

Saint Brigid's P.S, Cranagh



POSITIVE BEHAVIOUR POLICY

MISSION STATEMENT

At St. Brigid's P.S. Cranagh we aim to provide a rich, stimulating, happy, secure, caring and disciplined environment in which our pupils reach their full potential spiritually, emotionally, physically, academically and socially.

Rationale

All our children have a right to be valued and respected, to be educated in a secure and caring environment, and to have their abilities and talents nurtured and developed to their full potential.

Principle

In accordance with our mission statement - to develop the 'whole' child - we are committed to providing a secure and orderly place of learning.

This policy is based on a whole school approach, which is disseminated and understood by staff, pupils and parents through a process of consultation.

AIMS

In our whole school behaviour policy we seek to:-

1. Promote positive behaviour and learning from all the pupils.
2. Develop and maintain good relationships between staff members, staff and pupils, the school and the community it serves.
3. Provide an atmosphere based on Christian principles and values, where pupils and staff feel secure, welcomed and valued.
4. Enhance the pupils' self esteem and foster self-respect and respect for others.
5. Encourage pupils to develop self-discipline, self-control and a sense of responsibility for their own behaviour.

To achieve our aims we endeavour to ensure that each child, and member of staff :-

- shows respect for himself/herself, others and for property
- appreciates they are part of a school community
- will be polite, friendly, patient, kind and co-operative
- is attentive and hard-working
- obeys the rules

In St. Brigid's P.S., we follow many of Jenny Mosley's guidelines. We operate on the basis of the six Golden Rules.

The Six Golden Rules are

Be kind and helpful

Be gentle

Listen

Work hard

Be honest

Look after property

Strategies for developing good behaviour

We believe that the greatest motivator is PRAISE AND REWARDS. We praise, encourage and reward using reward charts, certificates, positive notes home, stickers, Golden Time and public recognition when appropriate.

* We aim to catch children being good.

Some examples of this are outlined in Appendix One

We believe too, that there has to be a set of basic rules and parameters, clearly defined and understood by the children. In order to comply with these, children need to be made fully aware of them, respect them and take ownership of them.

We have in place school rules, classroom rules, playground and bus rules which children have helped develop. These are discussed regularly through PDMU, at assembly, in class or when the need arises.

(see Appendix 2 - School Rules,
Appendix 3 - Class Rules,
Appendix 4 - Playground Rules)

Whilst continuing to employ the mechanism of positive reinforcement we also have developed strategies and sanctions for undesirable behaviour.

Pupils are aware of these sanctions.

(Appendix 5- Examples of Undesirable Behaviour in Pupils)

- The class teacher will deal with all routine classroom or playground disruption by removing Golden Time, denying a privilege, using charts etc. The class teacher will keep a discipline book where she will record anything she deems necessary, for example, repeated offences.

- For more serious misbehaviours, sanctions will include:
 - referral to the principal
 - withdrawal from extra-curricular activities
 - setting up of a monitoring programme for behaviour (Appendix 6)
 - withdrawal from privileges
 - temporary removal of pupil to another class

- Where a pupil is consistently engaging in undesirable behaviour or has been involved in a serious incident, the Principal will contact the parents of the child, enlisting their support in helping to improve the behaviour.

Suspensions and Expulsions

Only the Principal has the authority to suspend a pupil, in accordance with the procedures set out by C.C.M.S. The decision to expel a pupil can only be applied to pupils who have already been suspended.

Procedures followed will be those set out by the C.C.M.S.

Roles and Responsibilities

The Role of Governors

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

It is the role of the Principal to implement the school behaviour and discipline policy, but governors may give advice to the Principal about particular disciplinary issues.

The Role of the Principal

It is the responsibility of the Principal to implant the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Principal to ensure the health, safety and welfare of all children in the school.

The Principal supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Principal keeps records of all reported serious incidents of misbehaviour.

The Principal has the responsibility for given fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Principal may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

The Role of the Class Teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson times.

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

The teacher treats all children in their class with respect and understanding. The class teacher treats each child fairly and enforces the classroom code consistently.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Principal.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with SENCO.

The Role of Parents

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

We explain the school rules and we expect parents to read these and support them.

We expect parents to support their child's learning and to co-operate with the school. We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should then contact the Principal.

In St. Brigid's Primary School we believe that good relationships with parents/guardians of our pupils is very important.

A close partnership between the home and school should help ensure that all our pupils learn and develop to their full potential. Good communication is essential if we are to achieve these mutual goals.

Appendix One

1. Coming into the classroom quickly and quietly
2. Treating books and equipment carefully
3. Looking at the teacher quickly and quietly when asked to listen
4. Starting work quickly
5. Following an instruction after being asked
6. Keeping books and possessions tidy
7. Moving from one task to another without teacher reminders
8. Tidying and clearing up
9. Getting all equipment needed for a task without being told
10. Working hard on a piece of work
11. Willing to answer questions and make a contribution to group discussions
12. Asking for help when they need it
13. Sharing equipment or activity with a classmate
14. Taking a lot of care or putting thought into a piece of work
15. Working well with a group of classmates
16. Finding something appropriate to do when they have finished work early
17. Asking before they borrow something
18. Carrying out a classroom job willingly and doing it well
19. Taking turns and waiting for others
20. Keeping physical appearance tidy
21. Being polite
22. Telling the truth
23. Holding the door open for someone
24. Lining up quickly and quietly
25. Being a good friend
26. Saying please and thank you
27. Walking quietly around school
28. Telling an adult of a problem in the playground rather than fighting
29. Letting an adult know if someone is bullying another pupil
30. Offering to help without being asked
31. Listening quietly, looking at the speaker, paying attention
32. Remaining calm in a difficult situation

Undesirable Behaviour in Pupils

- Any form of bullying.
- Being unkind to peers, calling out in class, interrupting others and being inattentive in class.
- Displaying a lack of interest in learning and preventing others from learning.
- Being unable or unwilling to abide by agreed standards of good manners and respect.
- Defacing or destroying other pupils' belongings or school property.
- Using inappropriate language in any context.
- Acting aggressively towards another pupil or a member of staff.