

St Mary's Primary School,
Altinure



POSITIVE BEHAVIOUR POLICY

Approved by Governors: 18/11/19

Reviewed: September 2023

To be reviewed: Term 3 2025

Rationale

Our Positive Behaviour Policy is an intrinsic part of our overall Pastoral Care Programme and aims to ensure that children in St Mary's Primary School, Altinure are educated in safe, secure and caring environment.

We accept that:

- each child is an important person and entrusted to us by their parents
- every teacher is an important person and a professional, entitled to the support and respect of children and parents.

We also believe that good discipline is based on good relationships between pupil and teacher and high expectations of pupils in terms of behaviour and work. St Mary's seeks to promote its aim of being a 'listening school' in the development of friendly relationships at all levels.

Principles

Positive behaviour management promotes the core values of the school – as expressed in our school motto, we are a 'family of learners' and through PATHS, we aim to 'treat others as we would like to be treated.'

This Policy is based on a whole school approach, will be widely disseminated and readily understood by staff, pupils and parents through a process of consultation.

It is dependent on a shared understanding of what is acceptable behaviour among members of the school community. It will have effective links with the school's Pastoral Care, Anti Bullying and Child Protection and SEN Policy.

This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Purposes

In our whole-school positive behaviour policy, we are seeking to:

- create an ordered and caring environment in which teachers can teach and pupils can learn;

- develop the pupils' sense of responsibility, self-esteem and foster self-discipline and respect for others and themselves;
- provide guidelines to promote positive behaviour in all areas of school life;
- provide guidelines to deal with unacceptable behaviour;
- have the endorsement and active support of parents;

Practices

- The creation of a positive behaviour policy is based on the development of caring relationships among pupils, parents, teachers and ancillary staff.
- It is also the result of consultation, careful planning, widespread support and is used by all.
- Staff will have regular and updated training and development.
- This policy will be monitored, evaluated and reviewed annually by the Senior Leadership Team.

Roles and Responsibilities

The Role of Governors

Governors will:

- have overall responsibility for ensuring a Positive Behaviour Policy is in place;
- set down general guidelines on standards of discipline and behaviour;
- review their effectiveness;
- support the Principal in carrying out these guidelines.

The Role of the Principal

The Principal is responsible for:

- implementing the Positive Behaviour Policy consistently throughout the school;
- reporting to governors, when requested, on the effectiveness of the policy;
- ensuring the health, safety and welfare of both staff and pupils in the school;
- keeping records of all reported serious incidents of misbehaviour; (Appendix 1)
- following agreed consequences for serious acts of misbehaviour; (Appendix 2)
- giving fixed term suspensions to individual children for serious acts of misbehaviour;
- expelling a child for repeated or very serious acts of anti-social behaviour.

In the case of suspension or expulsion, these actions are only taken after the school governors have been notified.

The Role of the Class Teacher

Class teachers will:

- plan lessons with clear aims and objectives;
- maintain high, realistic expectations of pupils;
- be consistent and fair;
- treat all children with respect and understanding
- liaise with external agencies to support and guide progress of each child e.g. SENCO, Psychologist etc.;
- establish a purposeful listening environment in their classroom;
- enforce the classroom Discipline Plans in the class;
- praise pupil's achievement as often as possible;
- reward good behaviour in and out of the classroom.

The Role of Pupils

Pupils have the right to be taught effectively in a proper environment, to experience a well balanced curriculum and to be treated positively and fairly;

We expect our pupils to:

- be co-operative and well mannered;
- respect others and to contribute positively to school life;
- be familiar with the School Code of Conduct, the Code of Conduct for the Canteen/Playground and Bus, (Appendix 3),
- understand the implications of above codes for their behaviour; (Appendix 4)

The Role of Parents

Parents have the right to adequate information, to be listened to and to know that their children will be safe, secure and properly taught.

In return we expect parents to:

- ensure their child attends school regularly and punctually;
- monitor child's progress/see that all homework is completed;
- offer relevant information regarding personal circumstances
- meet with staff when necessary;
- support school policies;
- see child is in proper uniform.

