the Phase Leader in the first instance, then a member of the Senior Leadership Team (SLT). Please see the 'steps in behaviour' table above.

**6.6** Class teacher report to parents about the progress of each child in his/her class, in line with the whole-school policy. The class teacher will contact the parent if there are concerns about the behaviour or welfare of their child.

**6.7** Class teachers in association with the SENCo liaise with external agencies, as necessary, to support and guide the progress of each child.

**6.8** Staff provide good role models as they show respect for each other and for the children.

## **7 The role of the Head Teacher**

**7.1** It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all children in the school.

**7.2** The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, by supporting staff in the implementation of the policy and by ensuring that the full written policy is available to all staff members.

**7.3** The Head Teacher should ensure that communications make clear which sanctions can be used by teachers, support staff or authorised volunteers and whether any particular sanction is reserved for a particular category of staff.

**7.4** The Head Teacher keeps records of all reported serious incidents of misbehaviour.

**7.5** The Head Teacher is under a legal duty to publicise the behaviour policy that he has determined in the form of a written document.

**7.6** The Head Teacher must take steps, at least once a year, to bring the policy to the attention of all pupils, parents and school staff (including anyone working in the school on an unpaid/voluntary basis).

**7.7** The Head Teacher decides whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. The Head Teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school, the Head teacher may permanently exclude a child. Both these actions are only taken after all efforts have been exhausted to keep the child in school. The school Governors will be immediately notified of any exclusions.

## **8 The role of parents/carers**

Parents are prime role models of behaviour for children. We recognise the importance of and value parental support.

**8.1** The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

**8.2** We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We give high priority to a positive partnership with parents since this is crucial when promoting and maintaining high standards of behaviour. We aim to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. Parents will then be offered an opportunity to discuss the situation and how they can work with us to encourage positive behaviour.

**8.3** If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern arising from the implementation of the behaviour policy and the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head teacher or Deputy Head Teacher in line with the school's complaints procedure. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **9 The role of governors**

**9.1** Section 88 of the Education and Inspections Act 2006 requires governing bodies of schools to have regard to guidance from the Secretary of State for Education and Skills in making and reviewing the written statement of general principles on school discipline.

**9.2** The governing body has a duty to consult with the school community as the school behaviour policy is formulated. The overall effect should be to help secure understanding of the policy throughout the school.



**9.3** The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head teacher in carrying out these guidelines.

**9.4** The Head Teacher has the day-to-day authority to implement the School Behaviour Policy, but governors may give advice to the Head Teacher about particular disciplinary issues. The Head teacher must take this into account when making decisions about matters of behaviour.

## **10 Bullying**

**10.1** The school does not tolerate bullying of any kind. Children are taught that bullying (verbal or physical) is not tolerated in school and that it is important that a member of staff is told when bullying occurs. The school takes a serious view of any instances of bullying in its different forms, including cyber bullying. If we discover that an act of bullying or intimidation has taken place, we act immediately to prevent any further occurrences of such behaviour. We act to support the pupil who has been bullied and the pupil who has bullied. All cases of bullying are referred to the Head teacher and a register of incidents is kept. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Please refer to the Anti-Bullying Policy.

## **11 Positive Handling**

**11.1** All members of staff are aware of the regulations regarding the use of force by teachers, as set out in Department of Education and Employment (DfEE) Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff only intervene physically to restrain children to prevent injury to a child if a child is in danger of hurting him/herself or others. The actions that we take under such circumstances are in line with government guidelines on the restraint of children.

## **12 Fixed-term and permanent exclusions**

**12.1** Only the Head Teacher (or the acting Head Teacher) has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently.

**12.2** The behaviour of pupils outside school can be considered as grounds for exclusion. The school's behaviour policy sets out what the school will do in response to all non-criminal negative behaviour and bullying which occurs on and off the school premises. The head teacher can exclude a pupil for any misbehaviour while the pupil is:

- taking part in any school-organised or school-related activity
- travelling to/from school
- wearing the school uniform or in some other way identifiable as a pupil at the school.

