

St Mary's PS

**Policy for Positive
Behaviour**



TOGETHER FOR CHILDREN

April 2015

Behaviour is about relationships within the school and within the classroom, between teachers and pupils and the wider community. In order that the aims of the school can be fulfilled it is essential that the relationships are positive, constructive and allow each individual pupil to make full use of the facilities offered to develop moral, social, emotional and practical skills to the full. Like any organisation the school requires the establishment of a generally accepted code of conduct and rules of procedure by which it can function positively. Co-operation between parents and teachers in setting a good example and in putting into practice the teaching values of the Catholic church is an essential element of this policy. The most important external influence on the behaviour of a child is the example set by the parents/guardians in the home.

Behaviour is the responsibility of governors, teachers, parents and ancillary staff working together to develop in children a sense of responsibility, self-esteem and self-discipline so that they grow up with an appreciation of their own worth and a sense of respect and tolerance towards others.

Points to consider in this policy:

- 1 Good relationships require good behaviour. These relationships are mainly between pupil and pupil, teachers and pupil but the wider community is also included.
- 2 The policy recognises that children and teachers are special.
- 3 It recognises the special qualities of the teacher.
- 4 Home and community have a strong influence on behaviour at school.
- 5 The school needs the support of other influences to achieve its purpose which is the development of a self-disciplined balanced child.
- 6 Rules are required to protect the right of a child to learn and a teacher to teach.
- 7 A positive attitude from parents and community is necessary for a school to deliver the objectives of the curriculum.

AIMS WITHIN ST MARY'S P S

- To develop a whole school behaviour policy supported and followed by the whole school community, parents, teachers, children and governors, based on a sense of community and shared values
- To apply positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills which will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property.
- To encourage good behaviour rather than to simply punish bad behaviour
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour

Code of Conduct

- All members of the school community are asked to respect each other
- All children should show respect for their teachers, other adults and fellow pupils
- All children are expected to respect their own and other people's property and to take care of books and equipment
- Children are expected to be well-behaved, well-mannered and attentive
- Children should walk when moving around school
- If a child has a grievance against another child, it must be reported to a member of staff who will deal with the matter
- Physical violence is not acceptable, neither is retaliation. In such cases parents will be contacted
- Foul or abusive language will not be tolerated
- Children are expected to be punctual
- Children must not bring sharp or dangerous instruments to school, or any item that might cause a problem
- Mobile phones should not be brought to school
- Children should be orderly when going to and coming from school and follow instructions given by staff or crossing patrol
- Children are expected to have trainers for PE
- We in St Mary's are in favour of the wearing of school uniform which consists of polo shirt, navy sweatshirt, navy trousers or skirt

This Code of Conduct has been formulated with the safety and well-being of the children in mind and to enable St Mary's to function efficiently as a place of learning.

SCHOOL RULES

1. Parents should register children according to the Admissions Policy
2. A child should come to school on time and should be clean and well rested. No child should be in school before 9.00am. Supervision is only provided from 9am.
3. Children in P1 and P2 must be brought to school and collected by an adult.
4. Pupils should come into school via the correct entrance doors.
5. A note to the class teacher is required if the child has to be absent for part or all of the school day or be excused from part of the curriculum.
6. Work should be completed as requested and presented neatly.
7. Books and equipment should be treated with care.
8. Parents must have the principal's permission to interview a teacher or a supervisor, unless they are relaying a simple, brief message.
9. In the interests of safety jewellery should not be worn except for a watch and/or stud earrings. Jewellery should not be worn for PE, Swimming days and after-school activities.
10. Children who bring money to school do so at their own risk.
11. Children should walk in corridors and on stairs.
12. There are times when noise has to be modified and the children are expected to observe these.
13. Children have to provide a note if they require any form of medication.
14. Chewing-gum is not allowed in school.

CLASS RULES

Specific class rules may be agreed by individual classes. These should be understood and obeyed.

GROUP RULES

- 1 Children must avoid unruly play.
- 2 Peer group play is expected.
- 3 Children must observe safety rules when moving in lines.
- 4 Personal privacy must be respected.
5. Bullying will be viewed as being at odds with the aims of our school and will be dealt with

Managing Behaviour

This school takes the view that the management of behaviour requires a proactive approach. It is important that the main focus is primarily on encouraging positive behaviours which are learned through a system that recognises and rewards positive behaviours routinely and frequently. This approach requires a planned and agreed framework of rewards/incentives which recognise regular good behaviours.