- follow Covid-19 rules and regulations which are directed by the school in order to keep safe.

Responsibilities of All

Everyone should:

- work together and focus on the positive rather than the punitive side of discipline; (Appendix 5).

Rules, Rewards and Consequences

Rules

In Saint Mary's Primary School Altinure, we the staff and pupils have agreed a set of 'Golden Rules' to ensure good behaviour for each classroom, canteen, playground and corridors (see appendices 1-5). Rules have been kept to a minimum and have been expressed in positive terms. Staff and pupils have agreed that rules should be enforced fairly and consistently by anyone acting in a supervisory capacity within the school (i.e. teaching staff, ancillary staff as well as pupils with responsibilities e.g monitors).

Rewards and Consequences

In Saint Mary's P.S. Altinure, we recognise that rewards and consequences are necessary to encourage pupils to follow classroom rules and rules throughout the school.

We believe that a system of rewards, applied consistently, will help to maintain a climate in which the pupils of St. Mary's Primary School Altinure will come to appreciate what constitutes good behaviour. Additionally, it is important that our pupils are aware that their good behaviour is noted and acknowledged. We aim to ensure that all rewards reflect the behaviour displayed and provide just enough incentive for the child to continue to display similar positive behaviour. Details of rewards for good behaviour in classrooms, bus, canteen and playground can be found in appendix 4.

Similarly, it is important that our pupils realise that unacceptable behaviour will be challenged and stepped consequences will be applied. Consequences provide pupils with the security of clearly defined boundaries and thus encourages pupils to make positive choices regarding their behaviour. As with rewards, we aim to apply consequences fairly and consistently and the consequence applied will be in proportion to the behaviour. They will be applied in a calm manner as soon after the offence has occurred as possible. The use of consequences is aimed at defusing rather than escalating the situation. Additionally, when applying consequences, staff will as far as possible take account of the age and degree of maturity of the pupil, any special needs he or she may have, the home background as well as any other relevant circumstances.

If a child is identified as having Social, Emotional and Behavioural Difficulties, appropriate assessments will be carried out and provision will be made in accordance with the school's policy on 'Special Educational Needs'. The school may call on one of the following outside agencies for

support where a pupil with emotional and behavioural difficulties has reached stage 3-5 of the Code of Practice:

- Curriculum Advisory and Support Service
- Educational Psychology Service
- Education Welfare Office
- Child Protection Support Service
- CCMS
- Behaviour Support Team
- Social Services
- Alternative Education Provision specified in statements of Special Educational Needs
- If a child who is identified as having SEBD is behaving in a way that puts themselves and others at risk, their parent/guardian will be contacted to support de-escalation.

COVID 19

If any child is found to be deliberately not following Covid-19 rules and regulations as directed by the school, e.g not ensuring appropriate social distancing or spitting, their parents/guardians will be contacted and they will be asked to be taken home. Staff and pupil safety is paramount.

Physical Restraint

Saint Mary's Primary School Altinure acts on guidance from DE - ie the 'Regional Policy Framework on the use of Reasonable Force / Safe Handling' to prevent pupils from physically harming him/herself or others or seriously damaging property. A copy of DE's guidance on 'Reasonable Force and Safe Handling' can be made available by applying to the principal.

Suspension and Expulsion

Only in the most exceptional circumstances, will the school authorities consider the agreed procedures for the exclusion of pupils (CCMS Scheme for Suspensions And Expulsions – February 2002)

The development of the school's Positive Behaviour Policy is continually on-going. Opportunities to attend professional development courses regarding issues connected with the promotion of positive behaviour will be made available to teachers, learning support assistants and supervisors as they become available from external agencies and/or developed from within the school.

Children with Needs

Children with unmet needs such as Looked After Children may require reasonable adjustments to the Positive Discipline Policy. A flexible approach will be used to best meet their needs.

Home-School Support

If a child is aggressive/distressed or unsettled, after an agreed period of time and strategy/de-escalation being used by school staff, home will be contacted and have the opportunity to accompany the pupil in his/her activity or take him/her for a walk until he/she is more settled. If after an agreed period of time, he/she remains unsettled, home may make the decision to bring he/she home in order to reduce risk for the pupil. This will be recorded as an authorised absence (Code O). If at home, work will be sent with him/her.

