

St. Francis' Primary School
Drummaroad



Positive Behaviour Policy
Summer 2019

Introduction

Parents play the most important role in teaching and modelling good behaviour. It is expected that parents will have taught their children to respect the feelings and property of others before starting school.

In this school we reinforce the attitudes and discipline which begins at home but acknowledge that everyone within our school community has a role to play in order to create a positive learning environment and promote good manners and discipline. Good relationships between staff and children, setting high expectations and having agreed strategies for encouraging good behaviour, all have a bearing on the way children behave. An organised, attractive and welcoming classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

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)- Articles 3&4
- Human rights Act (1998)- came into force in NI in 2000
- Education (NI) Order (2003)
- Special Educational Needs & Disability (NI) Order (2005)
- SEND Act (NI) 2016
- Northern Ireland Anti Bullying Forum www.NIABF.org.uk
- Addressing Bullying in Schools Act (Northern Ireland) 2016

Rationale

This policy sets shared expectations about positive behaviour in St Francis' P.S. with an understanding that pupils, staff and parents all have their part to play. We are committed to a whole school approach to positive behaviour management within a framework of agreed rights, responsibilities, rewards and sanctions.

Through our Positive Behaviour Policy, we aim to provide a caring, supportive and safe environment through a positive and consistent approach. We value each person for their unique talents and abilities and aim to develop a culture in which all our pupils can learn, fulfil their potential and develop confidence and a positive self- esteem.

The staff of St. Francis' are committed to maintaining high expectations of good behaviour as an essential prerequisite for pupil's educational achievement and their happiness and well - being while in school.

This policy will ensure that children, parents, staff, governors and external agencies work in partnership in promoting a holistic approach to behaviour management.

The guiding principles of this policy are:

- We respect everyone's right to learn.
- We take responsibility for our own behaviour.
- We apply standards and follow rules consistently.
- We strive to create a caring ethos, acknowledging it depends upon trusting relationships.
- We value the process of co-operative teamwork involving all pupils, staff, parents, carers and members of the wider community who support us.

Mission Statement

St Francis' Primary School provides a high quality, rounded education which develops the complete potential of all our school family and teaches each one to respect themselves and others unconditionally. We inspire pupils to thrive in a Christ centered learning environment of faith, friendship and fun. Through the holistic enrichment of every child, we enhance their talents and advocate sharing them for the good of others. We welcome and value our whole school community as full participants in the child's learning journey; working together hand in hand with Christ who is the unseen but ever present teacher.

Everyone is an achiever; with God all things are possible

Aims

This policy exists to provide a framework for supporting the aims of St Francis' Primary School and ensuring the happiness and learning of every individual in our community. It will do this through;

- Encouraging a calm, purposeful and happy atmosphere within school.
- Helping our children develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property and differences of others.
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- A consistent approach to behaviour throughout the school with parental cooperation and involvement.
- Helping our children develop appropriate self-esteem.
- Encouraging our pupils to co-operate with one another and with the adults in school.
- Help create a positive, stimulating learning environment where positive attitudes and behaviour are encouraged and rewarded.
- Help working alongside parents to encourage our children to develop socially, academically, orally and spiritually in preparation for a positive role in society.
- Ensure that everyone is clear about their role when managing a pupil's behaviour.
- Make the children aware of unacceptable behaviour.
- Allow all children equal opportunities to learn.
- Allow all adults in school equal opportunities to fulfil their role.
- Reward and encourage positive behaviour.
- Use sanctions where appropriate in accordance with this policy.
- To develop skills necessary to resolve conflict and differences of opinion with sensitivity.

These aims support our existing school aims....

We aim

- to help pupils acquire knowledge and understanding, fulfil their potential and develop a love for learning by providing a wide variety of learning opportunities and activities and delivering a balanced and relevant curriculum.
- to enable our pupils to develop creative, practical, sporting, technological and decision making skills to become competent and independent contributors to society prepared for life and work.
- to encourage the moral, social and personal development of all our pupils enabling them to build self confidence and self-esteem, cooperate with and value others, undertake responsibility and develop positive attitudes and high standards of behaviour.

