

Ratified by Board of Governors 10/10/17
Signed: _____ Chair



Positive Behaviour Policy

Reviewed by Board of Governors, October 2017

Positive Behaviour Policy

The aim of our school is to provide a working, caring and happy environment in which the potential of every child is realised.

We aim to achieve discipline in the school by positive rather than negative means with the support of the parents. The school is aware that:

- Every child is an important human person entrusted to us by parents and society and worthy of unconditional respect for his/her dignity.
- Every teacher is an important person and professional, entrusted with the education and care of our children and entitled to the support and respect of parents, school management and society.

The need for discipline

Good discipline practices create the conditions for effective learning and help to develop in children responsible attitudes and values for life.

Discipline is about relationships within a classroom and within a school.

These relationships are principally between teacher and pupils but also include the interaction of the whole school community.

Aims of discipline

Our school discipline policy is based on the school's Christian values and beliefs, and a concern for the safety and well-being of all our school community.

- We aim to provide a supportive environment which will foster the growth and development of caring and responsible pupils.
- We aim to create a well-ordered school in which pupils can learn effectively.
- We aim to develop in our pupils a sense of self-worth and self-control.
- We expect all our school community to act in a positive and caring way towards each other.

Parents And Discipline

The maintaining of discipline is shared by the school and the parents. Parental influence can be greater than that of the school so parental acceptance of the school's expectations and active co-operation with the staff is absolutely essential if any accepted standard of discipline is to be achieved.

We seek the co-operation of parents in maintaining high standards of pupil attendance, punctuality, personal appearance, the wearing of school uniform, caring for learning materials, particularly those which belong to the school and which may be sent home and the supervision of homework. A note is required when homework has not been done and giving reason for an absence.

Parents remain the greatest influence on their children and we hope, therefore, that they will actively promote the general policy and rules of discipline as laid down by the school.

Positive Discipline

In order to ensure that positive behaviour can be fostered the school will

- ❖ Provide a range of strategies to facilitate effective teaching and learning.
- ❖ Ensure that the curriculum is well organised so that teachers can plan for effective teaching.
- ❖ Ensure that the children learning environment is conducive to learning.
- ❖ Ensure that pupils are valued as individuals and encouraged in their learning and in their physical and social development.

Emphasis is on the positive approach of praise and encouragement as used in our reward system of stars/good marks throughout the school.

These are rewarded for

- good and/or improved behaviour.
- good and/or improved standards of work.
- showing respect for others.

Classroom Discipline

Good discipline enables effective learning to take place by

- the participation of each child in programmes matched to his/her ability.
- recognising and encouraging each child's individuality.
- the use of positive language to communicate expectations and feedback to pupils.
- giving regular encouragement and praise to all pupils.
- highlighting acceptable behaviour if a child tends to be disruptive.
- formulating classroom rules with the children.
- use of Smiley Faces and or Good Marks where appropriate.
- Certificates for 'Best Effort' given weekly.
- House System awarded weekly, with a termly treat for the winning house
- a visit to a colleague and/or the Principal for commendation.
- regular visits by Principal to classes to encourage and praise.

Staff and Discipline

It is the responsibility of all staff members - both teaching and non teaching to work together so that good discipline prevails at St. Jarlath's P.S. All staff have discussed the issues raised by this policy.

Bullying behaviour

See school Anti Bullying Policy

Roles and Responsibilities

As our pastoral care policy indicates, we at St. Jarlath's aim to achieve high standards of respect and self-discipline. In order to achieve these goals, it is necessary to clarify the rights and responsibilities of all those involved with the education of our young people, i.e. the teachers, the pupils and their parents.

Pupils have a right to:

- Be valued as members of the school's community;
- Get help when they seek it, whether with their work or with bullying or other worries, and to have a sympathetic audience for their ideas and concerns;
- Make mistakes, and learn from them;
- Be treated fairly, consistently and with respect, in compliance with the **Special Education Needs and Disability Order issued September 2005 (S.E.N.D.O.)**
- Have their views listened to and, as far as is reasonable, acted upon;
- Be taught in a pleasant, well-managed and safe environment;
- Work and play within clearly defined and fairly administered codes of conduct.
- Experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met;
- Develop and extend their interests, talents and abilities