Policy Review

Parents, pupils and staff views are welcome on this policy which is reviewed annually by the Senior Leadership Team to ensure it is fit for purpose.

Signed: *Mary Redmond*
Principal

Date: 18/11/19 & reviewed September 2023

Signed: *Roisin McInroy*
Chair of Governors

Date: 18/11/19

Appendix 1

Keeping Records of serious incidents such as:

- 1 Repeated refusal to follow instructions**
- 2 Bullying e.g exclusion, intimidation**
- 3 Verbal abuse of adults or children**
- 4 Physical Abuse of adults or children**
- 5 Damage to property**

Depending on the seriousness of the incident, a pupil may be moved straight to Stage 4.

Children begin with a clean record at the start of every term.

Appendix 2

Stage 1

- **If serious incident takes place, name in incident book. Details of incident recorded.**

Stage 2

- **3 times in incident book – note to parents. (Child may be moved to another class for the rest of the day/following day or removed from the playground at break/dinner if incident happened there)**

Stage 3

- **Further 3 incidents in incident book – parents informed and child removed from the school for the rest of the day**

Records are kept for each term ie Sept – Dec, Jan – Easter, Easter – June. Each child begins each term with a clean record.

Stage 4

- **Further 3 incidents – 2 day suspension**
- **Further 3 incidents – 5 day suspension (up to a possible 45 days in total)**

SUSPENSION (See Scheme)

- **A pupil may be suspended immediately**
- **Safe delivery of suspended pupil must be insured**
- **Notification must be given to Parent, Chairman of Board of Governors, CCMS and WELB**

EXPULSION (See Scheme)

Appendix 3

Our Code of Conduct

- ❖ We look after ourselves and other pupils
- ❖ We look after school property
- ❖ We walk quietly around the school
- ❖ We always do our best at all times in school
- ❖ We show respect to all adults and other children
- ❖ We tell someone if something is bothering us.

Playground Code of Conduct

- ❖ We look after each other and play together.
- ❖ We show respect to every adult on duty.
- ❖ We let other children get on with their own games.
- ❖ We walk to our lines and stand still, when we hear the bell.
- ❖ We ask children on their own to join in with our games.
- ❖ We say sorry if we accidentally hurt or bump into anyone.

Bus Code of Conduct

- ❖ We follow the teacher to the bus.
- ❖ We listen to the driver and follow his instructions.
- ❖ We stay in our seats and wear our seatbelts on the way home.
- ❖ We speak nicely to the other children on the bus.
- ❖ We always tell the teacher if we are not going home on the bus.

Canteen Code of Conduct

- ❖ We walk at all times.
- ❖ We keep hands, feet, objects and comments to ourselves.
- ❖ We raise our hands for attention.
- ❖ We wait for instructions to leave our tables.

Appendix 4

Primary 1 – Discipline Plan

Rules:

1. Help others
2. Raise your hand when you need help.
3. Listen to the speaker
4. Keep my hands, feet and objects to myself
5. Share and take turns
6. Be polite

Good Behaviour will be recognised by the following Rewards:

Rewards:

1. Praise.
2. Sticker
3. Group Reward.
4. Frog hop (Play pass)
5. Positive Notes home
6. Certificate

If a pupil chooses to break a rule the following steps will be taken:

Consequences:

1. Verbal reminder.
2. Warning – Amber light
3. Time out – Red light
4. Time out in another classroom.
5. Inform parents.
6. Send for Principal.
7. Send for parents.

Concentration Station

Our classroom has a concentration station. This is an area with table top screens and a pupil may choose to work there for short periods to work without distraction. Usually, it is very popular! Only one child can use it at a time.

Calm Corner

Our classroom also contains a Calm Corner where children can go if they feel overwhelmed. It contains a beanbag and comfy cushion and pupils can access a Calm Box containing fidget toys, paper, markers and suggested strategies to help them feel more relaxed. We use the Pigeon Scales below to help us regulate. If we are a 4 or a 5 pigeon, we use breathing strategies, movement breaks and our Calm Box activities. Then when we feel calmer, we state the problem and come up with a solution together. Feel free to use these strategies at home too!