Rights and Responsibilities:

The staff of St Francis' will create an environment in which quality learning and teaching is paramount. Behaviour will be positively managed, and opportunities will be provided for pupils to achieve success and have that success acknowledged. All partners in our school community have discrete and complimentary roles in the education of the pupils at St Francis'. Pupils, parents and teachers all have rights, responsibilities and rules. It is important for the successful implementation of this policy that everyone within our school community accepts and understands these.

Pupils have a right to:

- Be valued as members of our school community;
- Be treated fairly, consistently and with respect;
- Be consulted about matters that affect them, and have their views considered and, as far as is reasonable, acted upon.
- Be taught in a pleasant, well-managed and safe 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 need identified and met;
- Develop and extend their interests, talents and abilities.
- To have the help of an adult when they seek it.

Pupils have a responsibility to:

- Come to school on time, with homework done, and suitably equipped for the lessons in the day ahead;
- Respect the view, rights and property of others, and behave safely in and out of class;
- Co-operate in class with the teacher and with their peers;
- Work as hard as they can in class;
- Conform to the conventions of good behaviour and abide by school rules;
- Seek help if they do not understand or are in difficulties;
- Accept ownership for their own behaviour and learning, and to develop the skill of working independently.

Teachers have a 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;
- Support and advice from senior colleagues and external bodies;
- Adequate and appropriate accommodation and resources.

Teachers have a responsibility to:

- Behave in a professional manner at all times;
- Show interest and enthusiasm in the work at hand and in their pupils' learning;
- Listen to the pupils, value their contributions and respect their views;
- Be sympathetic, approachable and alert, helping pupils in difficulty or falling behind;
- 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 progress or development;
- Expect high standards and acknowledge effort and achievement;
- Pursue opportunities for personal and professional development;

Learning assistants, supervisory, ancillary and non-teaching staff have a responsibility to:

- Behave in a professional manner at all times;
- Show interest and enthusiasm in the work at hand and in their pupils' learning;
- Listen to the pupils, value their contributions and respect their views;
- Be sympathetic, approachable and alert, helping pupils in difficulty or falling behind;
- Help to meet pupils' special educational needs through the SEN Code of Practice;
- Expect high standards and acknowledge effort and achievement;
- Pursue opportunities for personal and professional development;

Parents have a right to:

- A safe, well-managed and stimulating environment for their child's education;
- Reasonable access to the school, and to 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 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 children come to school well rested, well breakfasted and suitably presented.
- Ensure that their child attends school regularly and arrives in good time, with homework done, and suitably equipped for the lessons in the day ahead;
- Be aware of the school rules and procedures and encourage their child to abide by them.
- Show interest in their child's class work and homework and 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;
- 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 or home circumstances.
- Promote and encourage positive behaviour in the home;
- Ensure that their child behaves appropriately during his/her journey to and from school.
- Familiarise themselves with school policies.

School Rules

We are committed to providing a safe and caring environment for your child. We ask all our parents for full co-operation and support with our school rules which are:

Golden Rules:

The following rules, which reflect our key principles, will be displayed in the main hall and are referred to regularly at class, key stage and whole school level to ensure familiarity.

- We show respect to everyone.
- We are kind and helpful.
- We always try our best.
- We move around the school safely.
- We look after our school.

General Behaviour - good manners are expected at all times with respect shown to all members of the school community. Parents have an important and vital role in reinforcing good behaviour. No chewing gum is permitted. Fighting or aggressive behaviour is not permitted

Homework - all children are expected to complete homework. A high standard of work is expected, and parents should regularly supervise and sign homework.

Punctuality/Attendance - every child should be at school each day and on time. If a child is absent parents must inform the school. Children are not allowed to leave the school premises without the Principal's permission. Parents/guardians (aged 16 years or above) must report to the office and sign their child out if leaving school early. Parental permission is sought for educational visits, the children will always be accompanied by a member of staff on these visits.

School Uniform - must be worn each day with all items clearly marked with your child's name. Each pupil requires a P.E. uniform (black tracksuit bottoms). Earrings are not permitted – small studs may be worn. Pupils with long hair are expected to wear a hair band or tie their hair up.

