



PROMOTING POSITIVE BEHAVIOUR POLICY

This Policy has been developed within the context of current legislation, policy and guidelines;

- Health and Safety at Work (NI) Order (1978)
- Children (NI) Order (1995)
- The Education (NI) Order (1998)
- Human rights Act (1998)
- Welfare and Protection of Pupils Education and Libraries (NI) order 2003
- The Education (2006 Order) (COMMENCEMENT NO.2) Order (NI) 2007
- The Education (SDP) Regulations (NI) 2010
- Special Educational Needs and Disability Act (NI) 2016
- Addressing Bullying in School Act (NI) 2016

DE Guidance

- Pastoral care in schools: Promoting Positive Behaviour, DE 2001
- Safeguarding and Child Protection in Schools. A guide for Schools. DE 2017

ETI

- Inspection and Self-Evaluation Framework 2017

1.1 RATIONALE

This document reflects the importance the school places on promoting positive behaviour and the significant role this plays in the education of our children.

The establishment of a sound learning environment at school and classroom level is key to effective learning and teaching. Effective learning and teaching is dependent on positive relationships established at school and classroom level and through interactions between staff and pupils and between pupils themselves.

1.2 MISSION STATEMENT

We strive to provide inspiring teaching within a supportive learning environment which empowers children to achieve. Our mission is not only to educate our children to a high standard but to create a safe, secure and caring environment in which all children are accepted, respected, appreciated and valued. Whilst Catholic, we aim to create a school community which is fully inclusive. We will work in partnership with the child, their parents and the wider community, living, working and growing together as part of God's family.

1.3 AIMS

In Saint Macartan's PS we aim to create an ethos of mutual respect with all pupils and staff. In order to achieve this, we follow a carefully planned positive behaviour system which has been created in consultation with our pupils and staff. This system is regularly reviewed and evaluated. We truly believe that through working together, we can achieve this ethos and so enhance the learning experiences for all children. With the help of this policy we aim to:

- Reflect the principles and values of our school community.
- Provide a safe and caring environment for everyone who attends our school-pupils, staff, governors, volunteers and visitors included
- Raise awareness of the importance of good discipline and how it can contribute to success
- Ensure consistency of standards of expected behaviour throughout the school: and

- Provide an atmosphere within which staff and children feel secure and comfortable in order to make the most of their teaching and learning experiences.

1.4 CORE VALUES

The principles of this policy are based around the following values which we endeavour to adopt at all times:

As a whole school we are: -

- Respectful
- Tolerant
- Responsible
- Kind
- Appreciative
- Honest
- Working as a team member
- Happy

These values underpin every policy document and are central to the ethos of the school.

1.5 Statement of Guiding Principles from Board of Governors

The Governors of Saint Macartan's Primary School believe that our core values are the basis upon which we promote and encourage positive behaviour from all members of the school community. They recognise that the school's ethos and effective teaching and learning relies on high standards of behaviour. At Saint Macartan's we seek to uphold these standards that are guided by the following principles.

- Respect self, fellow pupils, teachers and other adults, act in a way that shows you care for yourself, others and the environment.
- Make good choices and accept the consequences of your actions
- Be honest, trusting and hardworking, be open and truthful with each other
- Show appreciation to each other in your manners, the words you use and how you behave
- Have patience, fairness and respect for everyone; treat others in the way you would want to be treated
- Be helpful and considerate
- Work together to achieve goals, contribute in a positive manner, have pride in what you do
- Say and think nice things about people, be the best person you can be; smile, laugh a lot and have fun.

2. Roles and Responsibilities within our Positive Behaviour Policy

2.1 Role of Pupils

We would expect the children who attend Saint Macartan's Primary School to enjoy their education and to have their needs met. At the same time, we wish to encourage children to realise that other children deserve and must enjoy the same treatment as they do.

Pupils should expect to:

- Be valued as a member of the school community.
- Work and play in a calm, well managed and safe environment.
- Receive a broad, balanced and suitably differentiated curriculum.

- Be treated with respect and dignity.
- Get help when they seek it.
- Be listened to in a sensitive manner.
- Be made aware of the school's standard of expectations with regard to work and discipline.

Pupils have a responsibility to:

- Know and obey the school rules.
- Show respect for staff, visitors and other pupils in school.
- Be equipped and ready to learn.
- Learn from their mistakes.
- Work to the best of their ability.
- Take responsibility for their behaviour and actions.
- Show respect for their own and others' property.
- Follow the directions of staff both teaching and non-teaching.

2.2 Role of Parents

Teachers have the responsibility for the education, care and safety of the children while at school, ultimate responsibility for their actual behaviour remains primarily with the parents.

The school works collaboratively with parents and believes in parental involvement. We inform parents about inappropriate behaviour and welcome the support and co-operation of parents in ensuring that all children are safe at Saint Macartan's Primary School.

If the school has to use reasonable sanctions, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should follow the school's Complaints and Compliments Policy.

Parents have a right to:

- A safe, stimulating and happy learning environment for their child.
- The delivery of a well-balanced, broad and suitably differentiated curriculum.
- Be kept well informed of the life and work of the school and the progress of their child.
- Up to date information on the school behaviour policy and procedures.
- Be kept informed should their child not meet the standards of behaviour set.
- A consistent and fair approach to behaviour with sanctions matching the seriousness of the misdemeanour.
- A school community which is sensitive to the needs of the individual child.

Parents have a responsibility to:

- Ensure good attendance, punctuality and to send children to school, equipped and ready to learn.
- To promote good behaviour and respect at home.
- Act as positive role models for their children in their relationship with the school.
- Support the school in implementing the behaviour policy and in maintaining a high standard of discipline.
- To inform the school of circumstances which might affect the child's life in school.
- Allow the school time to follow procedures and investigate issues.
- Encourage children to complete school work and homework to an acceptable level.
- To support the work of the school.

2.3 *Role of the staff*

A teacher's role is to provide education for the children in his/her care. **'A climate which fosters effective learning, both within the classroom and about the school,** is at the heart of the education process.' (Promoting Positive Behaviour, pg.6 Dept. of Ed. Publication).

When the teacher and pupil understand their different roles a positive, well ordered learning environment can be achieved. Children at different stages in education require instruction and guidance and our school rules form the framework of our expectations as teachers for the children in our care. Our rules will be clearly displayed in each classroom and commented on, at regular intervals, by the teacher. Teachers will enforce acceptable behaviour in their class in a positive manner, having regard to the positive nature of the school policy, consulting with the Principal when necessary.

Staff have a right to:

- Have a safe, clean, healthy environment in which to work.
- Expect courtesy and respect from colleagues, parents and pupils.
- Expect opportunities for professional development.
- Be valued as part of the school team.
- Discipline all pupils in the school according to school procedures.

Staff have a responsibility to:

- Behave in a professional manner at all times.
- Provide children with a broad, balanced and suitably differentiated curriculum.
- Be approachable, sympathetic and alert to pupils in difficulty.
- Recognise the individuality of children.
- Have high but realistic expectations for each child and strive to cater for their needs.
- Acknowledge effort and achievement.
- Consult with parents about a child's progress and behaviour.
- Enforce the school's behaviour policy in a fair and consistent manner.
- To take account of problems children may have at home.

2.4 *Role of the Principal*

The Principal has a key role in formulating and reviewing the Positive Behaviour Policy and establishing the ethos of the school. She must ensure that pupils, parents and staff play a vital role in the life and organisation of the school.

The principal must ensure that the rules of the school are administered fairly and consistently to all pupils. She should support her staff where appropriate and furnish the Board of Governors with a report on the discipline within the school or on the behaviour of an individual pupil where necessary.

The Principal must also ensure that the school's Positive Behaviour Policy is processed in accordance with and alongside all other relevant school policies.

2.5 *Role of the Board of Governors*

The Board of Governors have legal responsibility for the school's behaviour policy and it is their role to maintain a policy for the school which is current, being implemented, positive in nature and reflective of the school ethos.

If or when a case of discipline should come before them they must act upon it, having considered the views of the principal, other interested parties and any reports forwarded to them. Where appropriate they should support the principal and her teaching staff.

3.0 Our school Values

In March 2019, P3-P7 pupils, staff and parents were consulted on what values they felt were important to our school. These values provide a guide for our pupil's actions and behaviour and are central to our Positive Behaviour policy. As a whole school we are: -

- Respectful
- Tolerant
- Responsible
- Kind
- Appreciative
- Honest
- Working as a team member
- Happy

4.0 Code of Conduct

The children agreed a Code of Conduct that promotes our values and support the way in which all members of the school can live and work together in a supportive and positive way.

These expected behaviours provide guidance for positive behaviour and therefore creates an environment conducive to effective teaching and learning.

4.1 Expected behaviour in the classroom

Based on our values and golden rules the following are a list of rules for when children are in class
Pupil's should always;

- Be fully equipped for work and PE
- Raise their hand to speak in class or assembly when requested
- Stay on task and always put their best effort into class work
- Ask for help when it is needed
- Be attentive to the teacher and other pupils
- Cooperate with others on shared tasks
- Understand that others may take longer to complete tasks and use any spare minutes productively
- Show care, courtesy respect and consideration for the teacher, ancillary staff and class mates
- Have respect for school property

4.2 Expected behaviour in the school building

Outside of class pupils should always;

- Walk when in the school building
- Move quietly through the school
- Show care, courtesy, respect and consideration for other pupils and staff
- Show respect for school property and the school building, including toilets

4.3. Expected behaviour in the playground

- we look after each other and play safely
- we follow instructions straight away
- we keep our hands to ourselves at all times
- we show respect for people, property and the environment
- we ask children on their own to join in with our games
- we say sorry if we hurt or bump into anyone by accident
- we line up quickly and quietly when we hear the bell
- we take care of our equipment

4.4 Expected behaviour in the dining Room

- we remember to wash our hands
- we walk when we are in the dining room
- we remember to say 'please' and 'thank you'
- we always show respect to the staff
- we put our hands up if we need help
- we talk quietly to the people next to us
- we never talk when there is food in our mouth
- we put rubbish in the bin and keep the hall tidy
- we do not give others our dinner/lunch

4.5 Expected behaviour during Educational Visits

- good manners
- respect for adults and other pupils
- conduct which reflects on Saint Macartan's Primary School in a positive light

5.0 Positive Reinforcement and Rewards

Whilst we have a strict code of conduct in place it should be noted that it reinforces the running themes of the values and principles which underpin the policy

POSITIVE PRAISE AND REWARD IS MUCH MORE COMMON IN SAINT MACARTAN'S PRIMARY SCHOOL THAN ANY SANCTION

5.1 ENCOURAGING POSITIVE BEHAVIOUR

We support positive behaviour and a positive environment through;

- A consistent approach by the whole school community.
- Monitoring pupil attendance and taking swift action where necessary.
- Constructive whole school planning for PDMU.
- Developing the voice of the child, through for example the School Council.
- Appreciating and following the agreed Code of Conduct
- Encouraging our children to see themselves as part of a whole school community and recognising their responsibility within this.
- Developing the skills of co-operation and discussion.

- Encouraging everyone to take pride in the school environment.
- Having a positive and consistent approach to playtimes and lunchtimes.
- Creating a stimulating classroom environment.
- Providing clear and positive learning experiences
- Offering a broad and balanced curriculum that is well planned, prepared and stimulating.
- Ensuring that the curriculum issues concerning organisation, methods of teaching and learning, content and differentiation are addressed.

5.2. Positive Reinforcement and Awards

Children's positive behaviour is rewarded in a range of ways.

- Being given complimentary spoken and/or written comments.
- Being given special tasks to perform in the classroom.
- Being given extra time at a fun activity.
- Receiving full class appreciation (e.g. applause).
- Reading, or having their work read/shown to the whole class.
- Being asked to show their work to another member of staff.
- A child from each class receives a special certificate weekly by way of 'Pupil of the week' (achievement and effort) and monthly (values) by way of 'Pupil of the Month'.
- Special notes may be sent home to inform parents of positive behaviour/achievement.
- Rewards and achievements are documented on the school's website and Facebook page
- We distribute stickers to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- We acknowledge all the efforts and achievements of children both in and out of school.
- Each class has an additional system of rewards.

5.3 Golden Time

Golden Time is a positive incentive and sanctions system used to reward good behaviour.

Golden Time is a weekly timetabled slot of an hour. Each child starts the week with 60 minutes. Children choose an activity they would like to do in this time. The children keep their Golden Time if they keep to the Code of Conduct all week.

Each time a pupil breaches the Code of Conduct he/she loses some Golden Time. Golden Time is taken off in minutes. (Up to 15 minutes at a time)

If appropriate, a warning is given before any Golden Time is lost. When it is Golden Time the children who have lost Golden Time sit out for their allotted time.

Golden Time ensures that children who behave well are rewarded. The message we will be sending the children is if they are sensible, co-operate and work to the best of their ability, they will be consistently rewarded for their efforts.

Staff will use their professional judgements in implementing Golden Time.

As a high percentage of pupils are exceptionally well behaved in our school it is only fair that this good behaviour is rewarded. Children who remain on green in any half term will be rewarded in a variety of ways, e.g. movie afternoons, activity of choice from a list compiled by the class at the start of the school year.

6.0 Sanctions and Consequences

Although the emphasis of this policy is on encouraging and rewarding positive behaviours and attitudes, we at Saint Macartan's Primary School recognise that it may be necessary to employ a number of sanctions to enforce our Positive Behaviour policy to ensure a safe learning environment. Should children persistently breach the school's 'Code of Conduct', Golden Rules' and or 'e-Safety' policy recommendations, then a range of consequences and sanctions will be consistently implemented by all teachers throughout the school.

6.1 Consequences for Undesired Behaviour

Saint Macartan's Primary School follows the 'Good to Be Green' traffic light system, where, we encourage children to be green all week, however,

Children may be placed on a yellow light for:

Not bringing in homework without a note from parent or a reasonable explanation.

Shouting out inappropriately

Being rude or disrespectful

Annoying others/ Insensitivity towards others

Persistent talking either during class or assembly

Not doing as a member of staff has asked them to do

Being cheeky or answering back

Not following school or playground rules e.g. running in corridor.

Minor bad language- 'spontaneous swearing'

Disruption /Distracting another child leading to incompleteness of tasks

Unsafe movement around the school

Entering out of bounds areas

Use of property /resources without asking

Unsafe use of property

Rough play

Telling lies/getting others into trouble

The above list isn't exhaustive.

Placement on the orange light will take place if the above behaviour continues or is repeated. An orange light may only be withdrawn in special circumstances at the discretion of the teacher.

When a child has **2 warnings** and receives a third warning, they will be placed on a **red light**

A **straight red-light placement** can also be given if a child:

Physically hurts another child/adult

Is verbally abusive or uses inappropriate/rude/foul language towards another child/adult

Tells lies to a member of staff

Makes rude gestures or signs to another child/adult

Destruction of work, property or vandalism

Leaves the classroom/designated area/school grounds without permission

Bullying behaviours

Refusal to work or cooperate

Stealing

Isolated acts of violence- kicking, hitting, thumping, biting

Threatening behaviour

Working or playing in an unsafe manner

Outbursts of anger but pupil regains composure

Leaving school premises without consent

Lack of respect e.g. answering back in an inappropriate manner, consistently disregarding an adult's instruction

Mrs Mc Ginn will be informed of all red light placements on a weekly basis and she will keep a record of these. **If a child has 3 or more red light placements in any half term**, she will contact the parents for a meeting. These children can lose out on a privilege such as; for example,

After school activity

Trip to cinema

Class movie day

Class party

End of year trip

Representation on school teams

This list is not exhaustive

Notification slip for parents: This should be stuck into the child's test book on a Friday afternoon (during Golden Time)

<i>Good To Be Green Behaviour Scheme</i>	<i>Saint Macartan's Primary School</i>
Dear Parent	
_____ got placed on a red light this week	
And as a result missed all their Golden Time	
Signed	
Teacher:	Parent:
Date:	

Persistent red light behaviours

Formal involvement by the Principal and parents

(Additional outside agencies may also become involved.)

6.2 System of sanctions (daily or weekly as age or class appropriate)

Inappropriate behaviour is dealt with by the class teacher in the first instance. Cases of more challenging behaviour are dealt with by the Principal. If a child's behaviour is considered serious enough, parents/carers will be informed and, if appropriate invited to attend an interview in school, to discuss the matter.

The severity of the offence will determine which sanction is imposed. It is important that all children understand the 'Code of Conduct/Expected behaviours', and 'e- Safety Policy' and endeavour to behave in an acceptable manner.

The quality of education of all children in the school will be the over-riding consideration. Should this be jeopardised over a period of time, the Board of Governors will consider suspension or exclusion of an offending child, following DENI and Education Authority set procedures for suspension and expulsion of children.

A one-off lapse in conduct will not be dealt with in the same manner as a continuation of persistent, unacceptable behaviour. However, school reserves the right to impose any sanction if an incident is serious enough to warrant it.

Foundation Stage

1. Verbal warning – the class teacher will give a 'Making Wrong Choices' reminder/verbal warning so that the pupil is aware of expectations
2. Placed on yellow
3. Placed on orange and removal of privileges e.g. play during breaktime or lunchtime after pupil has eaten, either all or partial
4. Placed on red = removal of privileges up to 3 x playtimes

3 x red light placements in half term= parents are informed/record on SIMS.net

Key Stage 1

Verbal warning-reminder of rule

Placed on yellow -15 mins exclusion from Golden Time

Placed on orange – 30 mins exclusion from Golden Time and removal of privileges e.g. play during breaktime or lunchtime after pupil has eaten, where the pupil will either sit in a designated area inside the school building or will be paired with an adult on supervision in the playground

Placed on red = excluded from all Golden Time and removal of privileges up to 3 x playtimes, where the pupil will either sit in a designated area inside the school building or will be paired with an adult on supervision in the playground/parents notified

Time out to think - complete My Reflection Sheet (appendix 1)

3x red light placements = missed playtime /record on SIMS.net. Parents are contacted and informed about behaviour/discipline issue and where deemed necessary asked to make an appointment to discuss the issue further. Positive behaviour star chart-pupil sets targets for improvement-discussed with parental involvement-home school link to encourage positive behaviour.

Key Stage 2

Verbal warning-reminder of rule

Placed on yellow -15 mins exclusion from Golden Time

Placed on orange – 30 mins exclusion from Golden Time and removal of privileges e.g. play during breaktime or lunchtime after pupil has eaten, where the pupil will either sit in a designated area inside the school building or will be paired with an adult on supervision in the playground

Placed on red = excluded from all Golden Time and removal of privileges up to 5 x playtimes and removal of privileges e.g. play during breaktime or lunchtime after pupil has eaten, where the pupil will either sit in a designated area inside the school building or will be paired with an adult on supervision in the playground/parents notified

Time out to think - complete My Reflection Sheet (appendix 1)

3 x red light placements = missed playtime / record on SIMS.net. Parents are contacted and informed about behaviour/discipline issue and where deemed necessary asked to make an appointment to discuss the issue further. Positive behaviour star chart-pupil sets targets for improvement-discussed with parental involvement-home school link to encourage positive behaviour

Movement back through traffic light system is at discretion of teacher

6.3 Behaviours Outside the Classroom

Similarly, when undesirable behaviour occurs in the playground or dining room the supervisor may use the following approach

- The adult speaks to the child about the inappropriate behaviour and if repeated a warning is given (child's name is placed on a 'post it' note).
- The child has an agreed time (rest of the day/to the end of the week) to earn the 'post it' note back from the supervisor.
- If the child cannot behave as expected within the agreed time the supervisor will give the teacher, the 'post it' with the child's name on and their teacher will deal with it as appropriate.
- Where there is more serious incident in the playground where for example a child has been hurt due to foul play the child will be sent to the class teacher or principal

7.0 SIMS.net Behaviour Module

Whilst this is a Positive Behaviour Policy where desirable behaviour is praised and rewarded, pupils must also be aware that negative behaviour and poor choices carry consequences and sanctions.

SIMS behaviour module is a consistent method of monitoring any negative behaviour at any point during the school day, or indeed any behaviour which negatively affects the school experience of other members of the learning community, which continues into school. These folders are maintained by class teachers and will be retained throughout a child's life at school. This will ensure that any persistent incidents are kept on file for future reference and can be produced in any event where it is necessary to involve parents or 'external agencies'

8.0 Reasonable Force/ Safe Handling

The Education (NI) Order 1998 (part II Article 4 (1)) states;

"A member of the staff of a grant aided school may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely:

- Committing any offence
- Causing and injury to, or damage to the property of, any person (including the person himself); or
- Engaging in any behavioural prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether the behaviour occurs during a teaching session or otherwise.

Based on this legal framework the working definition of "reasonable force" is the minimum force necessary to prevent a pupil from physically harming himself/herself or others or seriously damaging property, but used in a manner which attempts to preserve the dignity of all concerned.

Under Duty of Care, staff may use a physical intervention and when they do so, they should be clear that the action was;

- In the child's best interest
- Necessary

- Reasonable and proportionate
- Last resort (where possible)

9.0 Link to Special Educational Needs Code of Practice

Social Emotional and Behavioural Difficulties (SEBD) is one of the categories of Special Educational Needs in the 1998-2005 Code of Practice. A pupil may be placed on the SEBD Code of Practice for SEBD when a class teacher recognizes a behaviour difficulty and where normal classroom management strategies are not effective.

10.0 Training and Professional Development of Staff

The school will provide training and development for the staff relevant to pupil behaviour management issues through: -

- Induction training for new staff
- Guidance and support materials
- Appropriate training tailored to specific needs and priorities

Review of the Policy:

The policy will be reviewed annually and updated when necessary in keeping with new DENI initiatives and legislation. Staff will monitor the effectiveness of the policy and an assessment made of the success of the approaches advocated by the policy in encouraging positive attitudes on the part of the pupils, keeping unacceptable behaviour to a minimum and creating a climate within the school which is conducive to positive relationships and effective learning and teaching. Where weaknesses are found, a review will be necessary and will be done through a consultation process with all staff (teaching and non-teaching), the pupils, the Board of Governors and the parents. Where significant change is required parents will be consulted. The review will take account of current needs and be reflected in current practice.

Links with other Policies

This Policy is integral to all school policies. It has key links with policies such as:

- Special Educational Needs
- Child Protection
- Anti-Bullying
- Attendance Policy
- Pastoral Care
- RSE
- Attendance
- Staff Code of Conduct

Consultation

This policy has been developed and is consistent with The Education & Libraries (NI) Order 2003 and DE Circular 2003/13 – Welfare and Protection of Pupils Education and Libraries (NI) Order 2003, through a process of consultation, involving staff, pupils, parents and Board of Governors

:

<h1>My Reflection Sheet</h1>	
------------------------------	---

Name:	Date:	Class:
-------	-------	--------

<h2>What happened?</h2>

What did I do?	What did I think?
I could have.....	Challenge the thought.....

What did I feel?	What was my body language?
This would have helped.....	I could try.....