Pupils have a responsibility to

- Come to school on time, with homework done, and suitably equipped for the lessons in the day ahead;
- Respect the views, rights and property of others, and behave safely in and out of class;
- Co-operate in school with the teaching and ancillary staff, as well as with their peers;
- Conform to the conventions of good behaviour and abide by school rules;
- Work as hard as they can in class;
- Seek help if they do not understand or are in difficulties;
- Accept ownership for their own behaviour and learning, and to develop the skill of working independently

Parents have a right to:

- A safe, well-managed and stimulating environment for their child's education;
- Reasonable access to the school, and to have their enquiries and concerns dealt with sympathetically and efficiently;
- Be informed promptly if their child is ill, or if the school has concerns about their child

- Be informed about their child's progress and prospects;
- Be informed about school rules and procedures;
- A broad, balanced and appropriate curriculum for their child;
- A suitably resourced school, with adequate and well-maintained accommodation;

Parents have a responsibility to:

- Ensure that their child attends school regularly and arrives in good time, with homework done, and suitably equipped for the lessons in the day ahead;
- Be aware of school rules and procedures, and encourage their child to abide by them;
- Show interest in their child's class work and homework, where possible, and provide suitable facilities for studying at home;
- Act as positive role models for their child in their relationship with the school;
- Attend planned meetings and support school functions, e.g. parent support group functions; curriculum meetings
- Provide the school with all the necessary background information about their child, or any significant change in their child's medical needs or home circumstances.

Non Teaching Staff have a right to:

- Work in an environment where common courtesies and social conventions are respected;
- Respect from pupils, parents, Governors and other staff;
- Express their views and to contribute to policies which they are required to reflect in their work;
- A suitable career structure and opportunities for professional development;
- Support and advice from senior colleagues and external bodies;
- Adequate and appropriate accommodation and resources.

Non Teaching Staff have a responsibility to:

- Behave in a professional manner at all times;
- Show interest and enthusiasm in the work in hand and in their pupils' learning;
- Listen to the pupils, value their contributions and respect their views;
- Be sympathetic, approachable and alert to the safety and welfare of pupils in their care;
- Expect high standards and acknowledge effort and achievement.

Teachers have a right to:

- Work in an environment where common courtesies and social conventions are respected;
- Express their views and to contribute to policies which they are required to reflect in their work;
- A suitable career structure and opportunities for professional development;
- Support and advice from senior colleagues and external bodies;
- Adequate and appropriate accommodation and resources

Teachers have a responsibility to:

- Behave in a professional manner at all times;
- Ensure that lessons are well prepared, making use of available resources, and that homework is appropriately set and constructively marked;
- Show interest and enthusiasm in the work in hand and in their pupils' learning;
- Listen to the pupils, value their contributions and respect their views;
- Be sympathetic, approachable and alert to pupils in difficulty or falling behind;
- Identify and seek to meet pupils' special education needs through the S.E.N. Code of Practice;
- Share with the parents any concerns they have about their child's progress either academically or with regard to their behaviour in school;
- Expect high standards and acknowledge effort and achievement;
- Pursue opportunities for personal and professional development.

Rewards and Sanctions

While rules and procedures protect rights and define responsibilities, rewards and sanctions are necessary to encourage positive behaviour and maintain the rules in class and throughout the school. A healthy balance needs to be struck between the two.

Rewards:

Praise - can take the form of :

- a verbal comment or a written comment on pupils' work;
- the presentation of certificates of achievement at assembly;
- award of House Points
- a variety of tangible rewards - stars, stickers, badges, etc
- public acknowledgement by the principal/other teacher of a pupil's achievements - both curricular and extra-curricular;
- the school report, which should emphasize not only a pupil's academic successes but also their commendable behaviour;

Sanctions:

Transgression of the rules may, from time to time, necessitate some punitive measures although in most cases a good "talking to" will suffice.

Other sanctions may include:

- some withdrawal of privilege;
- loss of part of a break, allowing time for toileting and fresh air
- thinking time/time out
- temporary removal of a pupil from his/her peers into another classroom
- completion of additional work to complement or reinforce current studies; some of which may have to be completed at home
- the referral of pupil to a senior member of staff for reprimand;
- letter sent home to parent
- reflection sheets
- parental consultation
- a reporting system which allows staff and parents to monitor the behaviour, attitude and response to authority of a particular pupil over a given period

BEHAVIOUR STRATEGIES

(Strategies should be carried out with positive expectation - say it as if they are already doing it.) 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 sidetracked. 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".