As with any learning experience, it has to be accepted that mistakes will be made and staff should always allow the children opportunities to learn from and correct poor behavioural choices in a caring, safe and warm environment. As such, sanctions should only be applied in a planned and structured manner, shared and agreed with children.

The guidance provided by DE in its Positive Behaviour documentation and by the MASTS service "*How to Promote Children's Social and Emotional Competence*" and the principles of ALPS, the Revised Curriculum and Emotional Literacy apply whenever a child is learning positive behaviour.

Most incidents will routinely be managed by the classroom teacher. Whenever a child or matter is to be referred to the VP or Principal the teacher should consult with the VP or Principal beforehand and explain what actions have already been taken to address poor behaviour.

INCENTIVES

Reward systems operating within every classroom.

Each class teacher gives verbal and written praise.

Incentive stickers are used.

Praise from other members of staff.

Praise from VP/Principal.

Group and individual points/star charts/stamps.

Certificates of recognition awarded.

Pupil of the Week Awards.

Extra responsibilities awarded.

Homework Passes.

Extra playtime for classes.

Trip to park.

Lunchtime certificates/stickers.

Board of Excellence for display of work

Golden Book - for Assembly

SANCTIONS

The standards laid down in this policy are meant to be reasonable, acceptable and well within the capabilities of all children attending St Mary's. They are designed to develop in each child a sense of self-discipline which is a basic aim in education. It is inevitable that not all children will live up to these expectations. Minor breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner. Sanctions will not be applied to entire classes or groups of pupils, when the guilty parties have not been identified. Children are made aware that they are responsible for their own actions and that breaking rules will have consequences. The following sanctions will be used to discourage unacceptable behaviour.

1. Redirect the child to another activity.
2. Selective ignoring
3. Praise others demonstrating desired behaviours
4. Give warnings about consequences of continued poor behaviour before applying sanctions
5. Give a verbal reprimand.
6. Send work home - no 'lines' will be administered to a pupil.
7. Give extra appropriate homework
8. Withdraw privileges within class
9. Withdraw privileges (playtimes, games etc.)
10. Restriction of access to extra-curricular facilities or activities for a period when the misbehaviour occurs during such activities
11. Carrying out a useful, low-level task in school, such as collecting litter
12. Child writes letter of apology.
13. Child writes account of incident
14. Withdraw responsibility
15. Withdraw the child from activities in which they represent the school
16. The temporary removal of a pupil from his/her peers into another supervised area
17. Refer to VP
18. Refer to Principal
19. Note sent home to parent by P/VP regarding serious or repeated poor behaviours
20. A reporting system which allows staff and parents to monitor the behaviour, attitude and response to authority of a particular pupil over a given period
21. Parental guarantee sought for improved behaviour
22. Refer to MASTS or Educational Psychology following a staged approach which is recorded.
23. Suspension
24. Expulsion

Parents will be involved, in partnership with our school, in securing and maintaining their children's good behaviour in school, although they will not, of course, be informed about every trivial incident. The teacher will determine when a parent should be invited to a P-T meeting to discuss the record they have maintained of continuing poor behaviour. The VP and Principal will determine when a parent should be invited to a meeting with them to discuss serious or frequent poor behaviours which have not been successfully addressed at a P-T level.

Note

A teacher or supervisor may use minimum force for self-protection or to restrain a violent pupil who, in the opinion of the teacher or supervisor, is liable to injure himself/herself or another pupil or cause serious damage to property as in keeping with CCMS Guidelines (Circular No1).

The following is a list of incidents that will bring a response from the school:

- Breaking class/school rules
- Theft
- Disruptive behaviour
- Indecent behaviour
- Fighting or bullying/cyber-bullying
- Damage to property
- Deliberately ignoring instructions
- Leaving school premises without permission
- Breach of homework policy
- Verbal abuse
- Insolence

Parents will be involved at an early stage if problems are persistent or recurring. Children may be placed on a daily or weekly report system to monitor their behaviour with parental support.

The standard procedure for dealing with this sort of problem follows a set pattern. Failure to improve leads automatically to the next stage. Each stage is recorded.

If a child brings a mobile phone into school, the phone will be taken from the child and kept in the office until it is collected by the child's parents.

Procedures for dealing with major breaches of school rules

Parents will always be informed when a major breach of school rules occur.