Classroom 2/3 – Discipline Plan

Rules:

1. Keep hands, feet and objects to yourself.
2. Follow instructions.
3. Raise your hand when you need help.
4. No teasing or name calling

Good Behaviour will be recognised by the following Rewards.

Rewards:

1. Praise.
2. Reward – Good to be Green Chart
3. Beads in the jar which, when filled, earns a class reward of extra playtime
4. Certificates, stickers, pencils

If a pupil chooses to break a rule the following steps will be taken.

Consequences:

1. Explain to the child what (s)he needs to do
2. Move from the green card to stop and think card
3. Move from the stop and think card to the warning card.
4. Move from the warning card to the consequence card

If your child makes sensible choices (s) he can move from the warning card back to the stop and think card and then back to green card “Good to be Green”

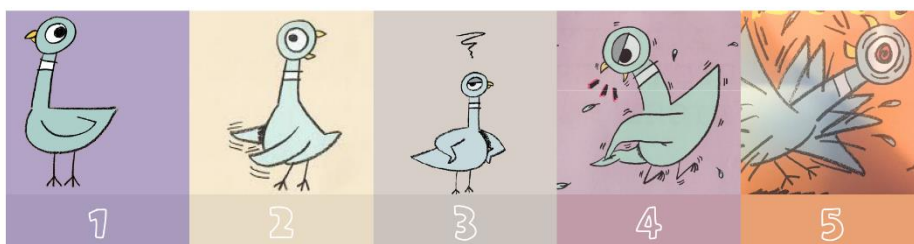
5. Time out for 6 minutes
6. Send for Principal
7. Phone call to parent.

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Primary 2/3 – Discipline Plan

Rules:

5. Keep hands, feet and objects to yourself.
6. Follow instructions.
7. Raise your hand when you need help.
8. No teasing or name calling

Good Behaviour will be recognised by the following Rewards.

Rewards:

5. Praise.
6. Reward – Good to be Green Chart
7. Beads in the jar which, when filled, earns a class reward of extra playtime
8. Certificates, stickers, pencils

If a pupil chooses to break a rule the following steps will be taken.

Consequences:

8. Explain to the child what (s)he needs to do
9. Move from the green card to stop and think card
10. Move from the stop and think card to the warning card.
11. Move from the warning card to the consequence card

If your child makes sensible choices (s) he can move from the warning card back to the stop and think card and then back to green card “Good to be Green”

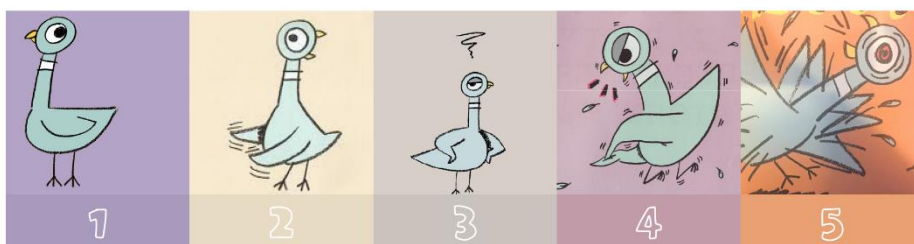
12. Time out for 6 minutes
13. Send for Principal
14. Phone call to parent.

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Primary 3/4 – Discipline Plan

Rules

1. Keep hands, feet, objects and unkind words to yourself.
2. No teasing or name calling.
3. Follow instructions.
4. No eating in class.
5. When leaving desk, push chair under it.
6. When visitors enter class, pupils should be quiet.
7. Treat others as you would like to be treated

Good behaviour will be recognised by the following Rewards:

Rewards:

1. Praise
2. Certificates
3. Good marks.
4. Homework pass
5. Positive notes to parents.
6. Class Party.
7. DVD.
8. Walks.
9. Trips.
10. Extra playtime

If a pupil chooses to break a rule the following steps will be taken:

Consequences:

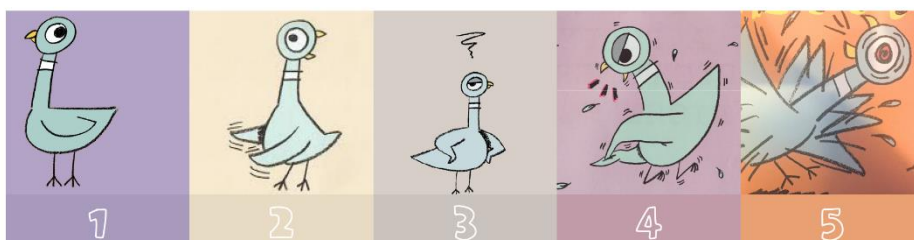
1. Verbal reminder
2. Reminder recorded on board
3. Warning
4. Time away from group
5. 5 mins less from Friday's free play
6. Send for Principal
7. Send for parents.

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Primary 5 – Discipline Plan

Rules:

1. Listen well and follow instructions
2. Treat others as you would like to be treated
3. Keep hands, feet and objects to yourself.

Good behaviour will be recognised by the following Rewards:

Rewards:

1. Praise.
2. Reward points.
3. Homework pass/Privilege pass. (Try to use within one week)
4. Whole Class rewards eg, DVD, extra playtime
5. Certificates
6. Golden time at 2.20pm on Friday afternoon

If a pupil chooses to break a rule the following steps will be taken.

Consequences:

1. Verbal reminder
2. Name on board
3. Name moved on board
4. Written reminder
5. Time away from group
6. Send to Principal's office
7. Phone call or note home to parents

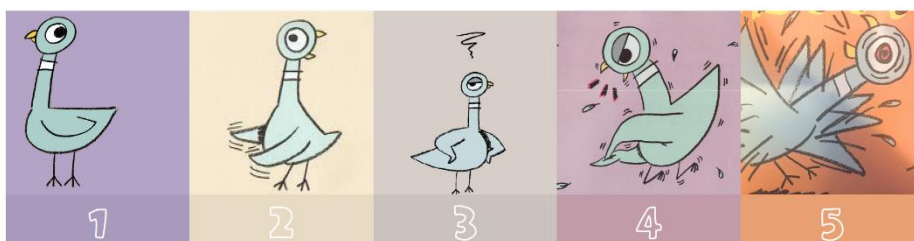
(More serious incidents will be recorded in the Incident Book in the Principal's Office. If a serious incident happens 3 times in a term, parents will be contacted. Parents may also be telephoned about other events, for their own information and to help staff deal with issues as appropriate. If we work together, we can solve problems more effectively!)

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Primary 6 – Discipline Plan

Rules:

1. Follow instructions.
2. Raise your hand quietly if you want a turn to talk
3. Keep hands, feet and objects to yourself.
4. No teasing or name calling.
5. Respect the idea that everyone has important things to say

Good behaviour will be recognised by the following Rewards:

Rewards:

1. Praise.
2. Reward Points.
3. Positive notes to parents.
4. Privilege Pass
5. Certificates
6. Class Rewards.

If a pupil chooses to break a rule the following steps will be taken:

Consequences:

1. Verbal warning.
2. Name on board.
3. Stay back 2 minutes after bell.
4. Time out! (only if required)
5. Written reminder
6. Send to Principal.
7. Send for Parents.

(More serious incidents will be recorded in the Incident Book in the Principal's Office. If a serious incident happens 3 times in a term, parents will be contacted. Parents may also be telephoned about other events, for their own information and to help staff deal with issues as appropriate. If we work together, we can solve problems more effectively!)

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Primary 7 – Discipline Plan

Rules:

1. Follow instructions.
2. Keep hands, feet and objects to yourself.
3. No teasing or name calling.

Good behaviour will be recognised by the following Rewards:

Rewards:

1. Praise.
2. Reward points
3. Positive notes to parents.
4. Homework Pass
5. Certificates
6. Class Rewards.
7. Party/DVD/ Little Learmount (marbles in jar)
8. Golden Time

If a pupil chooses to break a rule the following steps will be taken.

Consequences:

1. Verbal reminder.
2. Name on Board
3. Written – 1st reminder
4. Written – 2nd reminder
5. Time away from group.
6. Stay behind two minutes after bell at lunch.
7. Note to parents.
8. Send to Principal.
9. Send for Parents.

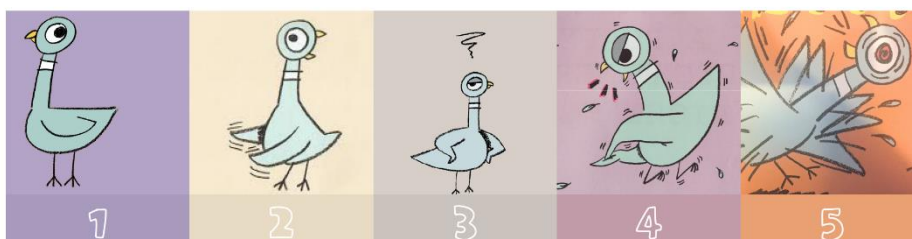
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Letter to Parents Re: Discipline Plan

Dear Parent

I am happy to have _____ in my class and together I hope we will have a successful year.

We have developed a classroom discipline plan which gives every pupil help in making positive choices about their behaviour.

The plan below outlines our Classroom Rules, Rewards and Consequences:
(Individual plans for each classroom)

My goal is to work with you to ensure the success of your child this year. Please read this classroom discipline plan with your child, then sign and return the form below.

Yours sincerely

PRINCIPAL

I have read the discipline plan and have discussed it with my child.

Parent/Guardian Signature: _____ Date: _____

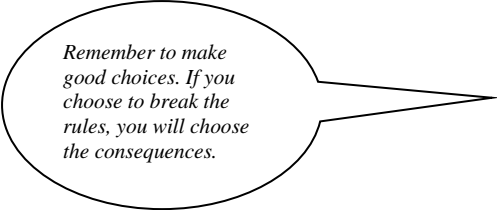
Comments (if any) _____

Appendix 5

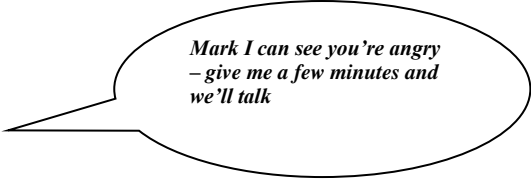
GENERAL STRATEGIES FOR ALL STAFF

(Prevention if the best form of intervention)

1 Reject the behaviour not the child



Remember to make good choices. If you choose to break the rules, you will choose the consequences.



Mark I can see you're angry – give me a few minutes and we'll talk

2 Show understanding

3 Praise all efforts

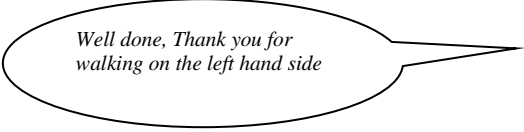


*A terrific line –
WELL DONE*

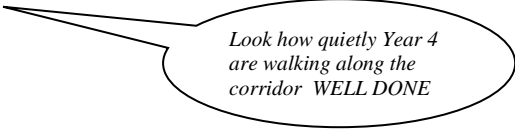
4 Start each day with a clean slate

5 Finish each day with a positive comment which clearly identifies the the behaviour that pleased you

6 Use rules related praise

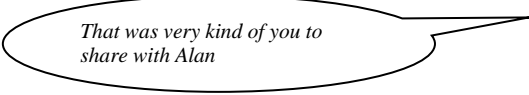


Well done, Thank you for walking on the left hand side



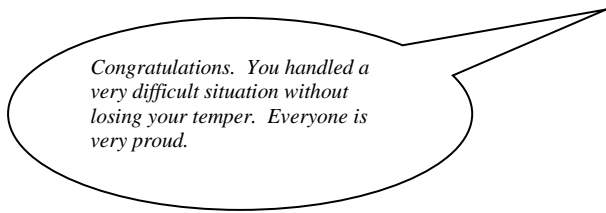
Look how quietly Year 4 are walking along the corridor WELL DONE