RULE REMINDER - refer to rule, use thank you **and take-up time**.

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 take-up time.

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.

POSITIVE CORRECTION

Correction should be phrased so that you are telling the pupil what to do, rather than telling them what not to do. Try to re-phrase these comments to give a positive direction.

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

School Procedures

Pupils arrive in school from 8:30am and proceed to their classroom where they will be supervised by their teacher. For morning break teachers and classroom assistants operate a rota system of playground supervision in their respective areas. Dinner is somewhat different in that four supervisors employed by the Southern Board attend to the children while in the dining hall and at play afterwards. Children not taking school meals remain in the dining hall until all pupils are finished eating.

On the arrival of Board Transport at 2:30p.m the teachers operate a rota system of supervision until 2:45pm, when all pupils should have vacated the premises.

Pupils entering or leaving the school on foot should use the pedestrian way provided.

Children may not leave the school grounds without permission. The class teacher should be informed in writing of any change in a pupil's normal "home-going" travel arrangements, e.g. going to another child's birthday party. Children wishing to leave school early, e.g. for medical or dental appointments, should be collected by parents or have a letter informing school of the proposed absence. Children will not be released to the care of strangers or other juniors. Only pupils who are entitled to EA funded transport may travel on the school bus.

All visitors, including parents, must report to the secretary's office on arrival and complete the Visitors' Book. The secretary will then issue them with a Visitor badge so that the pupils will know that they are allowed in the school and that the teachers are aware of their presence.

Every effort is made to maintain a happy, caring atmosphere in the school and this is based on a mutual understanding of just what is accepted. General manners and courtesy are considered important with children expected to adhere to high levels of respect towards all school staff, (teaching and ancillary), all visitors, and of course each other.

Bullying of pupils will not be tolerated and measures will be taken to ensure that this practice does not occur in St. Jarlath's. (see Child Protection and Safeguarding Policy and Anti-bullying Policy).

Within the realm of self-discipline and positive behaviour, children are often reminded of the importance of general tidiness in their work, their classroom, the school and its environment.

Parental support is of the utmost importance in the maintenance of good discipline and positive behaviour in St. Jarlath's. It is essential that this is readily given at all times.

Evaluation and Monitoring:

This school recognises and accepts the importance of monitoring and evaluating all aspects of Positive Behaviour at every level. All groups involved in the school: pupils, parents, staff and governors will be asked to share their views. This may be done in focus groups, class workshops, **student voice**, through the use of questionnaires or informal interviews. Circulars from DENI, EA and CCMS will also be taken account of.

School Rules

In order to achieve good discipline we have some rules which we will implement fairly and consistently.

General

- School uniform should be worn by all pupils.
- School starts at 8.45a.m. for all classes.
- Pupils are expected to arrive at school properly equipped for the day's lessons.
- Pupils cannot leave the school grounds without permission. The class teacher must be informed in writing of any changes in a pupil's normal "home-going" travel arrangements.
- Pupils wishing to leave school early, e.g. for medical appointments, should be collected by parents or have a letter informing the school of the proposed absence. Children will not be released to the care of strangers or other juniors.
- Pupils in P.1 to P.7 require a change of clothes for P.E.
- Pupils are not permitted on the school grounds outside school hours.
- Pupils in Key Stage One are permitted to go to the toilet when necessary and pupils in Key Stage Two are encouraged to go to the toilet during their break and lunch times to limit disruption to teaching time.
- The use of mobile phones within the school is strictly prohibited. In exceptional cases, and at parents' request, a phone may be deposited in the secretary's office before classes commence and collected be collected in the afternoon when classes have concluded.

Safety

- Glass bottles or containers should not be carried by pupils for use at lunch/snacks.
- All pupils should keep to their respective play areas. The car park and main driveway are strictly out of bounds at all playtimes.
- Jewellery, except wrist watches, should not be worn for reasons of safety. **All jewellery must be removed during PE activities, as per**

statutory guidance *Safe Practice in PE, 2016*. Hairstyles should be kept neat and tidy - no colouring of hair is permitted.

- The wearing of nail polish is not allowed.
- Pupils travelling by bus must remain seated and belted at all times for their own safety and that of the bus driver's. Any incidents of misconduct will be thoroughly investigated and dealt with appropriately.