Appointments - with dentists/doctors should, where possible, be arranged outside school hours. Appointments with teaching staff can be arranged through the office.

School Property - a charge may be asked for lost or damaged books/equipment. You do not interfere with other children's belongings or property.

Parents will appreciate that the general public will make judgements about a school on the basis of how pupils look and behave while in school uniform. The maintenance of high standards of dress and behaviour is expected.

Playground Rules

- We play safely.
- We keep our playground litter-free.
- We don't fight, bully, tease or use bad language.
- We line up quickly and quietly and remain quiet in our lines.
- We respect our supervisors.
- We respect and share our playground equipment.

Classroom Rules

Each class will have a set of classroom rules based on our five Golden Rules. Due to the age of pupils, rules can't be the same for each class. These rules are framed in a positive way.

Children will have the opportunity to discuss the need for classroom rules and be involved in their compilation. Therefore, at the beginning of each school year every class teacher will agree a set of rules in consultation with her/his pupils. They should be led to appreciate that within their classroom both children and teachers have rights. Rules help ensure that people are given their rights and that no one is treated unfairly. Children also need to be aware that within some subjects or activities there is an element of danger and that it is vitally important that safety rules are strictly adhered to.

In addition to defining the rules, which operate within the classrooms, we have also a need to define the procedures that will be put into operation if these rules are broken and communicate these to both children and parents.

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, circle-time.
- Whole school nurturing approaches adopted and nurture provision
- Providing calm strategies to reduce anxiety e.g. breathing exercises, sensory breaks,
- Adopting and implementing Growth Mindset practices throughout the school
- Developing the voice of the child, through for example the School, Class and Eco Councils, setting targets
- 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 a clear and positive learning experiences fairly and consistently.
- 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.
- Use of rewards and other incentives and motivational tools.
- Digital Leaders
- Pupil Involvement in events e.g. Open morning, greeting at door, taking assembly
- Parental Involvement– volunteers, PTA events, school events (coffee mornings, STEM event, playground morning)
- Community links

At St Francis' Primary School, we believe it is vital that positive behaviour is rewarded through sets of rules, both in the classroom and around the school, and a reward system that is transparent to the pupils is seen and applied consistently and fairly.

Classroom Management and Curricular Provision

1. The maintenance of positive behaviour within the school is the responsibility of all the staff. Individual staff have particular responsibilities e.g. within their own classroom or when on duty supervising, cloakrooms and play areas.
2. Staff endeavour to model desirable behaviour and attitudes and avoid negative cycles of behaviour.
3. Every opportunity is taken to support self-discipline, whereby children are personally involved and accept responsibility for their own actions and behaviours.
4. Teaching methods, lesson content and other curriculum linked activities encourage active participation and support the school aims to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others.
5. Pupils have age appropriate responsibilities assigned to them to with peers and staff to create a collaborative ethos and promote well-being and shared stewardship of the school.
6. Praise is used to encourage good behaviour as well as good work and constructive criticism should be a private matter between teacher/assistant and child where possible.
7. Classroom assistant/teachers may (under guidance) discretely relay specific guidance on the management of a particular pupil to other key personnel in school to support that pupil's needs.
8. All staff and pupils are familiar with our school aims and our Code of Conduct.

Rewards

We at St Francis' Primary School not only promote and teach positive behaviour and attitudes with our children, we also greatly value and reward them. The emphasis of this policy is on the positive and consistent reward of positive behaviour and attitudes. As already stated we believe our pupils learn best when they are happy in school.

All members of staff will recognise and celebrate positive behaviour and attitudes at all times around the school through informal praise. Wherever appropriate, children's best efforts will be celebrated through display and performance.

Examples of positive behaviour in the classroom, playground, lunch room, dining hall:

- ☺ being careful and kind
- ☺ being polite and friendly
- ☺ being helpful
- ☺ being hardworking and trying our best
- ☺ being respectful and tolerant
- ☺ demonstrating good manners
- ☺ quality presentation of work
- ☺ good listening
- ☺ following instructions first time
- ☺ managing distractions
- ☺ completing homework
- ☺ bringing water bottles
- ☺ looking after possessions
- ☺ lining up
- ☺ following class rules and routines
- ☺ name on work
- ☺ demonstrating patience
- ☺ being a good role model, displaying school values and following rules

Each teacher will have their own system of class rewards.

