

St Kevin's
Primary School



POSITIVE BEHAVIOUR POLICY

MISSION STATEMENT

We, the Governors and staff of St. Kevin's Primary School believe the school to be a vital part of St. John's Parish Community. We are firmly committed to:

- the aims of Catholic Education;
- providing appropriate and effective learning opportunities for all our children;
- developing positive pastoral care systems in our school;
- establishing close links with the home, parish and wider community; and
- developing all members of the school community to enable them to fulfil their role within the school.

Date of Publication: 2012
Date of Review: 2015

The school policy for positive behaviour was developed by the Positive Behaviour Team, agreed by the whole staff and has the full agreement of St. Kevin's Board of Governors. The policy was approved and ratified by the Board of Governors during the Autumn term of 2010.

Positive Behaviour is a necessary part of the provisions we make in St Kevin's to create and maintain an orderly working environment in which all members of the school community feel safe and secure.

Aims of our Positive Behaviour Policy

- To encourage a calm, purposeful and happy atmosphere within school
- To foster positive, caring attitudes towards everyone where achievements at all levels are valued
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement
- To raise children's self-esteem
- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety
- To help children, staff and parents have a sense of direction and a feeling of common purpose

Teaching Positive Behaviour

At St Kevin's we believe that positive behaviour in children stems from learning the core skills and abilities identified in our Values Education Programme. The core skills and abilities are:

- Independence and organisation
- Self-image and self-esteem
- Motivation
- Reflection and self-control
- Attention
- Perseverance
- Co-operation with adults
- Collaboration with other children
- Sociability
- Empathy
- Honesty
- Fairness

We believe that all staff at school have a responsibility to actively help children develop these core skills and abilities. They can be taught throughout the school day by:

- Staff modelling the skills and abilities directly
- Setting appropriate boundaries for children's behaviour
- Showing empathy and understanding of children
- Listening to children
- Showing respect and understanding to everyone in the school community
- Providing feedback in an informative way to children
- Using positive consequences to encourage the learning of appropriate behaviour
- Using negative consequences to discourage the learning of inappropriate behaviour
- Teaching the skills and abilities through weekly Assembly

Rules, Routines and School Motto

The school's Positive Behaviour Policy should be reviewed bi-annually. A whole school motto has been negotiated and agreed by the school community. This motto should form the basis of classroom, school and playground ground rules and routines. Our school motto is:

TRY OUR BEST TO BE THE BEST

Each class should work together to establish ground rules, which allow the classroom to operate effectively within a safe, happy and busy learning environment. Playground rules should be established in the same way so that the playground is a safe, happy and fair place to be.

Specific School Rules and Routines

- S** We walk **silently** in the corridors at all times and keep to the left
M We arrive at and leave school in an orderly **manner**
I It is **important** to play safely at all times
L We put all our **litter** in the bin
E **Every** day we wear our full school uniform with pride
Y **You're** a star if you keep our school rules

Additional Notes related to School Rules

- Children are expected to line up in an orderly manner for morning prayer at the number allocated to their class
- At the end of break and lunch time, children should freeze when they hear the main school bell ring. Then, on hearing the hand bell, they should walk in an orderly manner to their line
- As part of St. Kevin's uniform, children are required to change into plimsolls whilst indoors
- Jewellery is limited to one pair of stud earrings for girls
- Free choice is a reward for children who follow the school and class rules. Time can be deducted from free choice as a sanction for children who do not comply, including non-completion of homework/classwork.

Responsibilities

Staff Responsibilities

- To treat all children fairly and with respect
- To help all children to develop their full potential
- To provide a challenging, interesting and relevant curriculum
- To create a safe and pleasant environment both physically and emotionally
- To use positive and negative consequences clearly and consistently
- To be a good role model
- To form positive relationships with parents and children
- To recognise and value the strengths of all children
- To offer a framework for teaching the personal, social and emotional skills and abilities that underpin the school's behaviour policy
- To ensure all members of the school community are aware of discipline procedures

Parents' Responsibilities

- To make children aware of appropriate behaviour
- To encourage independence and self-discipline
- To show an interest in all their child does in school
- To support the school in implementing this policy
- To be aware of the school rules

Children's Responsibilities

- To do their best
- To be responsible for and to contribute to their own learning
- To treat others, their belongings and the environment with respect
- To show consideration for others
- To consider the effects of their actions on others
- To adhere to SMILEY rules and class rules
- To learn to accept responsibility for their own actions and behaviour

Positive Consequences (Rewards)

At St Kevin's we believe that children should be encouraged to behave well and work hard. We use a number of positive consequences to do so. Whilst our aim is that children should work and behave well for the pleasure of the task, we recognise that rewards are sometimes necessary and appropriate. We use positive rewards, including the following:

- Non-verbal rewards such as a thumbs up sign or a smile
- Praise
- Showing work to another teacher and to the principal
- Stickers & star charts
- Certificates
- Pupil of the week
- Class of the week (with one night off homework)
- Happy letter home to parents
- Displaying work
- Adventure Ted
- Good work wall
- Cubes in the jar
- Free choice
- Traffic lights
- Roles & responsibilities
- Extra PE lesson
- Class charter
- Book prize

We believe it is essential that all children are able to receive positive encouragement and have a fair chance to enjoy the positive rewards listed. Children's success, both in their work and behaviour should be measured against their previous performance rather than against that of other children in their class.

Negative Consequences (Sanctions)

In order to discourage children from misbehaving we believe it is important to teach them positive behaviours. If a child misbehaves staff should ask him to stop the behaviour and should discuss the incident with all those involved. Staff should encourage the children to try to resolve disputes themselves and to take responsibility for their own actions.

At St. Kevin's we do this via a system of logical consequences designed to teach children that there is a consequence for inappropriate behaviour. Such consequences should be linked to the inappropriate behaviour and should be set within the context of the school community. In the following tables we have listed inappropriate behaviours and a range of negative consequences which may be used, as deemed necessary.

Table 1 - Behaviours

Low Level	Moderate Level	Serious Level
Fidgeting / fiddling Telling tales Punctuality* Dropping litter Noisy eg. talking/shouting Failing to keep on task Leaving desks Unkind remarks Bad language (one off) Time wasting Telling lies Running in corridors Pushing in line Chewing gum Borrowing without permission Leaving work area untidy Any persistence of low level behaviours would move into the moderate level	Consistently shouting out Poor effort Distracting others Poor attendance* Unprepared for work (continuously) Non uniform/jewellery Fighting Stealing Disregarding supervisors Threatening / aggressive behaviour Refusal to co operate Vandalism – graffiti etc Repeated incidents of any moderate behaviours – Principal informed.	Serious assault Vandalism eg. extreme damage to school property / toilets Serious physical / verbal threats made to staff Drugs / solvents Violent outbursts, verbal / physical Leaving school without permission

* We appreciate that often the responsibility for a child’s poor punctuality and attendance lies with the parents/guardians. Therefore, it is at the discretion of the teacher whether the matter be discussed with parents/guardians or the child directly.

Table 2 - Sanctions / Procedures

Low Level	Moderate Level	Serious Level
Frown Verbal Withdrawing attention Repeat activity properly Sit alone / stand out Reward others Warning Related sanction e.g. completing work, cleaning up mess Day high/day low/ time for telling tales	Time deducted from free choice time Sit alone desk Standing out at wall at breaktime / lunchtime Extra work Buddy system Reflect and write Letter to parents Loss of privileges Referred to head of KS1/KS2/VP	Friday detention Send to Principal Involve parents Involve SENCo Education Plan Weekly behaviour report Involve outside agency