7 Catch them being good



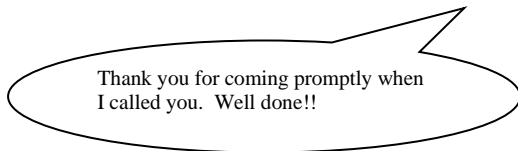
That was very kind of you to share with Alan

8 Broadcast to a wider audience

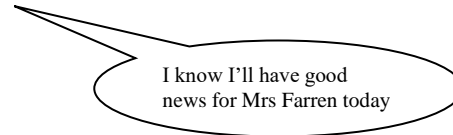


Congratulations. You handled a very difficult situation without losing your temper. Everyone is very proud.

9 Don't assume a pupil is like his/her brother or sister – never make comparisons



Thank you for coming promptly when I called you. Well done!!



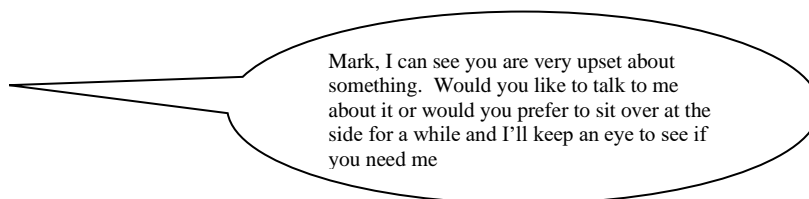
I know I'll have good news for Mrs Farren today

10 Raise your expectations – Expect appropriate behaviour

11 Divert or distract a pupil you think is going to lose control

12 Get close to a child you see is getting angry or upset. This may be enough to calm the situation

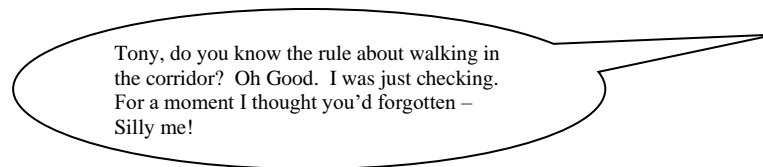
13 Keep the heat down – don't get pulled into a power struggle or side issues. As the adult here we must stay calm and in control. It is useful to acknowledge the emotional climate



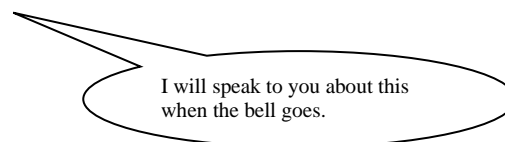
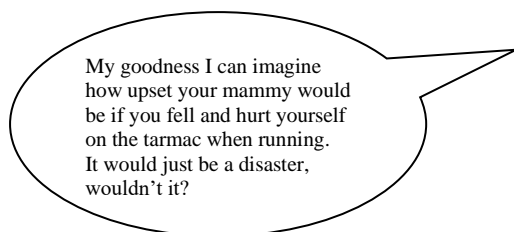
Mark, I can see you are very upset about something. Would you like to talk to me about it or would you prefer to sit over at the side for a while and I'll keep an eye to see if you need me

14 Let the children see how much you enjoy being with them and respect them as individuals. If we want children to respect us we must model this by showing respect at all times.

- 15 Check the pupil knows the procedures and give direct instruction. The mishap may be due to thoughtlessness rather than blatant defiance of the rules.**



- 16 When correcting a child for unsafe behaviour, make sure you emphasise the possible consequences of their actions and how upset you, their teacher, friends and their parents would feel if they or anyone else had been hurt.**
- 17 Defuse tension by humour – at your own expense.**
- 18 Privatisise reprimands**
- 19 Use the apology tool if you have made a mistake. Pupils will respect you for this.**
- 20 Use deferred consequences**



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- 21 Praise is the most powerful tool we have for encouraging appropriate behaviour. Use it freely, but remember that some children's self-esteem is so low they will reject this, therefore it is sometimes very important to praise and congratulate them with a quiet word or a private signal.**