- Verbal praise, positive affirmation and smiling at children
- Verbal or written praise to parents about their child
- A simple word of thanks
- Sticker, badges or stamps
- Star of the Week
- Star of the Day
- Certificates
- Work displayed
- Messages sent home on See-Saw

- Written comments in books
- Sending the child to another teacher, Principal for praise.
- Star/ Reward Charts

Star of the Week

Every week each teacher will choose a pupil to be the class's Star of the Week. This award will be given right through all classes from P1-7.

The weekly areas take into account:

- Classwork
- Behaviour
- Endeavour

The class teacher will choose a pupil, who in their opinion has made a significant contribution in the areas mentioned. The awardees will be presented with a certificate and their photograph will be on display.

Attendance Rewards

Termly attendance certificates are awarded to class with best overall attendance. Certificates are also awarded at the end of the school year for 100% attendance. Principal will monitor attendance and liaise with EWO.

It is also important to reward classes because this encourages the development of a collective image where the pupils share a positive group identity which fosters and encourages co-operative behaviour. Such awards/rewards might include:

- Extra play time (lunch)
- Extra PE / games
- Class treat
- Class outing
- Reduced homework on agreed nights
- Outdoor activities
- Work exhibited
- DVDs (age appropriate and in accordance with school policy)
- Reward assemblies

Like sanctions, rewards need to match the behaviour. Aim to get a balance between all the positive reinforcement types.

1. Social Reinforcers – 'good job', written approval – note home, smiling, clapping, thumbs up
2. Activity Reinforcers – iPad time and other preferred activities etc. This proves also to be very effective especially if get to do it with a classmate.
3. Tangible Reinforcers – edibles, toys, balloons, stickers etc. Use with caution. Displaying work, certificates, notes home are more powerfully motivating reinforcers.

4. Token Reinforcers – points, token for appropriate behaviour. Little value in themselves but can be exchanges for something of value. (Good for use all the time then change the motivators termly and good way to order rewards.)

When delivering Positive Reinforcement:

- It should be consistently delivered, be fair and age appropriate
- It should be delivered immediately – waiting until end of day for something done earlier is lost. If it's not possible to deliver immediately use verbal reinforcement so he/ she can expect to receive other reinforcement later
- Improvement should be reinforced – don't wait until behaviour is perfect
- Whenever possible, pair any reinforcement with social reinforcement – e.g. if participating in iPad time as reward tell student 'you did an excellent job today.'

It is important that good behaviour is not taken for granted, and we intend to ensure a climate where praise and encouragement far outweighs the frequency of criticism and sanctions.

Dealing with Inappropriate Behaviour

Although the emphasis of this policy is on encouraging and rewarding positive behaviours and attitudes, we at St Francis' Primary School recognise that it may be necessary to employ a number of sanctions to enforce our Code of Conduct and Classroom Rules to ensure a safe learning environment. As with matters relating to reward, consistency and fairness are vital in the application of sanctions which should be appropriate to each inappropriate behaviour.

When dealing with all forms of inappropriate behaviour, staff should;

- Be calm- all children must be dealt with in a calm yet firm manner, referring to which behaviour is not acceptable and the action being taken.
- Make clear that it is the behaviour which is being punished and this is not a personal matter.
- Employ logical consequences- a logical consequence is a sanction that is proportional to and fits the misdemeanour. The first step is to stop the behaviour and the second step is to provide an action that recalls the rules, reinstates the limits and teaches alternative behaviours.
- Preserve the individual's self-esteem, acknowledge the pupil's feelings and be administered as soon as possible in a calm, respectful manner;
- Take account of the age and stage of development of the pupil, any SEN and any other relevant factors;
- Provide an opportunity for the pupil to develop a more positive response in future
- Enable a fresh start- although persistent or serious misbehaviour needs recording on SIMS, every child must feel that every day is a fresh start

Causes of Inappropriate Behaviour

There are a number of “in school factors” and “out of school factors” which can lead to inappropriate behaviour, these are presented in the tables below, Lehman, Hawkins and Catalan (1994).

In School Factors which influence pupil behaviour

The Environment

- Lack of proper ventilation
- Physical problems of limited space
- Special occasions which cause excitement, e.g. Christmas, Fire Drills etc

The Child

- Tired due to lack of proper rest
- Hungry due to insufficient or inappropriate food
- Poor or inappropriate social skills
- Need for attention from teacher or parent

The Teacher

- Offering poorly differentiated curriculum leading to either frustration or boredom
- Lack of knowledge of pupils
- Poor management skills such as being inconsistent, laissez-faire, over-reliance on domination or lack of reinforcement of appropriate behaviour
- Poor dictation
- Lack of clarity in explaining expectations for behaviour or subject
- Lack of or confusing instruction on subject matter
- Lack of professional development
- Teacher stress

Out of school factors which influence pupil behaviour

Family Circumstances

- Child's position in the family
- Child's relationship with parent/siblings/grandparents etc
- Divorce/ bereavement
- Mental health problems
- Family trauma
- Alcohol or drug addiction

The Neighbourhood

- Child's popularity
- Peer relationships
- Bullying
- Social Problems
- Civic disturbance

A range of issues contribute to the occurrence of inappropriate behaviour. Staff will always place an emphasis in attempting to identify the reasons behind the behaviour.

Regular discussion and agreement amongst staff will help to ensure a consistent approach to managing difficulties.

Strategies to be employed will be agreed with the pupils so they have the security of knowing what to expect.

Before implementing corrective actions to modify unacceptable behaviour, staff will ensure that:

- Pupils have knowledge and understanding of the expected behaviours;
- The learning environment is appropriate to the age and stage of the development of the pupils;
- There are sufficient materials/resources/play equipment available at the appropriate age and developmental stage of the pupils;
- All staff are consistently promoting and reinforcing positive behaviour throughout the day.

To ensure that those children who find it difficult to behave in a desirable way have early intervention and adequate support this policy will work alongside and complementary to the Special Educational Needs Policy.

Positive Behaviour Management

Listed below are a range of strategies which are proven to have been effective in positive behaviour management;

- **Positive Feedback**- Acknowledge/Approve/Affirm:
- **Positive Correction**- tell the pupils what you want them to do i.e. not what you don't want them to do e.g. "Please walk" instead of "stop running." Avoid saying, "don't" or "stop".
- **Positive Repetition**- when you give a direction, ask someone who knows what to do to repeat it rather than focusing on the one who doesn't- praise the children who carry out the instruction.
- **Non-verbal Cues**- hands up, finger on the lips, the "look".
- **Give take-up time**- give a clear specific direction in a non-confrontational way, move away from the pupil with a clear expectation that the pupil will comply.
- **Re-direction**- repeat direction without being side-tracked. Use thanks and take-up time, do not stand over pupils in a confrontational way.
- **Tactically ignore**- ignore any secondary behaviour if the pupil is compliant with the primary behaviour request e.g. if the pupil begins the task (primary behaviour) when asked, ignore any annoying secondary behaviours such as huffing and muttering.
- **Physical Proximity**- move closer to a disruptive pupil
- **Distraction/ Diversion**- give an alternative task or activity to a disruptive pupil without highlighting the inappropriate behaviour
- **Clear Expectations**- e.g. "When we go back in to the classroom after break, I will give a point to those who go straight back to their task."
- **Where/ What**- "Where should you be?" (In my seat) What should you be doing? (My work).
- **Choices**- "Put your (e.g. toy) on my desk or in your bag- which are you going to do?"
- **Broken Record**- Calmly repeat the request or rule or consequence; avoid being drawn into an argument, stay neutral.
- **Private Reprimand**- a quiet word rather than a public confrontation.
- **Repair & Rebuild**- as soon as possible after a reprimand, find an opportunity to say something positive about the pupil, "Catch them being good".

LEVELS OF INAPPROPRIATE BEHAVIOUR

Level 1 Behaviour - warning.

Level 2 Behaviour – orange on traffic light system

Level 3 Behaviour – red on traffic light system and could be dealt with by the Principal.

Examples

Level 1 - warning	Level 2 - orange	Level 3 – red
Pushing in class	Repeated level 1 behaviour	Bullying
Teasing		Fighting
Telling Tales	Inappropriate questions	Kicking/punching
Wearing incorrect uniform	Answering back	Swearing at staff
Annoying peers	Cheekiness	Pupil out of school grounds without permission
Eating in class	Name calling	Using unacceptable language to teacher
Failure to bring books/equipment to class	Continuous teasing	Continuous refusal to co-operate
Failure to complete classwork	Deliberate and intentional writing on desks or graffiti on cover of books	Verbal abuse
Talking when teacher speaking	Throwing objects	Intimidation of peers
Shouting out in class	Continuous annoyance of others	Spitting
Wearing jewellery, other than permitted		Offensive gestures to pupils
		Aggressive behaviour or body language
		Vandalism –destroying own and others work/property
		Throwing things – deliberate intention to hurt
		Continuous name calling
		Going through someone else’s property/taking their belongings without permission

This is not an exhaustive list but as a guide for teaching staff.

The level of warning may vary depending on the context, age of the pupil involved and their SEN need.

Persistent or more serious behaviours

In dealing with serious misbehaviour the unacceptability of the behaviour will be made clear to the pupil by explanation and discussion (if appropriate).

A minority of pupils may present with extreme behaviour difficulties which arise from previous experiences or an unmet need. In such cases efforts will be made to provide support and understanding in relation to the pupil's difficulty. Good relationships and close partnerships with parents will be a priority, in an attempt to identify the cause of the behaviour and work together to find a solution.

In meeting the pupil's needs additional specialist interventions may be required including:

- The implementation of an individual behaviour plan with specific targets relating to the desired behaviour;
- Employing additional resources from within the school;
- Support of external agencies.

While all staff will endeavour to acknowledge the positive behaviour of pupils, a range of consequences will operate for those children who choose inappropriate behaviour and who do not follow school rules. In all disciplinary actions it is essential that the pupils understand fully that it is the behaviour which is not acceptable, and not the pupil as a person.

Staff will use a range of consequences employing the least to the most intrusive approach e.g.

- Immediate checking of behaviour – the look – hand gesture.
- Rule reminder.
- Use of Traffic Light system.
- Loss of privileges, such as the right to go on school trips, membership of school teams and attendance at extra-curricular activities.
- Child may be moved within the classroom.
- Child may be sent to another classroom to complete work.
- Class withdrawal. (Procedure: Report sheet to be sent with child)
- Negative behaviour recorded in Class Behaviour Report Book.
- Place on report – this may be on a weekly or daily basis and requires a comment from class teacher/principal and from parents.
- Referral to Principal and formal letter sent home to parents.

In extreme cases:

- A reporting system to allow staff and parents to monitor behaviour;
- Suspension;
- Expulsion, following suspension.

NB: In the interests of health and safety of all within the school community and in exceptional circumstances, an accelerated approach may be employed.

Educational Visits

When children are off-site on an educational visit, school rules still apply. Good behaviour is expected at all times.

Continued Undesirable Behaviours

In occasions when pupils continue to disrupt normal school life and do not respond to normal classroom strategies, the following procedure is adopted:

- Principal and class teacher meet with parents to discuss the nature of the disruptive behaviour.
- Principal and class teacher will present a record of the pupil's behaviour in school to the parents along with the details of action taken (to be taken) by the school.
- Parents are requested to co-operate with the programme which is planned to remediate behaviour.
- If unacceptable behaviour continues, parents will be invited to discuss matters further and if necessary the expertise of external support services such as the Educational Welfare Office, Psychological and Social Services will be sought. (For the good of all concerned, problems will be tackled as early and as effectively as possible).
- Should behavioural difficulties not be resolved under any of the above, it may be necessary to refer matters to the Board of Governors under the Scheme for Suspension and Expulsion as set out by CCMS.

