

**ST TIERNEY'S PRIMARY SCHOOL
ROSLEA**



**POSITIVE BEHAVIOUR
&
DISCIPLINE POLICY**

Reviewed January 2020

Mission Statement

“Where Great Minds Grow”

All members of our school community have agreed our Mission Statement. This statement is central to the Pastoral Care and ethos of our school.

Staff and Governors of St. Tierney’s Primary believe that...

At St. Tierney’s Primary School we believe that positive behaviour is an essential condition for effective learning and teaching. We also believe that pupils and staff have the right to learn and teach in an environment which is safe, friendly, peaceful and fair. The school community has defined a very clear set of non-negotiable standards of personal behaviour, which are based on respect for each individual in our community and their individual needs. Our community places self-discipline and a real sense of justice at the core in our determination to provide opportunities where each individual can flourish and develop in safety. Positive behaviour must be carefully developed and supported. Appropriate high self-esteem promotes good behaviour, effective learning and positive relationships. Put simply, we believe pupils learn best when they feel welcome, safe and happy in school.

The best results in terms of promoting positive behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement. We also know it is important to strike a balance between recognising positive behaviour and having appropriate consequences which are seen by all to be fair and just and applied consistently when standards are not maintained. Through the example which adults who care for them in school and through well-developed planned and stimulating learning opportunities, we believe that children can accept learning challenges and develop self-discipline. It is the responsibility of parents and carers to work with the school in helping to foster positive attitudes and behaviour.

We believe that good behaviour means that everyone in school is;

- Careful, kind and nurturing
- Polite and friendly
- Helpful to each other
- Hardworking and conscientious
- Respectful and tolerant

Aims of our Positive Behaviour Policy

This policy exists to provide a framework for supporting the aims of St. Tierney's 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.
- 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.

Roles and Responsibilities of All Stakeholders

Promoting positive behaviour is the responsibility of all staff, Governors and non-teaching staff. We will support each other as a team and work together to provide an environment where behaviour is good and indiscipline is not an issue.

All members of our school are part of an important community with collective responsibility to care for each other and promote self-esteem, self-respect and respect for others. The effective links with home which we have established together with the continued support of parents will help to maintain an orderly and safe environment and create a climate where pupils are valued as individuals and encouraged in their learning, their physical and social development.

Board of Governors (Role and responsibilities)

'The B.O.G. will ensure that good behaviour and discipline policies are pursued at the school. They will keep under review, a written statement of 'general principles about pupil behaviour and discipline which the principal will have regard to in determining school rules and behaviour policies. Before making its statement of general principles, consult the principal and the parents, and consider any guidance from the department, the ELB or CCMS. Decide and set out that aspects of discipline / behaviour should be a matter for the principal, and give him/her any guidance on these aspects which they feel is appropriate'. ('Pastoral Care In Schools: Promoting Positive Behaviour', 2001, Pg 3).

Principal (Role and Responsibilities)

The principal will:

'determine the measures ... which the school will take to: promote among the pupil's; self-discipline and respect for authority; encourage good behaviour and respect for others; secure an acceptable standard of behaviour among the pupils' (Pastoral Care In Schools: Promoting Positive Behaviour, 2001, Pg. 4).

The Role of Staff in Promoting Positive Behaviour

The attitude of all staff is of great importance as it is they, who in the end determine the environment where good relationships can develop. Staff should consider themselves responsible at all times for the behaviour of all pupils in the school. There is a shared responsibility for positive behaviour. One of the key factors is a consistency of approach across the staff as a whole towards the children. Good teaching practice and positive teacher pupil relationships are major contributors to good classroom behaviour. Positive behaviour enables effective learning to take place and in order to achieve this goal the following strategies should be implemented:

- The encouragement of genuine involvement of all pupils in classroom activity by recognising their different abilities and matching tasks to those abilities so that pupils can regularly achieve success.
- The recognition of children's individuality and the importance of self-esteem.
- Restorative discussions will use positive rather than negative language to communicate expectation and feedback to children.
- Give regular praise and encouragement to pupils, for positive behaviour.
- The Golden Rules are to be implemented and regularly discussed with pupils to encourage ownership.