**12.3** An exclusion can be used for misbehaviour at any time that:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

**12.4** The Head Teacher will always consider the seriousness of an incident when considering exclusion. In usual circumstances, the Head Teacher will discuss the incident with the pupil, and keep a written record. If there should be a repeat of the same type of incident within the next three weeks, parents will be consulted along with the child and a warning given that a repeat offence may result in fixed term exclusion. If the Head Teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

**12.5** The Head Teacher informs the Local Authority (LA) and the governing body about any permanent exclusion, and about any fixed-term exclusions in any one term.

**12.6** The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head teacher.

**12.7** The governing body has an appeals committee. This committee considers any exclusion appeals on behalf of the governors.

**12.8** When an appeals panel meets to consider exclusion, it considers the circumstances in which the pupil was excluded, considers any representation by parents and the LA, and considers whether the pupil may be reinstated.

**12.9** If the governors' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

## **13 Monitoring**

**13.1** The Head teacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

**13.2** The class teacher keeps a record of behaviour in the class behaviour file. This record will be monitored regularly by the SENCo.

**13.3** The Head Teacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

**13.4** It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

## **14 Equal Opportunities**

**14.1** This policy conforms with the 2010 Equality Act to take account of all vulnerable groups referred to within the Act.

## **15 Review**

**15.1** The Governing Body monitors school behaviour through discussions with the Head teacher and staff. Governors review this policy every two years. The Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the Governing Body receives updated recommendations on how the policy might be improved. This policy will be posted on the school website.

Date: December 2022

Review date: December 2025

## **Appendix 1**

### **St Patrick's School Pupil Code of Conduct**

I will do whatever it takes to make sure that I:

- Arrive at school on time
- Bring the equipment I need and am prepared for my learning
- Wear the correct uniform smartly throughout the day
- Enter/leave the school quietly
- Enter the classroom calmly, greeting the teacher
- Avoid all distractions: putting away anything not required for the lesson
- Be an active learner by engaging with the activities set by the teacher
- Show respect for my own learning and that of others and being silent when requested
- Always complete my work on time and to an excellent standard
- Make sure that I catch up with my learning if I have been absent from school or have fallen behind for other reasons
- Help others if they are finding the learning difficult

### **In school and the local community**

I will do whatever it takes to help create a safe school and local community which respects the rights of others by:

- Listening to members of staff and following instructions politely and calmly
- Being respectful and responding appropriately during Mass and Assemblies
- Following the lunchtime rules in the dining hall
- Playing appropriately in the different areas of the playground
- Never damaging school property, defacing the building, dropping litter or spitting
- Never insulting, undermining or swearing at anyone
- Remembering I am always an ambassador for the school. If I go home on my own I will make my way home in an orderly, responsible way
- When travelling on public transport, or on off site school trips, I will respect those around me, speaking to classmates, transport staff and members of the public quietly and politely respecting the local environment, by being considerate to our local community, obeying shop rules, and never dropping litter, defacing or trespassing on private property

## **Appendix 2**

### **Level 1 - Examples of inappropriate or low-level disruptive behaviour**

Disruptive talking in class

Being in the wrong place in the classroom

Entering the building at lunchtime without good reason

Running in the school building

Behaving in a disorderly manner in lines and when entering the building

Eating in the classroom (except on health grounds)

Play fighting – no physical contact

Being late for school due to misbehaviour

Deliberate calling out or interrupting

Offensive language

Sending notes in the class

Inappropriate laughing at others

Unsafe play e.g. back flips/kung fu kicks

Inappropriate use of school equipment

Showing a lack of respect to a member of staff

Not being a good team player

Inadequate table manners

Wasting time and not working

Adults involved: Teachers, teaching assistants and support staff, lunch time staff

### **Level 2 - Examples of more serious negative behaviour**

*(Behaviour that results in a red card or referral to the Phase Leader or a member of the Senior Leadership Team)*

Persistent inappropriate or low-level disruptive behaviour

Fighting

Inappropriate behaviour during Mass

Inappropriate behaviour on a school trip

Adults involved: Parents, phase leaders, Head Teacher, SENCo, Deputy Head Teacher

**Level 3 - Examples of severe negative behaviour**

Persistent serious behaviour

Setting off the fire alarms

Theft in school (or outside of school whilst wearing the school uniform)

Physical contact, with the intention to harm any adult /child

Bullying (including cyber bullying)

Racism

Adults involved: Parents, Head teacher, SENCo, Deputy Head Teacher, outside agencies (as appropriate).

