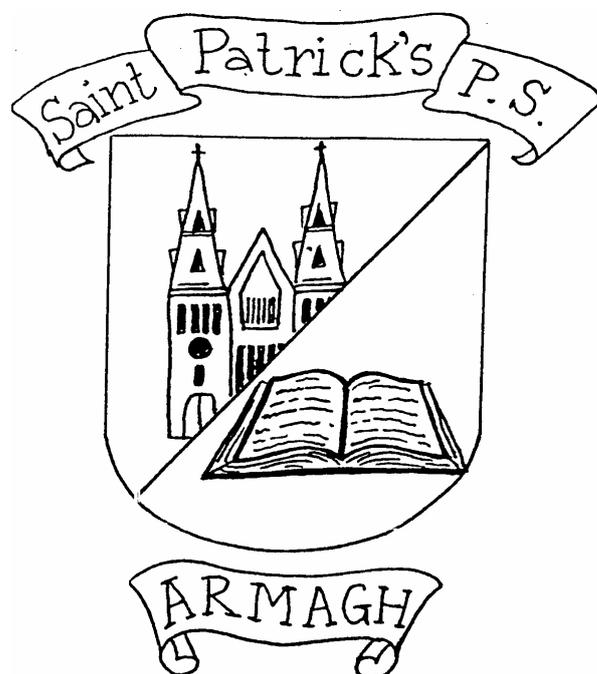


# Saint Patrick's Primary School Armagh

## POSITIVE BEHAVIOUR POLICY



Ratified by BOG September 2017

# SCHOOL PRINCIPLES

The United Nations Declaration on the Rights of the Child asserts that:

***'All actions should be in the best interests of the child'***

It further declares that:

Children have the right to:

- 'education aimed at developing personality, talents, preparing the child for an active adult life and that the administration of school discipline is to reflect the child's human dignity'.
- 'love, understanding and care'.
- 'protection from all forms of physical or mental violence'.

## **'Preparing Today's Children To Be Tomorrow's Citizens'**

This policy is part of a collection of school documents which deal with the Pastoral Care of our pupils. It operates in tandem with the following:

- Child Protection Policy
- Intimate Care Policy
- Anti-Bullying Policy
- Staff Code of Conduct
- E-Safety Policy
- Homework Policy
- Special Educational Needs Policy

# MISSION STATEMENT

*Our school motto is: We care, we share and we learn*

As a Catholic Maintained school, St Patrick's Primary School Armagh aims to provide an experience of a living Christian community, within which all members of the school, pupils, staff, Governors and parents can be mature in faith. Our school aims reflect this intention.

Our Behaviour Policy seeks specifically to further the school aims:

- To develop the whole child culturally, emotionally, intellectually, morally physically, socially and spiritually through a variety of experiences.
- To provide a happy, caring atmosphere, in which children can grow, mature and realise their full potential.
- To help children to learn respect for themselves and for others.
- To develop self-confidence, independence and self-discipline.
- To give children a sense of their rights and responsibilities for themselves, others, and their environment.

## **RATIONALE**

In St Patrick's Primary School we place great importance on how our pupils behave. We recognise the profound effect that behaviour can have on the working and learning environment of the school.

## **PUPIL BEHAVIOUR THAT IS CONDUCIVE TO EFFECTIVE LEARNING**

- Confidence and a positive self-image
- Respect for the views, ideas and property of others
- Recognising that all have a right to share in, and contribute to the lesson
- Co-operating in shared activities
- A positive attitude to work
- Courtesy and good manners
- Use of initiative and independence (appropriate to age)

# **RIGHTS, ROLES AND RESPONSIBILITIES OF THE TEACHER AND STAFF**

## ROLES AND RESPONSIBILITIES

- To ensure that the school rules are adhered to
- To ensure lessons are planned and prepared
- To behave in a professional manner at all times
- To be a positive role model for children
- Raise pupils' self-esteem
- Discuss with parents any concerns they have about their child's progress or behaviour
- To take account of other people's views; listening to pupils, staff and parents
- To provide a pleasant and safe learning environment
- To identify and seek to meet the needs of all their pupils responsibly

## RIGHTS OF THE TEACHER

- To work in a pleasant and caring environment
- To have their views listened to by children, parents and colleagues
- To have their professional judgement respected
- To receive support and advice when needed
- To be involved in reviewing behaviour within the school
- To receive such training and support necessary to enable them to carry out their responsibilities.