The role of parents

Parents are the first and most important teachers that children have. An ethos of positive behaviour is set at home. A school is a much larger community where it is not possible to accommodate a large diversity in positive standards of behaviour. The attitude of parents is an important factor in gaining a child's acceptance of any system of rules laid down within a school. Parental acceptance of the school's expectations and co-operation with the staff are essential if an acceptable standard of behaviour is to be achieved. The influence of parents is far greater than that of the class teacher.

Opportunities to build parental involvement are promoted through our rewards system e.g. written communications (reports, letters), by their child earning 100% Golden Time, achieving- pupil of the week and face-to-face meeting. Questionnaires and meetings will help us to determine any parental concerns, which may arise throughout the school year.

At whole school level 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.
- Whole school planning for delivering a preventative curriculum which develops respect and empathy for others. This is specifically addressed during Religion, PDMU and Circle time lessons, however it is also integral within the whole curriculum and ethos of our Catholic School
- Promotion of the Golden Rules and use of weekly Golden Time sessions.
- Providing calm areas, such as Buddy Benches and Cool Down Corners, and strategies to reduce anxiety e.g. breathing exercises, sensory breaks
- 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.
- Deliver a broad and balanced curriculum that is well planned and stimulating.
- Ensuring that the curriculum issues concerning organization, methods of teaching and learning, content and differentiation are addressed.
- Use of rewards and other incentives at pupil, class and whole school level as motivational tools.
- Verbal praise by teacher or a written comment on a child's exercise book.
- Stickers and certificates
- Class rewards to be earned within individual classes and negotiated by the children and teacher Eg. Star of The Day, Class Helper, Homework pass, Class Trophy's.
- A public praise or display of work in front of the class, other classes or the whole school e.g. Stars of the week, competition winners, WOW walls.
- Positive referrals to other teachers/adults and the school Principal
- Incidental prizes or certificates issued
- Roles of Responsibility such as P7 Playground Mentors, Snack Time Helpers and Bus Prefects
- Parental Involvement and Community Links – volunteers, PTA events, school events (Open Assemblies, Sustrans, learning in the community, GAA links etc.)
- Use of school report to comment favourably on good behaviour and general attitudes to school life

At St. Tierney's 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 corridors, hall, 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 work 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.

The Code of Conduct has been drawn up in liaison with staff, School and Class Councils and with all pupils at a whole school assembly on 14th January 2020. The Code of Conduct will be displayed prominently around the school.

St. Tierney's Primary – Where Great Minds Grow

School Code of Conduct –

For a safe and happy school that is welcoming to all we have agreed that...

- All members of the school community should respect one another and be honest.
- All pupils should acknowledge the authority of, and respect, their teachers and other adults.
- All children should show regard for their fellow pupils, respect differences and be inclusive to all.
- All children should respect their own and other people's property and take care of books and school equipment.
- All children should be welcoming, well behaved, well-mannered and attentive in school, on trips and on the school bus.
- All pupils should report poor behaviour to a member of staff, who will take appropriate action.
- All pupils should move safely around the school – indoors and outside and use appropriate voices.
- All children should wear the correct school uniform with pride.
- All pupils should display a 'Healthy Attitude' in what we think, say, eat and do.
- All pupils should do their best work in school and at home and allow others to do the same.
- All pupils should keep The Golden Rules.

In addition to our Code of Conduct we use Golden Time and The Golden Rules to encourage and reward positive behaviour:

Golden Time

Golden time is a positive behaviour management strategy used in many primary schools. It's a period of 30 minutes, usually on a Friday afternoon, where children stop work and spend time doing special, enjoyable activities. Children will be permitted to take in a favourite toy that they can play with, however, no electronic devices such as iPod or iPhones, drones or mobile phones are permitted in school. Smaller indoor toys are more appropriate. Parental support is an essential component of the initiative.

Golden time is intended to reward good behaviour, rather than learning or academic achievement. The majority of the children behave well most of the time, but their behaviour doesn't get noticed. Golden time ensures that the children who behave well are rewarded. The message we will be sending is that if they are sensible, co-operate and work to the best of their ability, they will be consistently rewarded for their efforts.