**Appendix 3(Phase 2 and 3)**

	<b>Level 1</b> Inappropriate or low-level disruptive behaviour	<b>Level 2</b> Serious negative behaviour	<b>Level 3</b> Severe negative behaviour
<b>1<sup>st</sup> instance</b>	<p>Stage 1</p> <ul style="list-style-type: none"> <li>• Reminder of the Golden Rules or classroom code</li> <li>• Warning</li> </ul> <p><i>(Class teacher/other adult in charge of children deals with behaviour at this stage)</i></p>	<p>Stage 3</p> <ul style="list-style-type: none"> <li>• Red card issued</li> <li>• Time out in a neighbouring class</li> <li>• Reflection slip completed</li> <li>• Record made in behaviour file</li> <li>• Parents informed</li> <li>• <i>Child to go back to yellow upon return to class.</i></li> </ul> <p><i>(Class teacher/other adult in charge of children investigates and sends the findings to the relevant Phase Leader who will then decide if the behaviour warrants a red card)</i></p>	<p>Stage 5</p> <ul style="list-style-type: none"> <li>• Child sent to member of SLT</li> <li>• Letter sent home</li> <li>• Parents invited into school to meet with SLT member</li> <li>• Record made in <b>class</b> behaviour file</li> <li>• Record made in behaviour book</li> <li>• Headteacher to determine whether exclusion is appropriate</li> </ul>

<p><b>No change in behaviour</b></p>	<p>Move to Stage 2</p> <ul style="list-style-type: none"> <li>• After two verbal warnings a yellow card is issued</li> <li>• Time out in class</li> <li>• Record made in class behaviour file</li> </ul> <p><i>(Class teacher/other adult in charge of children deals with behaviour at this stage)</i></p>	<p>Stage 4/5</p> <ul style="list-style-type: none"> <li>• Child sent to Phase Leader or member of SLT (in the absence of Phase Leader, send to the SENCo)</li> <li>• Record made in class behaviour file</li> <li>• Record made in behaviour book</li> </ul> <p><i>(Letter sent home by Phase Leader. Within a term, after two letters have been sent and no change has been seen, the SENCo meets the parent and the child. No change after the IM meeting, the Headteacher meets the parents and the child – Stage 5)</i></p>	
<p><b>No change in behaviour</b></p>	<p>Move to Stage 3</p> <ul style="list-style-type: none"> <li>• Red card issued</li> <li>• Time out in a neighbouring class</li> <li>• Reflection slip completed</li> <li>• Record made in class behaviour file</li> <li>• Parents informed</li> <li>• <i>Child to go back to yellow upon return to class</i></li> </ul> <p><i>(Class teacher/other adult in charge of children investigates and sends the findings to the relevant Phase Leader)</i></p>		

<p><b>No change in behaviour</b></p>	<p>Move to Stage 4/5</p> <ul style="list-style-type: none"> <li>• Child sent to Phase Leader or member of SLT (with reflection slip)</li> <li>• Record made in class behaviour file</li> <li>• Letter sent home</li> </ul> <p><i>(Phase Leader to record, copy of red card letter to go in class behaviour file. Within a term, after two letters have been sent and no change has been seen, the SENCo meets the parent and the child. No change after the IM meeting, the Headteacher meets the parents and the child – Stage 5)</i></p>		
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Appendix 4(Phase 1 only)

