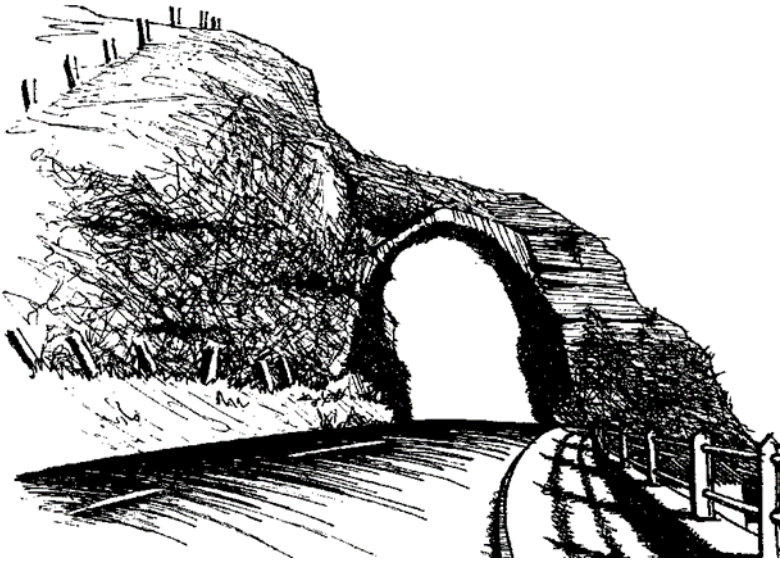


St. Patrick's Primary School Glenariff



Positive Behaviour Policy 2020

Amended 26th June 2020 to include COVID-19

1. INTRODUCTION

In St. Patrick's Primary School, Glenariff, we have a statutory responsibility for discipline and good behaviour. We believe that the creation and maintenance of an orderly working environment is a basic pre-requisite to effective teaching and learning. Our Policy for Positive Behaviour reflects our belief that pupils and staff must feel valued, secure and confident within an atmosphere of acceptable manners, behaviour traits and work patterns.

It is imperative that a whole school approach to this policy is agreed and readily understood by all teaching staff, non-teaching staff, parents, pupils and the Board of Governors, through a process of consultation. It is dependent on a shared understanding of what is acceptable behaviour. The policy is designed to promote good behaviour, rather than merely deter unacceptable behaviour.

2. AIMS

This Policy aims to ensure that the children are educated in a safe, secure and caring environment and that they will acquire a sound foundation on which to build their young lives.

We aim:

- To develop a Policy for Positive Behaviour which is supported and followed by the whole school community - parents, teachers, children and Governors - based on a sense of community and shared values.
- To foster a caring, family atmosphere, in which teaching and learning can take place in a safe and happy environment.
- Through the School Curriculum, to teach moral values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, self-discipline, self-respect and respect for other people and property).
- To reinforce good behaviour, by providing a range of rewards for children of all ages and abilities, rather than simply to punish bad behaviour.
- To make clear to children the distinction between minor misdemeanours and serious misbehaviour and the sanctions that will follow any misbehaviour.
- To resolve behavioural problems in a caring and sympathetic manner as they occur, in the expectation of achieving an improvement in behaviour.

3. CODE OF CONDUCT

Our whole school positive behaviour policy provides guidelines to promote positive behaviour in all areas of school life. Those with responsibility for the implementation of the policy are the Board of Governors, the Principal, the Leader of Pastoral Care, the class teachers, the non-teaching staff, the parents and the pupils.

A. The Role of the Governors

The Board of Governors has overall responsibility for ensuring a Positive Behaviour Policy is in place. They must review the effectiveness of the policy and support the Principal in carrying out the agreed guidelines.

B. The Role of the Principal

The Principal must ensure that the policy is implemented consistently, keep the governors informed on the effectiveness of the policy, ensure the health and safety of both staff and

pupils and keep records of serious incidents of misbehaviour. In the case of suspension or expulsion the Principal will seek advice, take action according to employing authority guidelines and notify governors.

C. The Role of the Leader of Pastoral Care

The leader of Pastoral Care will be responsible for supporting the principal in ensuring the policy is implemented consistently, advising staff, reviewing the policy and monitoring pupil behaviour.

D. The Rights of the Class Teacher

- to be valued and to be able to work in an environment where the rights of all are respected.
- to express their views freely.
- to play a constructive role in policy making.
- to have adequate and appropriate resources and accommodation.
- to have a suitable career structure and opportunities for professional development.