Golden time celebrates those children who have followed the golden rules which are based around the following concepts.

Golden Rules

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after our property
- We keep our hands, feet and mean words to ourselves

Playground Golden Rules

- We are gentle when we play
- We are kind and helpful towards others
- We respect everyone's games
- We look after the playground
- We listen to and keep the playground safety rules
- We are honest with everyone

Dining Hall Rules

- We line up calmly
- We walk carefully through the hall
- We speak quietly to those around us
- We keep our table clean
- We are polite to everyone
- We use good table manners

If a child behaves in a manner which breaks these rules, if appropriate, they receive a warning. If the child already has had a warning and continues to break the rules, they lose golden time (five minutes at time). Then, when the rest of the class is enjoying golden time, those children who have lost some of it sit quietly and do some independent work for the appropriate amount of time. Staff will use their professional judgements in implementing Golden time.

Sanctions in Discipline

Even with good classroom practice it will be necessary to have sanctions. These are necessary for three main reasons:

- To make the particular child aware of the school/teacher disapproval of unacceptable behaviour
- To ensure that effective learning and teaching is not disrupted for other children
- To protect the authority of the teachers should that be threatened.

Sanctions should

- Be constructive
- Be applied with sensitivity, flexibility and without discrimination
- Where possible be related to the misdemeanour
- Be specific to the culprit and not applied to whole group

Sanctions will include:

- Removal of golden time
- Partial loss of Break time
- Repeated \ extra work
- Loss of Privileges
- Being sent to a senior member of staff
- Parents notified
- Pupil placed on weekly report/behaviour plan
- Monitor progress and reviewed with parents

Sanctions will be applied on a “staged basis”. However, in some instances, pending the nature of the unacceptable behaviour it may be necessary to move to a more advanced stage. This will be determined by Mrs Murray in conjunction with the class teacher.

Stage 1: Unacceptable behaviour – Not following school rules

At stage one the teacher or supervising adult will have responsibility for applying sanctions as and when required. These may include

- Immediate verbal checking of misbehaviour
- A minor penalty relevant to the offense, e.g. an apology and/or temporary loss of break or removal to another class for a short period.
- If continuous misbehaviours persist the teacher will refer the pupil to Mrs Murray who will place the child on to stage 2 of the behavioural stage.

The class teacher should always be informed by a classroom assistant or supervisor if they have had to check unacceptable behaviour of a pupil during their supervision. Mrs Murray may also be involved at Stage 1.

Stage 2: Repeated or Unacceptable Behaviour – referral to Mrs Murray

Stage 2 referral will be for repeated misbehaviour as in stage 1 and/or use of physical force, disrespect shown to staff members/property or other more serious misbehaviours

- Loss of a break /golden time
- Temporary removal of a pupil from his/her peers into another class
- Temporary or permanent loss of privileges – Eg. Golden time, Committee members
- Removal from a class outing/sports events etc.
- Informal parental consultation (may include phone call/meeting with class teacher/principal)
- Short term placement on an Individual Positive Behaviour Plan

Stage 3: Repetition of behaviours as at stage 2

- Formal consultation to include child, parent and staff
- Long term placement on an Individual Positive Behaviour Plan
- Permanent loss of privileges including committee membership, participation at school events/activities and /or attendance at school trips etc.

Stage 4: After formal consultation consideration will be given to

- Referral to EA Behaviour Support Team for advice /guidance
- Suspension/Expulsion. Advice will be sought from appropriate CCMS/EA/DENI

Teachers and other relevant school staff should consider themselves responsible at all times for the behaviour of all pupils. Responsibility for the behaviour of all pupils in the school is one which all teachers share.

In all matters relating to the maintenance of discipline and the applications of sanctions it must be remembered that our aim is to develop self-discipline in our pupils and build and maintain self-esteem.

Bullying Behaviour

See School Anti Bullying Policy.

Monitoring and Evaluating

This policy is continually monitored by the school principal. This policy will be reviewed every three years and 'or updated when advice is given by DENI. All stake holders will be involved in the review through a consultation process.

Approved by Governors: January 2020

Date of Next review: January 2023

Signed: