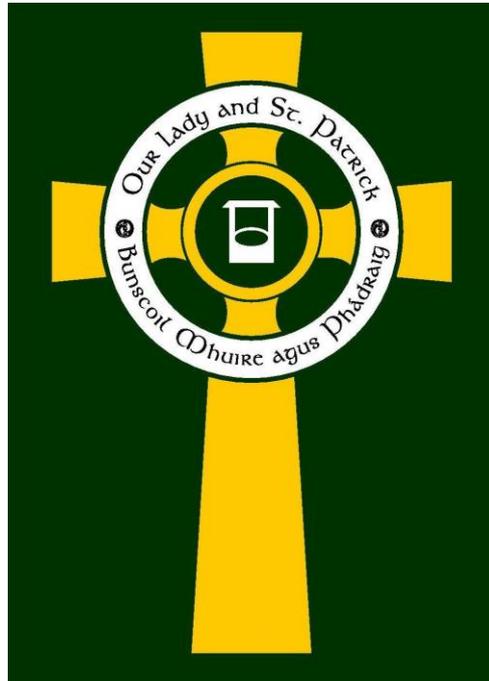


Our Lady and St Patrick Primary School



Positive Behaviour Policy

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Positive Behaviour Policy Document

Mission Statement

"Good behaviour is a necessary condition for effective teaching and learning to take place."

[Education Observed 5 Dept of Education and Science 1987]

"A climate which fosters effective learning, both within class and about the school, is at the heart of the education process"

[Promoting Positive Behaviour, Department of Education 2001]

In Our Lady and St Patrick Primary School we aim to create and maintain a relaxed and caring environment which is conducive to and encourages growth and development in every aspect of the child's life. A co-ordinated and consistent approach is necessary so that every child will recognise the worth and value of each individual and encourage the acceptance of responsibility and showing self-respect and respect for others.

We will endeavour to establish a community where everyone - pupils, teachers, support staff, parents and Board of Governors, will feel a sense of belonging and recognise their various responsibilities in maintaining an atmosphere where every individual child may fulfil his intellectual, social, spiritual and emotional potential.

Policy Statement

This policy is at present based on the S.E.E.L.B. policy for the promotion of positive behaviour. Its aim is to promote a safe, secure and stimulating environment.

General Aims

The general aims of the policy within the ethos of the whole school would be:-

- To promote and sustain good behaviour.
- To value and appreciate one another irrespective of age, gender, creed or race and to acknowledge that everyone has a part to play within our school community.
- To create and develop an environment and atmosphere in which every child will feel secure and valued.
- To encourage self-respect and self discipline in each child and a caring and responsible attitude to others within the school community and beyond.
- To foster a positive attitude in each individual so that his spiritual, emotional, physical and intellectual development may be enhanced.
- To provide support and guidance for everyone in our school community.
- To establish a learning community wherein pupils, teachers, parents and support staff enjoy a sense of belonging and have an important part to play.

Objectives

- Enhance a feeling of self worth through encouragement and motivation
- Create an atmosphere in which pupils enjoy school, respond positively in class, take a pride in their work and show both interest and attention.
- Provide engaging teaching and learning opportunities according to individual needs.
- Provide opportunities for pupils to develop good communication skills and mutual respect for the rights of others.
- Provide ongoing support for everyone, in the school community, experiencing difficulties.
- Provide opportunities for pupils to develop positive attitudes to conflict management.
- Provide opportunities to promote and enhance pride in the environment through a range of cross curricular activities (e.g. nature walk, planting, anti-litter campaign, etc)
- Provide a welcoming environment which encourages all members of the school community i.e. parents, visitors, etc. to feel valued.

We believe that it is the duty of all staff in Our Lady and St Patrick Primary School to actively teach the skills on which positive behaviour management is based. They are taught through the school day by -

- Staff modelling the skills directly.
- Setting appropriate boundaries for pupil behaviour.
- Showing empathy and understanding of pupils.
- Listening to pupils
- Showing respect and understanding to everyone in the school community.
- Providing feedback in an informative way to pupils.
- Using positive consequences to encourage the learning of appropriate behaviour
- Using negative consequences to discourage the learning of inappropriate behaviours.
- Teaching the skills i.e. through Circle Time.

Rights and Responsibilities

Rights	Responsibilities
Pupils	Pupils
<ul style="list-style-type: none"> ▪ To be treated with respect and dignity. ▪ To be in a safe environment. ▪ To hear and be heard - to express his opinion. ▪ To learn - in an enjoyable environment. ▪ To be developed to full potential. 	<ul style="list-style-type: none"> ▪ To know and obey school rules. ▪ To be equipped and ready to learn. ▪ To treat staff and peers with respect. ▪ To learn and continue to learn. ▪ To take responsibility for their behaviour and actions/ not prevent learning of others. ▪ To Listen. ▪ To be kind. ▪ To develop an awareness of the needs of others. ▪ To show respect to all in our school community.
Parents	Parents
<ul style="list-style-type: none"> ▪ To be kept informed by school/work in partnership with school. ▪ Receive reports. ▪ Access to reports. ▪ Receive copies of policies - discipline/curriculum. ▪ Invited to parents' evenings ▪ Give permission for trips etc. 	<ul style="list-style-type: none"> ▪ Ensure good attendance of their children. ▪ Co-operate with school rules/attend meetings. ▪ Equip their child properly. ▪ To show interest in all their child does in school. ▪ Promote good behaviour/good manners. ▪ To have a positive attitude to school and staff. ▪ To work in partnership with the school to promote positive behaviour. ▪ To make children aware of appropriate behaviour. ▪ To encourage independence and self discipline. ▪ To support the school and respect all in the school community in implementing this policy.

<p style="text-align: center;">Staff</p> <ul style="list-style-type: none"> ▪ To have job satisfaction. ▪ To be heard. ▪ To be treated with respect. ▪ To have a safe, healthy environment in which to work. 	<p style="text-align: center;">Staff</p> <ul style="list-style-type: none"> ▪ To maintain a consistent approach to promoting good behaviour. ▪ To treat all pupils fairly and with respect. ▪ To help pupils to develop to their full potential. ▪ To provide a challenging, interesting and relevant curriculum. ▪ To engage in quality of teaching and learning. ▪ To create an environment which is safe and pleasant, both physically and emotionally. ▪ To use positive and negative consequences clearly and consistently. ▪ To be a good role model. ▪ To form positive relationships with parents and pupils. ▪ To recognise and value the strengths of all pupils. ▪ To identify problems of pupils - learning needs etc/provide solutions

Behaviour

In managing behaviour, the school will aim to teach children to choose responsible behaviour. The whole staff will seek to promote and sustain good behaviour management focusing on positive recognition and rewards. There will also be a consistently applied system of sanctions for use when pupils choose to misbehave.

1. General Behaviour and School Rules
2. Social Behaviour - Manners

SECTION 1: GENERAL BEHAVIOUR AND SCHOOL RULES

This was further sub-divided into 3 parts:-

- 1a. General Rules
- 1b. Specific School Areas
- 1c. Behaviour to incur Sanctions

1a General Rules

- i. Punctuality - Parents and children should be aware of all starting and finishing times. Lateness should be accompanied by an explanatory note.
- ii. School uniform should be worn at all times except in cases of special dispensation (eg PE days). **Jewellery is not permitted during PE**
- iii. Children should respect and care for each other in class and play areas.
- iv. After arrival in school premises pupils may not leave the school premises without written consent from home (e.g. lunchtime, clinic or dentist visits etc).
- v. Certain areas (to be defined) are out of bounds at specific times or at all times without permission.
- vi. Accidents will happen. In the event (e.g. bumping into someone) pupils should excuse themselves or "own up". Honesty will be regarded sympathetically.

Specific Schools Areas

There are three main areas:-

1 Communication

2 Movement

3 Play areas

1b-1 Communication

- i. Raise a hand if you wish to speak.
- ii. Show courtesy when another is speaking.
- iii. Speak respectfully to adults and peers alike.
- iv. Knock and enter and wait for permission to speak when visiting a classroom.

1b-2 Movement

- i. Walk only, at all times.
- ii. Classes walk on left in ones or twos (teacher's discretion).
- iii. Move quietly throughout the school.
- iv. Respect for plants, displays etc.

1b-3 Play Areas

- i. Play safely. Consideration for other children.
- ii. Line up quickly and quietly at bell.
- iii. Walk around school building, especially corners.
- iv. Show courtesy to adults in yard, teachers and supervisors. Adults should be given their proper title (Mr or Mrs).

We do not accept

- i. A pupil who is continually disruptive in class to the detriment of the education of other children.
- ii. A pupil who is frequently late for school without excuse or explanation from home.
- iii. A pupil who continually fails to present home or school work to a required and reasonable standard.
- iv. A pupil who by his/her repeated bad behaviour either within or while coming to or going from school poses a risk to the safety of others.
- v. A pupil who continually misbehaves during break/lunch times or shows lack of respect to supervisors.
- vi. A pupil who attacks or injures another pupil.
- vii. A pupil who continually shows bad behaviour in the canteen.
- viii. A pupil who absconds from school or urges others to do so.
- ix. A pupil who misbehaves to the detriment of others of the school while on a class or school outing.
- x. A pupil who shows disrespect to staff, whether teaching or ancillary, or to other adults who from time to time may be in the school - e.g., students, inspectors, priests etc.

SECTION 2: SOCIAL BEHAVIOUR - MANNERS

It was felt that a very positive approach was most appropriate.

We would look for:-

1) Respect for Self

- a) Cleanliness and Tidiness (Clothing and person).
- b) Care of books and belongings (PE gear, bags, etc).
- c) Pride in work and progress.

2) Respect for others (children)

- a) Respect for other pupils' clothes and belongings.
- b) Gentleness and care for other children, especially younger and smaller.
- c) Co-operation with other children. Prepare to give help - in or out of class.

3) Respect for Adults (Teachers, Visitors etc)

- a) Give adults proper title. Address respectfully.
- b) Treat all adults with respect (open doors stand back, greeting etc).
- c) Greet visitors entering room. Keep quiet while visitor in room.

4) Parish and General Community

- a) Be aware coming to or going home from school in uniform, still representing school (including in buses).
- b) Consideration for others. Good behaviour and general manners.
- c) In church. Show proper respect (genuflecting, bowing, silence) attention to service and to own prayers.

Behaviour: Hierarchy of seriousness

<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>
Not staying in seat	Arguing back	Hitting back
Fidgeting	Throwing things	Kicking
Teasing	Rudeness to peers	Fighting
Telling tales	Rudeness to staff	Swearing at staff
Pushing in class	Swearing at peers	Lying
Interrupting the teacher	Defiance	Stealing
Name calling	Spitting	Physical abuse - staff
Sulking	Destroying own work	Verbal abuse - staff
Inappropriate questions	Destroying others work	Vandalism
Answering back		Extortion
Hiding work		Bullying
		Running out of school

Level 1 behaviour should be managed by the adult in charge of the pupils.

Level 2 and level 3 behaviour will require referral.

Rewards and Sanctions

'Virtue is its own reward' may be an intellectual comfort for adults, but children prefer something more tangible. Good behaviour will incur positive recognition and rewards, just as bad behaviour should incur disapproval and sanctions.

Rewards

Our aim when rewarding pupils is to move from the extrinsic to the intrinsic- to move from gaining compliance to gaining motivation.

Most teachers have their own ways of showing approval, and this should continue, but some of the following may be helpful and used as appropriate.

- Private word or smile, pat on the back, etc.
- Public word of praise in front of a group or class or even the whole school in special circumstances.
- Work on display - classroom or corridors.
- Visit to another teacher, Vice principal or principal for commendation.
- Positive letter home to praise some specific action or achievement.
- Token rewards - marks, stars, badges, etc.
- Privileges - e.g. extra time in preferred activity, responsibility in classroom, doing messages, library books etc.
- Pupil of the Week Award / Pupil of the Month Award

Sanctions

Our aim in using sanctions is to change attitude and behaviour.

Sanctions should be consistently applied and children should always be aware of why a particular sanction is being applied. Teachers again may have their own strategy, but some of the following may be helpful when used appropriately.

- Immediate checking of misbehaviour - a word, a look, a frown, etc.
- Public indication of disapproval - word in front of group, class, etc.- not humiliation.
- Set aside from other children for a period.
- Change of place in class.

- Sent to another class for a very short period of time (Parents notified).
- Extra work/homework.
- Lines. Lines should have a positive purpose - e.g. improvement of handwriting, aid to learning words or songs, etc.
- Withdrawal of token rewards - marks, stars, badges, etc.
- Withdrawal of privileges - as in rewards.

More serious disruptive behaviour to be dealt with separately.

Each class will have a behaviour management plan like the example below:

Class Rules

1. Follow directions.
2. Keep hands, feet and objects to yourself.
3. No swearing, teasing or put-downs.
4. No swinging on the chair.
5. Keep the room tidy.

Rewards/ Merit System

The Merit System aims to make the children become more independent through becoming responsible for their own behaviour. It also aims to build each child's self esteem, build their sense of personal achievement (NB not just academic), enhance their behaviour, promote a sense of responsibility for their actions and promote self discipline.

Teachers and supervisors need to promote the Merit System enthusiastically, encouraging both good behaviour and practice. They need to state clearly what the children should do (i.e. rules). Let everyone know there are rules and it is in everyone's interest to keep them. Class rules should be displayed and mentioned daily. Furthermore teachers need to consistently recognise those children who keep the rules.

Children must realise that they will have to accept the consequence of their decisions and actions. Unwanted behaviour must be dealt with in a manner which is likely to reduce the behaviour recurring. Children should never be rewarded for bad behaviour. As teachers we need to let the children know that it is the behaviour that is unacceptable and not the child.

There will be a high degree of consensus about standards and the rules needed. We need to have collective responsibility among teachers, pupils, ancillary staff and every other member of the school community.

Buddies will be selected from the P7 children and they will assist the staff in class at lunch time, outside in the playground and help around the school in general.

The Student Council will be set up and they will contribute their views to the Positive Discipline Policy and the Rewards and Sanctions within the school. They will work with Mrs Alexander and bring the thoughts, ideas and worries of the pupils to the forum.

Pupil of the Month Award

At the end of each month a "Pupil of the Month" award will be made to a child in each class for making the best effort to achieve a target set at the beginning of the month. All children will have been made aware of the focus for that month at the beginning of the month. Suggestions for the monthly foci are as follows:

Presentation of work

Homework

Caring for others

Good manners

Caring for the environment

Best effort to improve

Handwriting

Sportsmanship

Teacher's choice

Class Rewards - extra playtime, computer time, video, art and crafts projects...

- ❖ Praise.
- ❖ Stickers and certificates.
- ❖ Responsibilities.
- ❖ First choice for Golden Hour
- ❖ First out of class.
- ❖ Early break/lunch.
- ❖ Extra computer time.

Consequences

1. Reminder
2. Warning
3. 2 minutes from break or lunch and fill in a behaviour chart.
4. Work away from the group.
5. Letter home.
6. Sent to the principal.

Severe clause - sent to the principal.

Parents in each class will be given a copy of or be informed of the class management plan.

HIERARCHY OF SANCTIONS

The look

Hand sign

Rule reminder

Warning 1 2 3

Related sanction e.g. completing work, cleaning up mess

Move place - class time out

Exiting - supervised (another class)

On report to Class teacher

Vice-Principal Involvement

Principal.

Loss of privilege

Formal letter to parents

Detention

Suspension

Expulsion