# RIGHTS & RESPONSIBILITIES OF THE PUPIL

## RESPONSIBILITIES OF THE PUPIL

- To know the school rules and be aware of the consequences of their actions
- To be familiar with the Positive Behaviour Policy
- To respect the views, rights and property of others
- To co-operate with all members of the school community
- To work as hard as they can
- To follow the school rules
- To ask for help if they need it
- To be responsible for their own behaviour and learning
- To accept that there are consequences to their action or behaviour

## RIGHTS OF THE PUPIL

To enjoy these rights pupils must respect the rights of others.

- To be valued as members of the school community
- To be asked about matters that affect them and have their views listened to and, as far as is reasonable, acted upon
- To be treated fairly and with respect
- To be taught in a pleasant and safe environment
- To have educational experiences suitable to their needs
- To develop their interests, talents and abilities
- To get help when they need it
- To make mistakes and learn from them

# RIGHTS & RESPONSIBILITIES OF THE PARENTS

The parent is the child's first educator. Therefore, parents continue to have a most important role to play in relation to their child's learning and the promotion of positive behaviour after their child begins primary school. A good partnership between home and school reinforces learning and positive behaviour choices.

## RESPONSIBILITIES OF THE PARENTS

To enjoy these rights parents should ensure that:

- Their child attends regularly and on time
- Their child understands the importance of following school rules
- Homework is completed satisfactorily
- Their child wears the correct school uniform
- They support the school by fostering a positive attitude to school and its staff
- They attend one parent teacher meeting a year

## RIGHTS OF THE PARENTS

- To receive a quality education for their child
- To have their child taught in a warm and welcoming place
- To have their child treated fairly and with respect
- To be kept informed of their child's progress and perceived difficulties
- To be listened to and have their concerns dealt with

# SCHOOL RULES

Every September, individual class teachers will reinforce the school rules with their class. These rules will be reinforced throughout the school year as necessary. Staff will continually refer to these rules as opportunities present themselves.

Rules have been kept to a minimum and have been expressed in positive terms. Staff and pupils have agreed that rules should be enforced fairly and consistently by anyone acting in a supervisory capacity within the school (i.e. teaching staff, ancillary staff.)

- **We respect and care for ourselves, others and property**
  - We look after school equipment
  - We listen to others when they are speaking
  - We leave other people's belongings alone
  - We always exercise good manners
  - We play safely and allow others to join in
- **We come to school on time and ready to learn**
  - We will be in class on time
  - We will bring the specified equipment
- **We always try our best**
  - We will attempt all activities/tasks given
  - We will continue to learn outside the classroom
  - We will ask for help
  - We will fully prepare for all lessons
- **We listen and take turns to speak**
  - We will listen attentively to the teacher so that we will know what to do
  - We will make positive contributions to learning
  - We will speak respectfully
  - We will listen to others
- **We move quietly and carefully around the school**
  - We walk on the right on the corridors and stairs
  - We stay in our year group areas at break and lunch times
  - When we arrive at school we line up
  - We walk at all times indoors
  - We will move with safe hands and feet
  - We will not eat or drink in the corridor
  - We will not delay around cloakroom and toilet areas

**The types of behaviours our school rules will help foster include:**

- showing respect for the views, ideas and property of others
- applying ourselves to tasks and working to the best of our ability
- recognising that all pupils have a right to contribute to the lesson,
- co-operating with the teacher and other children on group activities
- displaying common courtesies and good manners

## **RULE IMPLEMENTATION—BEHAVIOUR WE HOPE TO SEE**

Our school rules are listed above. Below is a list of behaviours the Staff hope to find in various areas throughout the school when the school rules are being followed.

### The Dinner Hall

- Enter dinner hall in a quiet orderly manner.
- Put hand up to get attention from adult in charge.
- Eat and behaviour in an appropriate manner.
- Speak quietly only to the children next to you.
- On a dry day, children having lunch to take lunch boxes out to the playground.
- On a wet day wait until escorted back to class by an adult.

### For Lunch Rooms.

- Listen to the instructions of the adult in charge
- Remain seated throughout lunch time
- Speak quietly only to the person close to you.
- When directed to leave the classroom check that your place is clean and put rubbish in the bin. All uneaten food should be placed back in lunchbox.

### At Assembly

- Enter Assembly Hall in a quiet orderly manner.
- Stand quietly in your class line
- Place bags on the floor.
- Be silent when the bell rings, or when called to order.
- Say prayers with respect.
- Leave Hall in an orderly manner with teacher.

# BEHAVIOUR WE HOPE TO SEE

## Wet Mornings (Primary 1 – 4)

- Wait underneath the shelter until the teacher on duty opens the front door at 8:45 am.
- To avoid congestion in the foyer, we request that parents leave their child with the teacher on duty.
- Enter the Assembly Hall in a quiet manner.
- Stand quietly in a single file in your class line.
- Be silent when the bell rings, or when called to order.
- Say prayers clearly with respect.
- Leave Hall in an orderly manner with teacher.

## • Rules for Wet Mornings (Primary 5 – 7)

- Wait underneath the shelter until the teacher opens the door opposite the computer suite at 8:45 am.
- Enter the PE Hall in a quiet manner.
- Stand quietly in a single file in your class line.
- Be silent when the bell rings, or when called to order.
- Say prayers clearly with respect.
- Leave Hall in an orderly manner with teacher.

## **Please note.**

**In the interest of Child Protection all doors will remain closed until 9:00 am. The only access to the school building will be through the main door at 8:45 am, (and on a wet morning the door opposite Computer Suite for P5 – P 7 children going to P.E hall)**

# BEHAVIOUR WE EXPECT TO SEE

## **Rules for PE Hall**

- Always wear the proper P.E. gear appropriate to year group.
- Girls and boys change separately.
- Take care when entering and exiting the P.E. Hall.
- Return all equipment carefully to the proper place.
- Only enter the PE Hall when instructed by the teacher.

## **Rules for Corridors, Stairways, Cloakrooms and Toilets**

- Always walk on the right.
- Show courtesy and good manners at all at all time.
- Children to have special permission to be on corridors outside class time.
- Keep cloakrooms tidy.
- Toilets must be left clean i.e. flushed, no water/paper/soap on the floor.
- No crowding, playing or misbehaviour in toilet areas.

## **Rules for Playground**

- Play safely showing courtesy and respect to everyone at all times.
- Play in allocated areas only.
- Do not re – enter the building without permission.
- All falls, accidents or issues should be reported to the teacher/ supervisor in charge.
- Put litter in the bins provided.
- When the bell rings go immediately to class line, stand quietly in single file and await teacher.

# UNIFORM

***'We want our children to wear their school uniform with pride and to project a positive image of themselves and of our school to members of the wider community'***

## Uniform

Complete school uniform must be worn to school each day as outlined in our 'Guidance to Parents'. All uniforms and P.E. gear must be clearly marked.

## Outdoor Coat

Each child **must** bring an outdoor coat to school in poor weather conditions.

## Shoes

Parents should ensure that footwear is appropriate.

## Hairstyle

Hairstyles should be simple and of a natural colour.

## **Note to Parents**

While it can often be a temptation to indulge our children's' requests, unusual hairstyles and variations on school uniform often attract negative attention and result in the wearer developing undesirable attitudes, and encourage them to flaunt school rules.

# **POSITIVE BEHAVIOUR MANAGEMENT**

In Saint Patrick's Primary School, we recognise that positive feedback and rewards are necessary to encourage pupils to follow classroom rules and rules throughout the school. We believe that a system of rewards, applied consistently, will help to maintain a climate in which the pupils of Saint Patrick's Primary school will come to appreciate what constitutes good behaviour. Our system of rewards and incentives helps to establish and maintain a climate of positive behaviour and attitudes. We regularly celebrate these positive achievements

We use a variety of rewards:

- Non-verbal rewards such as smiling, thumbs-up
- Frequent positive feedback
- Verbal praise, including praise from other pupils and from adults other than the class teacher
- Written comments on work
- Positive remarks in Homework Notebook
- Whole class and individual reward systems
- More tangible rewards such as stickers and stamps
- Monthly rewards celebrated at assembly
- End of year awards P.7

We use many positive behaviour systems, appropriate to year groups, to help promote positive behaviour and foster good relationships between peers in their own classes and between year groups.

These may include:

- ⇒ P.7 Play leaders
- ⇒ Golden time
- ⇒ Circle Time
- ⇒ Traffic lights warning systems
- ⇒ Visual timetables
- ⇒ Weather Symbol Behaviour chart

# MANAGING INAPPROPRIATE BEHAVIOUR

- In St. Patrick's, staff and pupils believe that inappropriate behaviour should be dealt with fairly and consistently by using a range of strategies and Consequences
- These consequences provide pupils with the security of clearly defined boundaries and thus encourage pupils to make positive choices regarding their behaviour.
- They will be applied in a calm manner as soon after the offence has occurred as possible in an appropriate setting in line with the school's Code of Conduct.
- The use of consequences is aimed at defusing rather than escalating the situation. These will be applied **only** to those who commit the inappropriate behaviour.
- If a child is identified as having persistent Social Emotional And Behavioural difficulties, the child will be placed on the Code of Practice in accordance with the school's policy on 'Special Educational Needs'.
- Appropriate strategies will be implemented to support the child, and the school may call on one of the following outside agencies for support and/or advice at all stages of the Code of Practice
  - ⇒ Behaviour Support Team
  - ⇒ Educational Psychology Services
  - ⇒ Curriculum Advisory and Support Services
  - ⇒ Education Welfare Office
  - ⇒ Child Protection Officers (CCMS & SELB)

# MANAGING INAPPROPRIATE BEHAVIOUR

In order for the sanction to be effective the adult will ensure that the child understands the reason for it. Pupils will be given the opportunity to reflect on their action, its effect on others, and to consider a more acceptable behaviour and how to make up for it.

We choose the most appropriate sanction from the following:

- a stern look;
- a non-verbal gesture such as modelling appropriate behaviour and pausing until the child complies;
- a verbal warning;
- loss of privileges – (loss of Golden Time, or play period at lunch time. This is at the discretion of the class teacher and will be appropriate to the age of the pupil.)
- time-out or thinking time – in another teacher's class;
- Temporary restriction from an activity where unacceptable behaviour has been displayed;  
e.g. restricted from lunchtime football for a set period for consistently rough or unruly play at football
- referral of a pupil to a senior member of staff, or ultimately the Principal

**Staff of St. Patrick's Primary School will facilitate the supervision of children at break time in the event that it has been deemed necessary and appropriate to withdraw privileges. The undesirable behaviour incidents will be recorded by the teacher in "The Class Behaviour/Incidents Book".**

## MANAGING INAPPROPRIATE BEHAVIOUR SANCTIONS

### SUGGESTED DISCIPLINE SANCTIONS AIMED AT P.4-7 PUPILS

*(In exceptional circumstances these may be applied to younger children after Consultation with their parents)*

#### LEVEL 1 BEHAVIOUR:

If there is unacceptable behaviour within the classroom (like interrupting the teacher or being cheeky or rude or disruptive to the work of others) the child will receive up to 2 warnings and if he/she persists a third time, detention will be given for 1 play-time period. Parents will be informed by telephone.

After 2 such detentions, a third offence will be punished by an after school detention (3.15pm—4.15pm)

Monitoring such behaviour will extend to the corridors, dinner hall and play areas.

#### LEVEL 2 BEHAVIOUR:

If a child is openly defiant, or uses bad language to any adult member of staff, or is deliberately physically violent to another child, or behaves irresponsibly in some way which is a threat to the safety and well-being of others, then he /she will immediately receive a play-time detention period and the parent will be notified by the school.

## MANAGING INAPPROPRIATE BEHAVIOUR

If a child commits a second level 2 offence, he/she will be given a detention after school (3.15pm—4.15pm)

If there is a third Level 2 offence, parents will be asked to meet the Principal and/or members of the Senior Management Team to discuss how the child's behaviour can be supported and to consider a risk assessment for the safety of the child and other children/adults, and if necessary consider suspension procedures.

Staff members may consult with one another if necessary to agree on the severity of a particular offence.

During detention the pupil may be asked to write a letter of apology to the person or people they have offended by their behaviour. This is to help him/her to reflect on the importance of respecting others. Guidance will be provided for this task if needed.

In some cases, it may be necessary to refer to an outside support agency such as Behaviour Support Team for anonymous advice (Teacher consultation at Stage 1 and 2 of the Code of Practice) or Referral at Stage 3.

The Principal has discretion to implement suspension procedures directly, in accordance with CCMS policy, without consideration of Level 1 or Level 2 procedures as outlined above.

If inappropriate behaviour continues, following the implementations of reasonable adjustments this will be looked upon very seriously and further action will be taken by the Principal. This action will be in accordance with DENI guidance. Parents will always be consulted.

### **PUPIL EXCLUSIONS**

**The Principal/ Board of Governors reserves the right to use exclusion from school in cases where the behaviour of a pupil is extreme or where the behaviour undermines the safety and well-being of that pupil or others.**

Exclusions may be temporary, known as suspension, or permanent, known as expulsion.

- Only in the most exceptional circumstances, will the school authorities consider the agreed procedures for the exclusion of pupils
- We have formally adopted the CCMS Scheme for the Suspension and Expulsion Of Pupils (2002).
- A copy of the full scheme, which is quite a lengthy document, is available on request from the Principal.

## **LINKS WITH OTHER SCHOOL POLICIES**

### **FIXED-TERM AND PERMANENT EXCLUSION**

Only the Principal (or the acting Principal) has the power to suspend a pupil from school. The Principal may exclude:

- A pupil for one or more fixed periods. The Governors may also expel a pupil permanently, if the circumstances warrant this
- If the Principal suspends a pupil, he/she informs the parents immediately and in writing, giving reasons for the suspension. At the same time, the Principal makes it clear to the parents that they can, if they wish, appeal against the decision to the Governors. The school informs the parents how to make any such appeal.
- The Principal informs in writing the chairperson of the Governors, CCMS and relevant SELB personnel about any suspension.

**In all instances the procedures advised and required by DENI and CCMS will be followed.**

This policy is in line with our other school policies on:

- ⇒ Anti-bullying,
- ⇒ Reasonable Force and Safe Handling (DENI)
- ⇒ Special Educational Need
- ⇒ Child Protection.

### **IN-SERVICE TRAINING NEEDS**

Each member of staff will receive general training on the Policy and Procedures. New staff will have training needs considered and met if required. More behavioural training will be considered to meet the demands of current pupil intake of each class on an annual basis.

### **MONITORING**

The Principal and Staff monitors the effectiveness of this policy on a regular basis. He/She also reports to the Governors on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. We also keep a record of any incidents that occur at break or lunchtimes, and details of any incident are recorded in the Accidents/Incidents file

### **REVIEW**

This policy will be reviewed regularly in response to on-going advice and training. It will form part of the school's overall Pastoral Care Policy. Each family will receive a full copy of the policy.

The behaviour of pupils in our school is under constant review by all members of staff.

# BEHAVIOUR STRATEGIES

**Strategies should range from the least intrusive to the most intrusive.**

CATCH THEM BEING GOOD - notice good behaviour, describe it, tell the pupil why it is good, and encourage them to repeat it.

NON-VERBAL CUES - hands up, finger on lips.

CASUAL QUESTIONS - got your pencil, John? Know what to do?

DIRECTION - tell them what to do, say “thank – you” in advance, walk off.

RE-DIRECTION - repeat direction without being side-tracked. Use thanks and take-up time – don’t stand over them in a confrontational way.

TACTICALLY IGNORE - ignore secondary behaviour, minor interruptions.

PHYSICAL PROXIMITY - move closer to disruptive pupil.

PROXIMAL PRAISE - praise to children complying, a private message to those not complying.

DISTRACTION / DIVERSION - ask question, give task to disruptive pupil.

WHEN / THEN and FIRST / THEN - first we do this, then we do that (avoids “no”)

HAND UP RULE - “I’m looking for a quiet hand.”

WHERE / WHAT? - where should you be? (in my seat) what should you be doing? (my work)

CHOICES – in your bag or on my desk, do it now or later, put on your coat yourself or with help, remind of consequences. Give time to respond.

BROKEN RECORD – calmly repeat request or rule or consequence, to avoid confrontation or being drawn into argument. Stay neutral.

PARTIAL AGREEMENT – that may be so, but I need you to do this

PRIVATE REPRIMAND – a quiet word rather than a public confrontation.

REPAIR AND REBUILD – As soon as possible after a reprimand, find an opportunity to say something positive about the pupil – catch them being good.

RESPECT THE DIGNITY OF THE CHILD - Allow pupil a calming down opportunity if needed.

## POSITIVE CORRECTION

Correction should be phrased so that you are telling the pupil what to do, rather than telling them what not to do.

Negative Correction	Positive Correction
Stop fidgeting	Let me see good sitting
Stop running	Walk
Don't make a mess with the paint	Keep the brush in the pot etc.
Don't push	Hands by your side / leave a space
Stop shouting out	Let me see a quiet hand / quiet voices please
Don't throw sand on the floor	Keep the sand in the tray
Stop hitting	Hands down / gentle hands
Stop wasting time	Time for work. How far have you got to?
Don't interrupt	This is <i>my</i> turn to speak

<b>Date of Undesirable Behaviour</b>	<b>Name/Class of Child</b>	<b>Nature of Undesirable Behaviour</b>

**MONITORING & EVALUATION:**

This policy is monitored on an on-going basis and reviewed annually by staff and ratified by the Board of Governors.

Signed: ..... Date: .....  
PRINCIPAL

Signed: ..... Date: .....  
CHAIRPERSON (Board of Governors)