Involving Parents

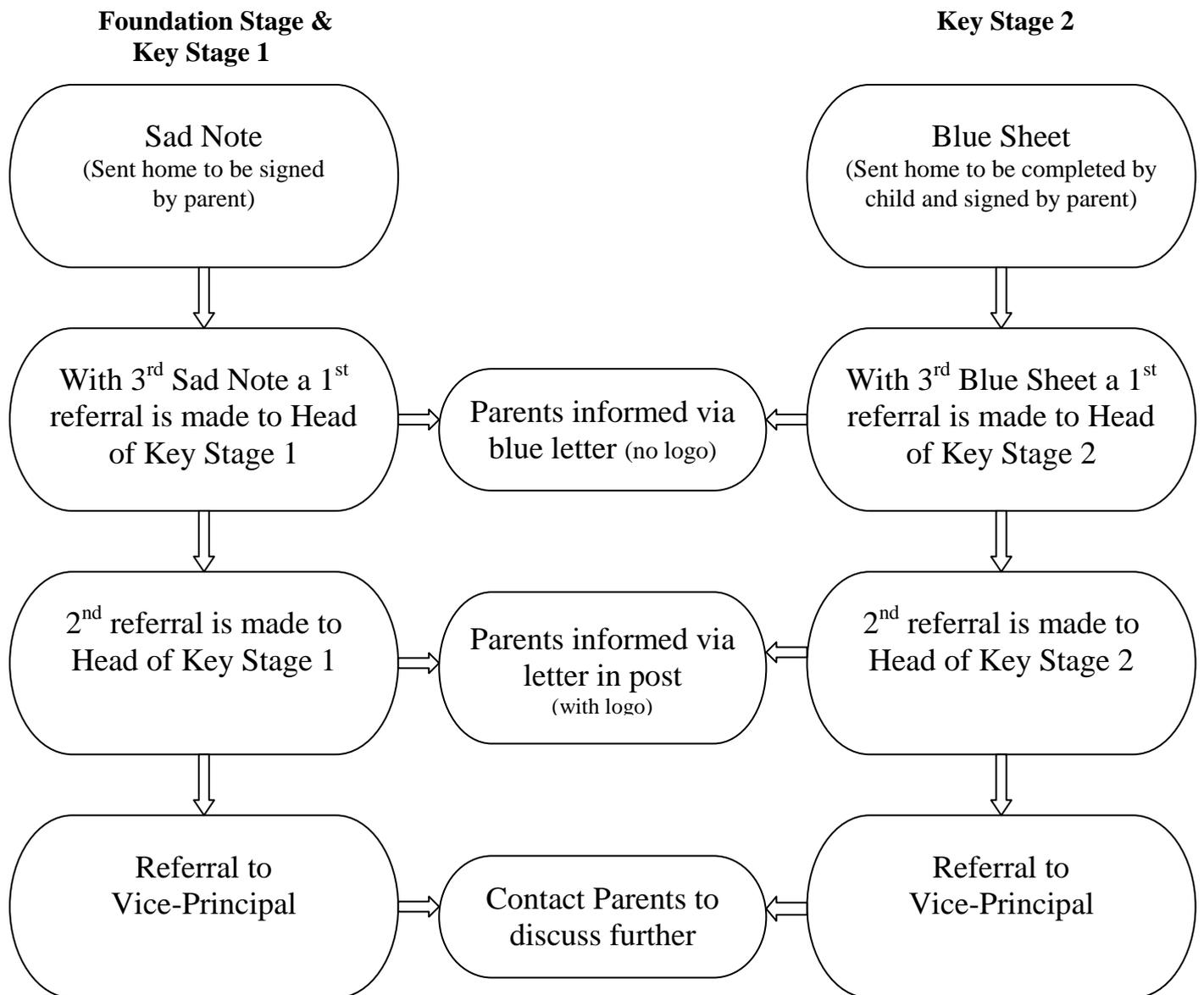
In keeping with the aims of our Pastoral Care policy, we encourage parents to take an active part in the life of the school. We believe this is essential in establishing trusting relationships which allow us to work together in partnership to teach all children positive behaviour. Information about ways in which parents can help their children is provided in the school prospectus, through the Principal's address at curriculum meetings and newsletters. Teachers are also encouraged to attach a copy of the SMILEY rules in each child's homework book/diary at the start of each academic year. The procedures in place for dealing with negative behaviour are listed on the reverse of sad notes/blue sheets that parents are asked to sign. This policy is available for parents on request.

Procedures in place when there is concern about a child's behaviour

If a child displays inappropriate behaviour of a moderate level he will be asked to reflect and write about what went wrong and to suggest ways in which the behaviour can be improved or avoided in future. Parents will be asked to sign this proforma. Should a child's behaviour continue to give concern he may be referred twice to KS Co-ordinator. At first referral, parents will be informed via a blue letter (without school logo). At second referral, parents will be informed by post via blue letter on headed notepaper. At the next stage, children will be referred to the Vice Principal who will contact the parents to discuss the problem. Serious incidents may be referred directly to the Principal who will contact the parents. At each stage, the referral system opens doors for communication to allow the teacher to find out if there are any factors that may be contributing to the child's behaviour.

Where concerning behaviour continues in spite of all of the above procedures the child will be referred to the Special Needs Co-ordinator who will work with the class teacher to develop an appropriate education plan which will be discussed with the child and the parents. The plan will be reviewed regularly and updated appropriately. Where necessary referral will be made to a specialist teacher or outside agency. In very exceptional circumstances the procedures for suspension and expulsion will be initiated, following CCMS guidelines.

Flowchart outlining steps and procedures for dealing with negative behaviour



Note: Serious incidents can be referred directly to the Principal.

In-service Training Needs

In keeping with the school's development plan, in-service training needs will be identified and addressed within the school's financial constraints. In addition, we will endeavour to ensure that staff are made aware of all relevant and available in-service training.

Evaluation

The effectiveness of the policy will be measured by:-

- A reduction in the number of children being sent to the Principal;
- A reduction in the number of children referred to external agencies.
- A reduction in the number of children referred to Key Stage Co-ordinators.