Use of building

- Running is prohibited within the school building except when P.E. lessons are in session.
- Pupils must not drop litter
- Pupils should not loiter in the toilets or classroom at break times
- Pupils must not play on grass, unless permitted by supervisor or teacher

Courtesy

- All school property, including books, equipment, furniture, the building, grounds, etc. must be treated with respect.
- Pupils may not enter store rooms without permission.
- Courtesy and good manners are expected from pupils in their contacts with all members of staff, both teaching and ancillary, including visitors to the school e.g. substitute teachers or the local priests.
- Pupils must knock before entering a room
- Pupils must obey staff directions
- Pupils must not use inappropriate language in school towards staff or other pupils.
- Pupils should greet visitors to their classroom with an appropriate welcome
- Pupils must not use physical violence of any description against another pupil or staff member
- Pupils must behave in a respectful manner when on school trips/outings

Appendix 1

ST JARLATH'S PRIMARY SCHOOL

89 Charlemont Road • Blackwatertown • Dungannon • BT71 7HH

☎: 028 3754 8826

✉: info@stjarlaths.dungannon.ni.sch.uk



Principal: Mrs Jacqueline S Loughran B.Ed (Hons) M.Ed. PQH(NI)

Date:

Dear Parent/Guardian,

This note is to inform you that your son/daughter's _____ behaviour/school work/homework is causing some concern. There is no need to contact the school at the moment but if this problem continues I will contact you within the next week to make an appointment to discuss the issue.

In the meantime I would appreciate it if you would have a word with your child about this matter.

Yours sincerely,

Principal

I acknowledge receipt of letter dated.

Signed: _____ Parent/Guardian

Reviewed by Board of Governors, October 2017

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89 Charlemont Road • Blackwatertown • Dungannon • BT71 7HH

☎: 028 3754 8826

✉: info@stjarlaths.dungannon.ni.sch.uk



Principal: Mrs Jacqueline S Loughran B.Ed (Hons) M.Ed. PQH(NI)

Date:

Dear Parent/Guardian,

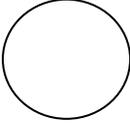
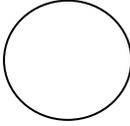
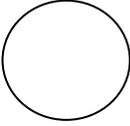
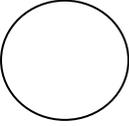
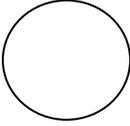
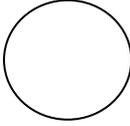
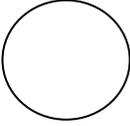
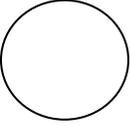
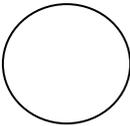
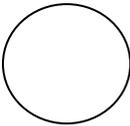
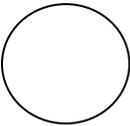
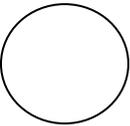
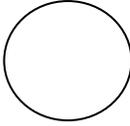
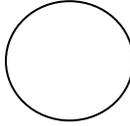
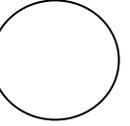
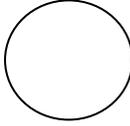
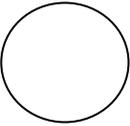
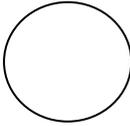
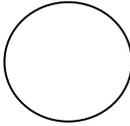
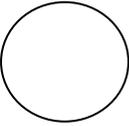
As a follow up to my letter of _____ there has been no noticeable improvement in your son/daughter _____ behaviour/school work/homework. I would like you to contact the school to make an appointment to discuss this issue.

Yours sincerely,

Principal

Appendix 3

Traffic Light Behaviour Report

	Before break	After break	Lunchtime	After lunch	Comments
<u>Monday</u> Date _____					T <hr/> P
<u>Tuesday</u> Date _____					T <hr/> P
<u>Wednesday</u> Date _____					T <hr/> P
<u>Thursday</u> Date _____					T <hr/> P
<u>Friday</u> Date _____					T <hr/> P
<u>Key</u> Colour in the traffic light with the correct colour.	Question: How did you behave today?	Coded answer I didn't really behave <u>RED</u>	I behaved quite well <u>ORANGE</u>	Super behaviour <u>GREEN</u>	

To be discussed with child, signed by parent and returned to school daily.

Samples of reflection sheets