The Role of the Class Teacher

The class teacher will:

- Be a model of expected behaviour
- Give praise and encouragement to children
- Give instructions and guidance in clear understandable language
- Be reasonable, firm and fair.
- Use positive language to communicate expectation and give feedback to pupils
- Ensure that work is suitable, relevant and of interest to all pupils
- Maintain high, realistic expectations of pupils
- Avoid over-reaction to minor instances of disruptive behaviour and be sensitive to children's personal needs
- Enforce class rules
- Discuss rules regularly with pupils to encourage acceptance
- Work with external agencies to support individual needs
- Maintain links with parents
- Praise achievement and reward good behaviour

There should be a sense of order and harmony in the classrooms. Teachers and children should feel relaxed and at ease with one another.

E. The Rights of Pupils

- to feel safe and secure within the school environment.
- to be valued equally, to be listened to and to be treated with respect.
- to receive an appropriately planned and resourced curriculum.

The Role of Pupils

The children should:-

- Come to school on time, with homework done, and ready for the day's work
- Respect the views, rights and property of others
- Behave safely in and out of class
- Co-operate in class with the teachers and other children

- Work as hard as they can
- Ask for help when it is needed
- Conform to the conventions of good behaviour and abide by school rules
- Strive to take care of their books, school equipment and keep all areas of the school tidy

F. The Rights of Parents

Parents have the right to expect

- their child to be educated in a safe and caring environment
- their child to have access to a broad, challenging and appropriate curriculum
- to be informed about school rules and procedures
- to be informed about their child's well-being and their academic performance.
- to have reasonable access to school and staff.

The Role of Parents

Parents are expected to

- Ensure that their child attends school regularly, arrives on time and is ready for the day's work
- See that homework is completed to an expected standard
- Be aware of school rules and encourage their child to abide by them
- Attend planned meetings with teachers
- Support school policies

G. The Rights of non-teaching staff

- to be valued as members of the school community and to have the opportunity to contribute ideas in decision making
- to be treated fairly and with respect by pupils and by the teaching staff.
- to be kept well informed

The Role of Non-Teaching Staff

Non-Teaching staff are expected to

- be good role models
- form positive relationships
- create a safe and pleasant environment both physically and emotionally
- value the strengths of all children
- treat all children fairly and with respect
- use positive language
- praise and reward acceptable behaviour

4. BEHAVIOUR OUTSIDE SCHOOL

Pupils are expected to behave with reasonable maturity and respect for peers, adults and property on their way to and from school, on educational visits and trips. They are instructed in road safety and warned of the dangers of strangers and this should be reinforced by parents continually.

5. REWARDS AND SANCTIONS

REWARDS

A system of rewards and incentives will help to establish and maintain a climate in which pupils realise what constitutes acceptable behaviour. In St. Patrick's Primary School, we attempt to promote a positive approach to discipline. To this end we reward good behaviour by

- Verbal and written praise widely used throughout the school
- Pupils' work displayed for all to see
- Pupils given responsibilities within their class and throughout the school
- Achievements highlighted at weekly Assembly
- Classroom rewards regularly used to encourage individuals and group work. The following are a selection - stamps/stickers, pencils/sharpeners, paints, stars, books, treat "games".
- Monthly/Termly attendance rewards and recognition

SANCTIONS

Sanctions are an integral part of our Positive Behaviour Policy. They uphold the rules, give children security of boundaries and encourage the development of appropriate behaviour. The purpose of the sanction is to stop the misbehaviour and to influence the pupil to choose a more appropriate behaviour in future.

Sanctions should be:

- Fully understood and applied calmly by all staff
- Applied as soon after the offence as possible
- Appropriate to the offence
- Used to defuse the situation and focus on the misdemeanour, rather than the pupil
- Suitable to the age and maturity of the pupil (taking into account any special needs/circumstances)

Vulnerable children and children with specific individual needs will receive special consideration, in line with other school policies.

6. DEGREES OF INDISCIPLINE

A. Minor Incidents

A minor incident is one which interferes with classroom teaching or causes minor disruption in the playground/dinner hall etc. Examples of a minor incident are:

- Talking out of turn
- Shouting out
- Leaving seat at the wrong time
- Not doing homework
- Not listening/Not paying attention
- Distracting others
- Making inappropriate noises
- Failing to keep on task
- Leaving work area untidy
- Pushing in the line
- Purposeful disregard of COVID-19 procedures either in class, during break or lunch or at playtimes

Recommended response to a minor incident

Verbal/non-verbal reprimand
Reminder of expectations
Change of seating arrangements
Thinking chair/Time out
Tidy up mess created
Complete homework the following night
Loss of free time (such as break time)

B. Note-Worthy Incidents

A note-worthy incident is one where there is more serious or continuous disruption in the classroom or unacceptable behaviour in the playground/dinner hall. These include:

- Persistently talking out of turn
- Persistently shouting out
- Persistently leaving seat at the wrong time
- Persistently not doing homework
- Persistently not listening
- Persistently not paying attention
- Persistently distracting others
- Persistently making noises
- Persistently failing to keep on task
- Persistently leaving work area untidy
- **Persistent non-compliance with COVID-19 Safer Schools procedures (see COVID-19 Risk Assessment for current measures following DE Guidance)**
- Hitting / pushing / fighting
- Refusal to co-operate or to show respect to other children/adults

Recommended response to a note-worthy incident

A note of the incident should be recorded. Other sanctions may be administered depending on the misdemeanour:

Withdrawal of privileges (for a set period or permanently)
Restriction of extra-curricular activities
Referral to Principal for a reprimand
Child's behaviour will be closely monitored by the class teacher.

} Parents may be notified.

'Time Out' for unacceptable behaviour in the playground will result in the child remaining with a playground supervisor or teacher for an allocated amount of time or having a cooling off period of time on the chairs outside the staffrooms.

C. Serious Indiscipline

A serious indiscipline is a gross misbehaviour or misconduct, violence or destruction of property, such as:

- Outright refusal to obey staff **including continual disregard of COVID-19 procedures**
- Truancy
- Bullying including cyber bullying
- Assaulting other pupils/staff
- Vandalism to school or other people's property

Recommended response to Serious Indiscipline

A note of the incident should be recorded and brought to the immediate attention of the Principal. Parents will be informed and the child may be withdrawn from the classroom or sent home for the rest of the day.

Parents are invited to a meeting and an agreed home/school plan may be set up.

Referral to outside support agencies may be considered.

If the problem is severe or recurring, suspension/expulsion procedures may be considered which would include consultation with the Board of Governors and CCMS.

Parents have the right of appeal to the Board of Governors against a decision to exclude their child.

7. EMERGENCY PROCEDURES

In the event of a serious assault, wilful serious damage, premeditated and/or substantial theft:

- The pupil's parents/guardians must come to the school to discuss the situation.
- The Principal may choose to exercise her authority to suspend the pupil from the school in order to discuss the situation more fully.
- The Principal will consult with CCMS and follow the suspension and expulsion procedures.

Notification of the suspension will be given in writing to the parents of the child and a copy given to the Board of Governors, CCMS and EA.

Damage to school property:

If any item of school property is broken, damaged or defaced, payment will be requested from the parents to replace or repair the damaged/broken item.

Links to other policies:

Child Protection/Safeguarding Policy

Anti-Bullying Policy

eSafety Policy

Special Needs Policy

Retention and Storage Policy for Child Protection Records

This policy was formulated in consultation with the Board of Governors, teaching and non-teaching staff, the P6 pupils and the parents of P3.

This policy will be reviewed every 3 years.

ST. PATRICK'S PRIMARY SCHOOL RULES

CARING "We care for ourselves and others", therefore:

- We show good manners.
- We tell the truth.
- We are kind to each other.
- We care for everything in our school.
- We keep the classrooms, cloakrooms, toilets and school grounds tidy.
- We put litter in the bins.
- We show respect to the caretaker, classroom assistants and supervisors.

LEARNING "We try our best", therefore:

- We come to school on time.
- We do our work in school and our homework to the best of our ability.
- We start our work quickly and always try to finish.

TALKING AND LISTENING "We listen to each other", therefore:

- We pay attention to the teacher.
- When we want to speak we put our hand up and wait.
- We respect the opinions of other children.
- Work talk is quiet talk.

SAFETY AND MOVEMENT "We want a safe school", therefore:

- We always walk quietly.
- We sit safely on our seats.
- We handle all equipment carefully.
- We need permission to leave school.
- We do not open doors to strangers.
- We use the paths when coming in or going out of school.
- We form the bus queue inside the school gate until an adult accompanies us on to the bus.
- We wear suitable footwear for P.E. lessons.
- Jewellery is not recommended. We wear only stud earrings and necklaces/medals must be worn under the school uniform.
- We do not bring mobile phones/digital devices to school.

DINING ROOM/PLAYGROUND "When we are eating, playing and having fun we think of others", therefore:

- We only eat at break and dinner times.
- We move safely around the dinner hall.
- We report spillages to the supervisors.
- We do not take food or drinks in to the computer areas.
- We do not eat chewing gum.
- We stay indoors and play quietly in wet/windy weather.
- We let others join in our games.
- Be happy, play safely.

UNIFORM "We are proud of our school", therefore:

- We are encouraged to wear our school uniform every day.