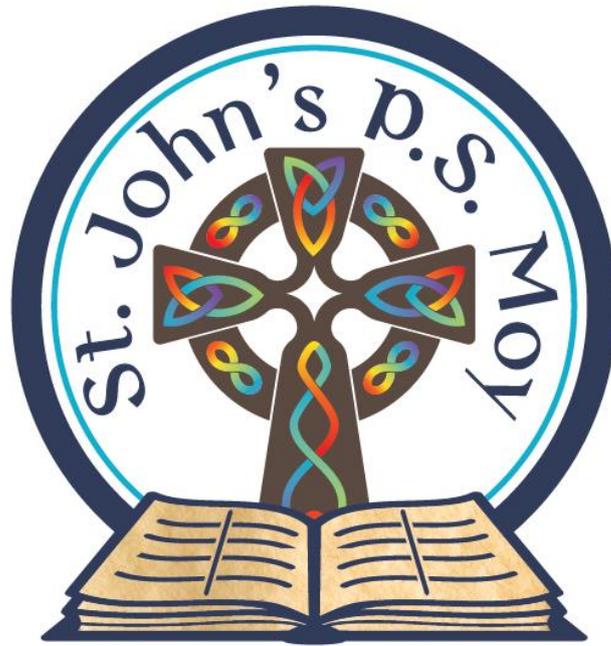


St. John's Primary School



Positive Behaviour Policy

Contents

1. School Rules
2. Introduction
3. Legislation and Guidance
4. Consultation and Participation
5. Rights and Responsibilities
6. Implementing, Promoting and Reinforcing Positive Behaviour – Awards and Strategies
7. Monitoring the Award System
8. Identifying Inappropriate Behaviours and Sanctions
9. Procedures for Major Behaviour Problems
10. Links with other Policies
11. Professional Development
12. Monitoring and Evaluation

Appendix 1: House System

1. School Rules

At St. John's Primary School, we have agreed that the following rules will be in place:

1. **We try our best**
2. **We are gentle and keep each other safe**
3. **We are kind and helpful**
4. **We show respect**
5. **We listen and are honest**
6. **We look after property**

To emphasise pride and order throughout the school we expect St. John's pupils:

- * ***To wear their school uniform.***
- * ***Bring what they need for school each day.***
- * ***Line up quickly and quietly.***
- * ***Walk around the school quietly.***

2. Introduction

St. John's mission statement '***We Love to Learn, and Learn to Love***' is nurtured and supported by a positive approach to Behaviour Management. ***Pupils are encouraged at all times to behave in an appropriate way, to show respect, kindness and honesty and always try their best.***

In St. John's, we believe that effective teaching and learning can only take place in an orderly working environment where standards of good behaviour are set as a pre-requisite. To achieve this, we aim to establish a positive ethos, which is conducive to learning and where there is appropriate balance between an individual's rights and respect for the rights of others.

The school's Positive Behaviour Policy aims to set guidelines that support our pupils within a caring framework and lead them to a position of self-discipline, acceptance and personal responsibility. We believe that all members of our school community have a right to work in a secure and caring environment without fear. We also have a responsibility to contribute, in whatever way we can, to the protection and maintenance of such an environment.

The foundation of this policy is built upon the establishment of good relationships between pupils and staff which can only be achieved by positive, stimulating teaching and learning being experienced by all children across the school.

It is the aim of this policy to:

- * Promote and encourage positive behaviour in all pupils.
- * Raise the self-esteem of all pupils.
- * Create an environment where all pupils are praised and rewarded for their efforts.
- * Ensure a consistent and fair approach to positive behaviour management.

- * Involve pupils in the management of their own behaviour.
- * Adopt an agreed set of rules and principles which govern positive behaviour.
- * Involve parents as partners in the promotion and adoption of positive behaviour management.

3. **Legislation and Guidance**

This policy is informed and guided by current legislation and DE Guidance listed below:

The Legislative Context:

- * The Education (Northern Ireland) Order 1998
- * The Education and Libraries Order (Northern Ireland) 2003 (A17-19)
- * The Education (School Development Plans) Regulations (Northern Ireland) 2010
- * The Children (Northern Ireland) Order 1995
- * The Human Rights Act 1998
- * The Education (2006 Order) (Commencement No. 2) Order (Northern Ireland) 2007
- * The Health and Safety at Work Order (Northern Ireland) 1978
- * Special Educational Needs and Disability Act (Northern Ireland) 2016
- * The Addressing Bullying in Schools Act (Northern Ireland) 2016

DE - Policy & Guidance Context

- * Pastoral Care in School: Promoting Positive Behaviour (DE, 2001)
- * The Addressing Bullying in Schools Act (Northern Ireland) 2016 Statutory Guidance for Schools and Boards of Governors (DE, 9th March 2021)
- * Safeguarding and Child Protection in Schools: A Guide for Schools (DE, 2017)
 - o Co-operating to Safeguard Children and Young People in Northern Ireland (Dept. of Health, Social Services and Public Safety, 2016)
 - o Safeguarding Board for Northern Ireland Policies and Procedures (SBNI, 2017)

ETI

- * Inspection and Self-Evaluation Framework 2017

The International Context

- * United Nations Convention on the Rights of the Child (UNCRC)

4. **Consultation and Participation**

This policy has been developed in consultation with registered pupils and their parents/carers.

The processes of how consultation took place included:

- * Discussion with the School Council.
- * Discussion at whole school assemblies,
- * GL - PASS.
- * Online questionnaires distributed to all parents/carers.
- * Engagement activity with staff.
- * Consultation with the staff in writing the Promoting Positive Behaviour Policy.
- * Consultation with the Board of Governors.

5. **Rights and Responsibilities**

In St. John's we ensure that the rights of all are protected but also understand that with certain rights come responsibilities.

The Governors will:

- * Ensure that positive behaviour policies are pursued at school;
- * Monitor and keep under review the strategies and effectiveness of these policies.
- * Consult with the principal and parents on the general principles reflected in the policies;
- * Consider guidance from DE, EA and CCMS (as appropriate)
- * Support the principal in following the guidelines agreed in the policy;
- * Safeguard and promote the welfare of all pupils and staff;

The Principal will:

- * Ensure the positive behaviour policies are implemented consistently throughout the school;
- * Promote self-discipline and respect for authority amongst pupils;
- * Encourage good behaviours and respect for others;
- * Facilitate any necessary staff development in relation to behaviour management.

Area Learning Community Arrangement

The Board of Governors and Principal have responsibility to ensure that the policies are pursued to promote good behaviour and discipline among registered pupils is extended to cover all pupils attending the school whether registered or not.

St John's Positive Behaviour Policy:

- * should be based on a whole school approach;
- * should be widely disseminated to and readily understood by staff, pupils and parents;
- * should have clear stepped procedures for dealing with breaches of discipline;
- * should be applied fairly and consistently if it is to be effective;
- * should have effective links with the school's policies for Special Educational Needs and Pastoral Care;
- * should have effective links with the relevant external support agencies;
- * should endorse appropriate use of suspension and expulsion.

Pupils have the right to:

- * Be valued members of the school community.
- * Get help when they seek it, whether with their work or with bullying or personal worries, and have a sympathetic ear for their ideas and concerns.
- * Be treated fairly, consistently and with respect.
- * Learn and be educated in a calm, safe, well-managed and stimulating 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.
- * Be consulted about matters that affect them and have their views listened to and, as far as reasonable, acted upon.
- * Make mistakes and to learn from them.
- * Develop and extend their interest, talents and abilities.

Pupils have responsibility to:

- * Come to school on time, suitably equipped for their day and with any homework done to the best of their ability.
- * Cooperate in class with the teacher and with their peers.
- * Work to the best of their ability in class.
- * Conform to the conventions of good behaviour and abide by the school and class rules.
- * Seek help if they do not understand or are in difficulties.
- * Show respect for all members of the school community.
- * Respect the right of other pupils to learn.
- * Care for their own property, the property of other pupils and all school property.
- * Avoid behaving in any way which would endanger others in and out of class.
- * Move quietly around the school.
- * Behave appropriately on the way to and from school.
- * Act as appropriate ambassadors for the school on for example, school trips, sports events etc.
- * Accept ownership for their behaviour and learning, and to develop the skill of working independently.

Teachers have the 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 colleagues and external bodies.
- * Expect support from parents in dealing with issues regarding behaviour and in supporting their child's/children's learning.
- * Be listened to, and to participate in decision-making which affects their own work and that of the school.
- * 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 contribution and respect their views.
- * Be sympathetic, approachable and alert to pupils in difficulty or falling behind.
- * Work co-operatively with pupils to overcome barriers to learning.
- * Identify and seek to meet pupils' special educational needs through the SEN code of practice.
- * Share with parents any concerns they have about their child's/children's progress or development.
- * Expect high standards and acknowledge effort and achievement.
- * Pursue opportunities for personal and professional development.

Regarding classroom management, teachers have a responsibility to:

- * Create a positive and caring ethos.
- * Actively promote the personal, social and emotional development of the pupils.
- * Ensure their planning is effective with clear and realistic objectives for teaching and learning within a broad and balanced curriculum.
- * Use a range of teaching strategies and tasks appropriate to the pupils' differing abilities.
- * Establish clearly understood routines/class rules and provide children with a secure and orderly framework.

Support Staff have a right to:

- * Work in an environment where common courtesies and social conventions are observed and respected.
- * Express their views and to contribute to policies which they are required to reflect in their work.
- * Opportunities for professional development.
- * Support and advice from colleagues and external bodies.
- * Be listened to, and to participate in decision-making which affects their own work and that of the school.
- * Adequate and appropriate accommodation and resources.

Support Staff have a responsibility to:

- * Behave in a professional manner at all times.
- * Show interest and enthusiasm in children's learning.
- * Support the on-going work in the school.
- * Be sympathetic, approachable and alert to pupils' difficulty.
- * Work alongside all colleagues to create a harmonious atmosphere in the school.
- * Expect high standards and acknowledge effort and achievement.
- * Deal with low level behaviour incidents as they occur.
- * Follow school procedure for dealing with behaviour incidents outside the classroom.
- * Consider the age and level of maturity of the child when dealing with unacceptable behaviour in the playground.

Parents have a right to:

- * A safe, well managed and stimulating environment for their child's/children's protection.
- * Reasonable access to the school, and have their enquiries and concerns dealt with sympathetically and efficiently.
- * Be informed promptly if their child is ill or has an accident, or if the school has concerns about their child.
- * Be well informed about their child's progress and prospects.
- * Be well informed about the school rules and procedures.
- * A broad, balanced and appropriate curriculum for their child.
- * Be involved in key decisions about their child's education.
- * 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
- * Be aware of school rules and procedures, and encourage their child/children to abide by them.
- * Show interest in their child's/children's class work and homework, where possible, provide suitable facilities for studying at home.
- * Act as positive role models for their child in their relationship with the school.
- * Attend planned meetings with teachers and support school functions.
- * Ensure that their child/ children behave appropriately on the way to and from school.
- * Follow appropriate procedures for meeting with teachers e.g. making an appointment with a class teacher.
- * Provide the school with all the necessary background information about their child, including telling the school promptly about any concerns they have about school, or any significant change in their child's medical needs, home circumstances or contact details.

6. Implementing, Promoting and Reinforcing Positive Behaviour

Awards for intrinsic and extrinsic motivators

At St. John's we will use a variety of informal and formal rewards to celebrate and promote positive behaviours and to provide enough incentive for these behaviours to be repeated: These may include:

Informal

- * Praise and encouragement: individual, group, class or whole school
- * Non-verbal rewards: smiling, nodding, thumbs up etc.
- * Verbal rewards: overt or unobtrusive acknowledgements
- * Children's work marked consistently and fairly with positive comments
- * Visit to another teacher: to share positive effort/work/attitude
- * Visit to the principal: for commendation/stickers/signature
- * Positive feedback: chat to parents about the child's positive behaviour
- * Public acknowledgement of good behaviour at assembly

Formal

- * Star charts/books – individual, groups, class.
- * Written comments in book/celebration of work/effort
- * Stickers, merits, awards
- * Homework passes
- * Use of assemblies to highlight and celebrate children's achievements/work/effort.
- * Visit to Monthly Mass
- * Principal's awards – certificates presented to children from every year group at weekly assembly.
- * Golden Time: linked to class behaviour routines
- * Class treats/trips
- * Use of the school website/app to celebrate children's achievement/work/effort
- * Giving pupils positions of responsibility
- * House System – see appendix 1
- * Support of the PDMU and preventative curriculum in promoting positive emotional health and well-being of the pupils
- * Annual report/parent teacher meetings: teachers will comment on a positive contribution the child has displayed throughout the year

Strategies used throughout the school to promote positive behaviour may include:

- * Teaching/modelling the behaviour we wish to see.
- * 'Catch' the children doing the right thing and acknowledge it publicly and privately (notice the behaviour, describe it, tell the pupil why it is good and encourage them to repeat it.)
- * Separate the behaviour from the child: identify the undesirable behaviour (e.g. running in the corridor is unsafe) Always highlight the behaviour, not the child.
- * Use of class behaviour routines.
- * Use thinking maps/social stories to reflect on behaviour and its consequences.
- * Use of teacher discretion when reprimanding children.
- * Empathise with the children, listen to all sides, give your time, show concern and be fair and consistent.
- * Try to resolve conflicts promptly. Monitor prolonged grudges, and resentment.
- * Use of positive correction e.g. stop running (walk), stop shouting out (quiet voices), don't push (hands by your side), stop fidgeting (hands still).

- * Help children make the right choices using appropriate language (e.g. first, then, when, if...)
- * Use of assemblies in teaching the school rules and celebrating and praising positive behaviour.
- * Displaying school/class/dining room rules
- * The use of responsibility and roles, for example, class helpers, school council, ECO council etc.
- * "Be a good example" - ask children and staff to model good behaviour for others.
- * 'Targets/comment books' for children who are trying to improve their behaviour daily, in which only positive comments are written by the teacher/ principal. (exceptional circumstances)
- * The PDMU Curriculum, the use of keeping safe messages and the preventative curriculum.
- * Promotion of the positive emotional health and well-being of pupils within and across the school community,

Core skills for the Staff

Casual Question	Have you a pencil? Do you know what to do?
Physical proximity	Move closer to a disruptive pupil
Proximal Praise	Publicly praise those complying/private reprimand those not
Distraction/Diversion	Ask a question or direct a task to the disruptive pupil
Choices	Say – you have two choices 1) if...then (positive consequence) 2) if ...then (negative consequence)
Broken record	Calmly repeat request/rule/consequence/avoid confrontation
Partial Agreement	'that may be so, but I need you do this'
Private Reprimand	A quiet word rather than public confrontation
Repair and Re-build	As soon as possible after a reprimand, find an opportunity to say something positive about the pupils- catch being good
Non Verbal Cues	Teacher puts up hand. finger on lips/just waits until all notice/a look of disapproval
Direction/Redirection	Direct, then if necessary redirect/use thanks/give take up time
Tactically Ignore	Ignore secondary behaviour/minor disruption

Scripts for the Staff

- * I can see something has happened....
- * Would you like to talk about it.....?
- * How could we fix it.....?
- * Direct attention to calm a situation (tactical withdrawing) – You and me will go to the time area (make the relationship).
- * The rule is.....
- * I can see that...
- * I noticed that....

7. Monitoring the award system

All teachers will deal with, monitor and record inappropriate behaviours when relevant. The principal will monitor whole school behaviour.

At break and lunch time the support staff will report verbally to the class teacher any incidents they feel needs brought to their attention.

Any serious incidents will be reported to the Principal or in her absence the Vice-Principal.

8. Consequences of unacceptable behaviour

Despite promotion of the school's Positive Behaviour Policy there may be times when sanctions have to be imposed. Sanctions should not be seen as punishments, but instead as a focus on behavioural change. In St. John's we always strive for a restorative approach and take account the vital importance of maintaining good relationships. We always aim to **RESPOND, RESOLVE** and **RESTORE**.

In St. John's we believe that sanctions should be:

- * Applied so that pupils are aware that their behaviour is unacceptable.
- * Applied in a fair and consistent manner by all staff
- * Be applied as soon after the offence as possible, not impulsively but in a calm and measured manner.
- * Be proportionate to the offence.
- * Defuse rather than escalate the situation,
- * Allow the pupils to save face and encourage a more positive attitude in the future.
- * Take account as necessary of the age, degree of maturity of the pupils and any special educational needs he or she may have, home background and any other relevant circumstances.

Sanctions should not:

- * Be applied to entire classes or groups of pupils, when the guilty parties have not been identified.
- * Degrade pupils or cause humiliation.
- * Involve physical force.

Inappropriate Behaviours may include the following examples:

<p>Low Level Misbehaviour</p>	<ul style="list-style-type: none"> ➤ Out of seat ➤ Fidgeting ➤ Teasing/Telling tales ➤ Pushing ➤ Interrupting ➤ Name calling ➤ Sulking ➤ Answering back ➤ Not lining up ➤ Not being prepared for class
<p>Moderate Level Misbehaviour</p>	<ul style="list-style-type: none"> ➤ Use of inappropriate language/swearing ➤ Offensive gestures ➤ Spitting at someone ➤ Throwing things ➤ Minor scuffles ➤ Hurting others feelings/putdowns ➤ Continuously not completing work. ➤ Continuously being disruptive in class ➤ Lack of respect for school resources or others' possessions ➤ Lying ➤ Running inside the school/jumping down steps ➤ Being unkind or disrespectful ➤ Leaving the classroom without permission ➤ Unacceptable behaviour in the toilets, cloakroom, dinner hall, corridor e.g. throwing food, spraying water on floors
<p>Serious Level Misbehaviour</p>	<ul style="list-style-type: none"> ➤ Use of abusive, sectarian or sexual language towards other pupils or staff ➤ Defacing, destroying or hiding other pupils' belongings or school property ➤ Graffiti ➤ Theft ➤ Leaving the school premises without permission ➤ Physical Assault of any kind ➤ Refusal to follow instructions/defiance ➤ Being unkind or disrespectful to peers, including engaging in any form of bullying as outlined in our Anti-Bullying Policy. ➤ Inappropriate use of the Internet or use of mobile phone in school

Please note: this is not an exhaustive list.

In St. John's sanctions may include:**Low Level Behaviours**

- * Use of classroom rules and behaviour routines to warn and sanction inappropriate behaviour. This may involve speaking to the child about the inappropriate behaviour and reminding them of the rule.
- * De-escalation by reflecting on better choices.
- * The loss of golden time or *time out in the playground.

Moderate Level Behaviours (or repeated low level behaviours)

- * If a child uses moderate level behaviour, *time out in the playground or a *break time/lunch time sit in may be sanctioned.
- * Reflecting on using a putting things right strategy.

Serious Behaviours (or repeated moderate level behaviours)

- * If a child uses a serious behaviour, a *detention/detentions will be sanctioned. The parent/s will be informed.

Withdrawal of privileges may be used when appropriate.

***Time out in the playground:** *the child stands in the timeout area in the playground. Time is chosen around the child's age and the nature of the inappropriate behaviour)*

***Break time/Lunch time sit in:** *part of break/lunch time play is removed according to the child's age and they sit in under supervision.*

***Detention:** *all of lunch time play is removed and the child sits in under supervision.*

Should poor behaviour persist parents will be invited into the school to discuss matters and a plan of action drawn up incorporating actions to be taken at school and at home where necessary. It is important that the school and home work very closely together to ensure high standards are prevalent in school.

Children who have been identified as having Emotional and/or Behavioural difficulties through the SEN Code of Practice will have an individual behaviour plan. All relevant external agencies will be consulted and advice sought where appropriate.

9. Procedures for major behaviour problems may include:

- * A verbal warning by the principal
- * Withdrawal from the classroom to the office.
- * An immediate telephone call to parents informing them of the situation. In most cases the principal will contact the parents directly.
- * A meeting between the parents, class teacher, Principal and SENCO and the drawing up of an individual behaviour plan and/or risk assessment.
- * A referral to Educational Psychology Service and/or Behaviour Support Team to access additional support.
- * Consistent inappropriate behaviour at lunchtime will lead to exclusion i.e. pupils will go home for their lunch and return for afternoon class.
- * Reduction of the school day for a specified period with a phased return.
- * In the case of a serious assault/repeated unacceptable behaviour suspensions procedures will be initiated. Suspensions and expulsions are a last resort if all other strategies have failed. The Board of Governors will refer to the C.C.M.S. "Scheme for Suspension and Expulsion of Pupils attending Catholic Maintained Schools" if the need arises. If necessary, the exclusion process will be invoked
- * The Principal inform the Governors, CCMS and the EA of all suspensions.
- * It is feasible that staff may on rare occasions have to restrain a child who is intent on deliberately hurting others or themselves. In any such instance, the EA's 'Use of Reasonable Force' policy will be followed.

10. Links to Other Policies

- * SEN Policy
- * Attendance Policy
- * Safe Handling Policy
- * E Safety Policy
- * Safeguarding and Child Protection Policy
- * Anti-Bullying Policy
- * Lunchtime Policy
- * Playground Policy

11. Professional Development

The development of the school's Positive Behaviour Policies are continually ongoing, and opportunities to attend professional development courses regarding issues connected with the policies will be afforded to teachers, assistants and supervisors as they become available from external agencies and / or are developed from within the school.

12. Monitoring and Evaluation

As with all school policies, the effectiveness of St. John's Positive Behaviour Policy will be evaluated by all staff on an annual basis. The objective is, that the procedures and approaches being advocated in our policy have a positive influence on the children's behaviour and learning.

Appendix 1: St John's Primary School – House Teams

The aim of the House Teams' Structure is to support and promote the 'Promoting Positive Behaviour Policy' across the school. The expectation is that children will be loyal to their house and try their best to earn points by displaying good behaviour and attitudes. There are four houses, Ulster, Leinster, Connaught and Munster. Children will be allocated to a house when they start P1 or if they join the school at a later stage.

Awarding House Points

Any member of staff can award house points to any child, at any time and for any reason. Examples: positive behaviour, excellent attitude, excellent work, showing good manners etc.

Only 1 can be allocated at a time.

Recording House Points

The points for each house will be displayed via the school website and will be updated on a weekly basis. Every Friday, P7 prefects will collect the points from each class and the assembly hall and bring them to Mrs McKnight. Together they will total the scores and add them to the school website. Mrs McKnight will record the monthly totals.

House Point recording sheets will be distributed to each class on a monthly basis and there will also be one in the dining hall to support promoting positive behaviour at lunchtime.

Rewarding Winning Houses

There will be rewards for the monthly winning teams and the annual winning team. When the houses are being given their rewards it is important that the children who are not involved participate in normal class activities.

Consultation with Pupils

Every year the Student Council will be given the opportunity to review the rewards and propose new rewards.