Please note that separate guidelines are issued for Child Protection and Anti-Bullying (resources from Northern Ireland Anti-Bullying Forum)

Use of Reasonable Force/Safe Handling

Under Duty of Care, staff may use a physical intervention in relation to a pupil for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely:

- Committing an offence;
- Causing personal injury to, or damage to the property of, any person (including the pupil him/her self); or
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils

Whilst there is no legal definition of reasonable force, the working definition of "reasonable force" is the minimum force necessary to prevent a pupil from physically harming him/herself or others or seriously damaging property but used in a manner which attempts to preserve the dignity of all concerned.

It is understood that any actions taken will always be:

- In the child's best interest;
- Necessary;
- Reasonable and proportionate;
- Last resort.

Links to Special Educational Needs Code of Practice

Social, Behavioural, Emotional and Well-Being (SBEW) is one of the categories of Special Educational Needs in the 2016 SEND (NI) Act. Target support is provided to children where necessary.

This policy recognises that Social Emotional and Behaviour Difficulties (SEBD), experienced by some children is one of the categories of Special Educational needs in **the 1998-2005 Code of Practice (COP)**.

When a child is placed on the COP for SEBD after the exhaustion of normal classroom management strategies which have been ineffective in addressing the difficulty, procedures to meet the needs of the pupil will be followed in line with actions identified within the SEN Policy.

Links to Other Policies

This policy is set in the broader school context of Pastoral Care and as such should be read in conjunction with the following school policies: Child Protection & Safeguarding Policy, Anti-Bullying Policy, SEN Policy, e-Safety Policy, Critical Incident Plan, Anti-drugs Policy, Health and Safety Policy and Safe Handling Policy, Complaints Procedures.

Practical Approaches within the School Setting

Here are some of the measures we take in school to promote a positive ethos and sustain good behaviour.

- Buddy system.
- School Assemblies
- Pupil awards for: week, month, term, year, attendance and special events
- Religious Services: Masses throughout the Liturgical Year
- School Masses
- Circle Time
- Training for all staff on anti-bullying strategies
- School Rules
- Class Rules
- Positive supervision at all times
- Positive marking policy
- Regular monitoring and reporting from Pastoral Care Teacher and Designated Teachers for Child protection
- Planned parent/teacher meetings
- Report to parents yearly
- Curriculum and information meetings
- Involvement in parent surveys to inform future practice
- All pupils have the opportunity to perform in school plays, concerts, masses etc
- Monthly celebration of Character traits to include Responsibility, Respect, Friendship, Caring, Honesty, Forgiveness, Diligence, Patience and Courtesy.

Monitoring and Evaluating

To ensure the policy is implemented effectively in our school we intend to continually monitor and evaluate and review the procedures and practice. The Principal monitors and evaluates the implementation of the policy on an ongoing basis. The Principal will keep of any concerns or worries raised by the children in their Pastoral Book and the action taken to address these concerns. Individual Behaviour Plans are kept on the child's record and stored centrally by the SENCO.

The Principal retain concerns raised by parents and the action taken.

An evaluation of the policy is presented to the Governors on a yearly basis under the inclusion of Child Protection/ Pastoral Care.

We value the contribution that can be made by our teachers, parents and pupils to affect appropriate change when necessary. This will be achieved through;

- teacher / parent interviews
- SEN reviews
- open mornings / curriculum evenings
- induction days
- staff meetings, Board of Governors, PTA meetings
- periodical questionnaires / audits/correspondence with parents
- School Council minutes

Concluding Remarks

Our school community have been consulted in the development of this Policy.

This Policy, we believe, supports the ethos of our school. The Policy is embedded in the principles of Catholic Education with a major emphasis on positive reinforcement. Every child is encouraged and motivated to strive to do their very best. Children are rewarded for their achievements and know what is expected of them.

We hope this Policy preserves the dignity of the children and allows them to grow in a safe, caring and structured environment, which is value led. We expect all members of our school community to fully support this policy and to work for the common good of the school and all who attend here.