	<p><b>Level 1</b> Inappropriate or low-level disruptive behaviour</p>	<p><b>Level 2</b> Serious negative behaviour</p>	<p><b>Level 3</b> Severe negative behaviour</p>
<p><b>1<sup>st</sup> instance</b></p>	<p>Stage 1</p> <ul style="list-style-type: none"> <li>• Reminder of the Golden Rules</li> <li>• Verbal warning</li> </ul> <p><i>(Class teacher/other adult in charge of children deals with behaviour at this stage)</i></p>	<p>Stage 3</p> <ul style="list-style-type: none"> <li>• Child sent to Phase Leader</li> <li>• Child's name goes on the Red Face</li> <li>• Phase Leader has a conversation with the parents</li> </ul> <p><i>(Class teacher/other adult in charge of children investigates and sends the findings to the relevant Phase Leader who will then decide if the behaviour warrants a letter home)</i></p>	<p>Stage 4</p> <ul style="list-style-type: none"> <li>• Child sent to member of SLT</li> <li>• Letter sent home</li> <li>• Parents invited into school to meet with SLT member</li> <li>• Record made in behaviour book</li> <li>• Headteacher to determine whether exclusion is appropriate</li> </ul>



<p><b>No change in behaviour</b></p>	<p>Move to Stage 2</p> <ul style="list-style-type: none"> <li>• After two verbal warnings child is sent to a foster classroom for 5min or Time out in class</li> <li>• Child's name is moved to the sad face on the Emerald Crown</li> <li>• If behaviour improves, the teacher moves the child's name back to the Happy Face</li> <li>• Discussion with the parents by the class teacher</li> </ul> <p><i>(Class teacher/other adult in charge of children deals with behaviour at this stage)</i></p>	<p>Stage 4</p> <ul style="list-style-type: none"> <li>• Child sent to member of SLT</li> <li>• Behaviour management and support strategies are put in place</li> <li>• Record made in behaviour book</li> <li>• Letter sent home</li> </ul> <p><i>(Phase Leader to record. Within a term or earlier if necessary, after two letters have been sent and no change has been seen, the SENCo meets the parent and the child. No change after the IM meeting, the Headteacher meets the parents and the child – Stage 4)</i></p>	
<p><b>No change in behaviour</b></p>	<p>Move to Stage 3</p> <ul style="list-style-type: none"> <li>• Child sent to Phase Leader or member of SLT</li> </ul> <p><i>(Phase Leader to record. Within a term or earlier if necessary, after two letters have been sent and no change has been seen, the SENCo meets the parent and the child. No change after the IM meeting, the Headteacher meets the parents and the child – Stage 4)</i></p>		

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Date: \_\_\_\_\_

Parents/Carers,

I am sorry to inform you that your child ..... was sent to another class today and issued with a red card. Your child did not follow school rules and was given the opportunity to correct his/her behaviour and chose not to do so. Details are outlined in the box below.

This action has been taken as a result of the procedures set out in the school's Behaviour Policy. The Behaviour Policy ensures that the school is a safe and happy learning environment for everyone.

Please discuss your child's behaviour with him/her and encourage reflection on his/her actions.

If you have any queries regarding this letter please make an appointment to see me and I will be happy to discuss the issue further with you.

Yours sincerely,

Golden Rule:
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Details of the incident:

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Please return this slip to school at the earliest opportunity.

Child's name .....

Class .....

I have read this letter and spoken with my child.

Signed .....

Date .....

Relationship to child .....

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Date: \_\_\_\_\_

Parents/Carers,

I am sorry to inform you that your child ..... was sent to me as Phase Leader today and issued with a red card. Your child did not follow school rules and was given the opportunity to correct his/her behaviour and chose not to do so. Details are outlined in the box below.

This action has been taken as a result of the procedures set out in the school's Behaviour Policy. The Behaviour Policy ensures that the school is a safe and happy learning environment for everyone.

Please discuss your child's behaviour with him/her and encourage reflection on his/her actions.

If you have any queries regarding this letter please make an appointment to see me and I will be happy to discuss the issue further with you.

Yours sincerely,

Golden Rule:
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Details of the incident:

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Please return this slip to school at the earliest opportunity.

Child's name .....

Class .....

I have read this letter and spoken with my child.

Signed .....

Date .....

Relationship to child .....