- 1 A verbal warning by the principal or vice principal.
- 2 A letter to parents informing them of the problem
- 3 A meeting with parents and a warning given about the next stage unless there is an improvement in the child's behaviour.
- 4 If the problem is severe or recurring then support agencies (eg Educational Psychologist/ Social Services) are contacted.
- 5 A case conference involving parents and these agencies may follow.

NB A very serious problem may result in alternative arrangements being put into place.

The Department of Education has reported that the Regional Group on Discipline Strategy has considered the issuance of Codes of Conduct. We will now address unacceptable behaviour, which occurs outside of school, as part of our discipline policy, provided the child/children in question are wearing our school uniform. We will also address concerns where a member of staff is the 'victim' of unacceptable behaviour at any time because of their position in school.

LUNCHTIME SUPERVISION

At lunchtime, supervision is carried out by a team of supervisors. The supervisors can refer to the principal and the vice principal or individual class teachers if necessary. The supervisors are expected to maintain order. Usually this consists of reminding children of the standard of behaviour expected and praising children when these standards are met. Minor problems may result in the child being withdrawn from play for two minutes initially. The supervisors keep note of children who continually misbehave and inform the class teacher or VP/P. Reward systems are in place for children who behave well during lunchtime.

The supervisors must be treated with the respect expected by all adults at St Mary's PS. Verbal or physical abuse will not be tolerated.

Persistent or serious misbehaviour at lunchtime is brought to the attention of the principal or vice principal. This results in loss of privileges and playtimes and parents will be informed if there is no improvement in behaviour.

Role of Parents

- To recognise that an effective school behaviour policy requires close partnership between parents, teachers and children.
- To discuss the school rules with their child, emphasising their support of them and assisting when possible with their enforcement.
- To attend parents' evenings, parents' functions and to develop informal contacts with school.
- To accept that learning and teaching cannot take place without positive behaviour management
- To accept that staff deal with behaviour problems patiently and positively.
- To put any concern about their child in writing.

Care and control of children

At all times staff should encourage good behaviour by praise and rewards. No member of staff will physically chastise a child.

Formal Incident Forms

Serious incidents are recorded on a Formal Incident Form. Any incidents involving a child or anyone employed in school which result in personal injury or damage to property, loss, theft or any other incidents or matters of a serious nature are recorded on this form. Before an incident is recorded on a Formal Incident Form, parents are consulted and a suggested modification strategy discussed. The Formal Incident Form will be held on school records for one year only. Such records will be kept on SIMS.

Discipline Book

This is used to record significant disciplinary measures taken by a member of staff against a child. This book is not for minor incidents in day to day classroom management but for repeated and/or serious occurrences of challenging behaviour eg

- verbal abuse
- physical abuse
- assault
- defiant refusal
- absconding
- damage to property
- theft
- cyber-bullying

This book is kept with the VP/P.

Intervention

If a child violently attacks another child or adult and does not respond to requests to calm down, then physical restraint is necessary.

The child should be removed from the situation as soon as possible and taken to a member of the Senior Management Team who will take immediate action to involve parents.

A Formal Incident Form should be filled in and the situation discussed with the P/VP.

The P/VP will work with the member of staff and parents to devise an action plan to meet that child's needs. This may include the involvement of other agencies - MASTS, social services, psychological service etc.

The school has a specific policy about safe handling and staff will receive appropriate training as and when required to meet the needs of individual children for whom behaviour is their primary additional need.

Behaviour Modification Policy

At St Mary's most of the children are well behaved. There are, however, occasions when individual children exhibit behaviour which is unacceptable. As part of the approach within our discipline policy of rewards and sanctions we use behaviour modification strategies to change individual children's behaviour. These are used by all staff.

Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs.

A wide range of rewards is used to reinforce positive behaviour. These can include:

- Change in classroom organisation
- Using different resources
- Rewards of stars/happy faces on work and on charts and in special books
- Sharing good behaviour with other children/other classes
- Involving parents at an early stage to make an action plan together

By using a positive system of rewards and reinforcing good behaviour we help children to feel good about themselves.

The designated teacher who has responsibility for Child Protection is Mrs J McKenna.

This policy has been reviewed during Term 2 2014. Children have been consulted through the Pupil Council.

Appendix

INCIDENT FORM

Name of pupil

Class Teacher

Date of incident(s)

Description of incident(s)

Witnesses

Signed

Date
