



St. Joseph's Primary School,  
Galbally

# **POSITIVE BEHAVIOUR POLICY**

Revised October 2019

# **ST. JOSEPH'S PRIMARY SCHOOL, GALBALLY**

## **POSITIVE BEHAVIOUR POLICY**

### **Aims**

In St. Joseph's Primary School, by implementing the strategy set out in the following Positive Behaviour Policy document, we aim to:

- Create a secure and orderly school community, based on Christian principles and values, which will allow each pupil to fully develop his/ her potential.
- Promote within the school, mutual respect and the state of relationships necessary for effective teaching and learning.
- Promote among the pupils self-discipline, self-respect and proper regard for authority.
- Develop in the pupil's responsible attitudes and values for life.
- Involve parents in supporting the school policy and encouraging good behaviour/attitudes in their children.

### **School Practice**

As good relationships underpin good discipline and good behaviour, it is school practice to:

- Value each child as an individual, created by God and worthy of unconditional respect for his/her dignity.
- Foster sound relationships between teachers, pupils, parents and within the whole school community.
- Always be clear when disciplining a pupil that it is the pupil's behaviour that we don't like, not the pupil.

### **Classroom Behaviour**

Within the classroom teachers will promote and encourage the development of those factors which research evidence indicates as effectively contributing to good behaviour and good discipline:

- The establishment of good relationships with mutual respect between teachers and pupils.
- A consistent, firm and fair implementation of the school's agreed behaviour policy.
- Have a positive rather than negative approach by using praise, encouragement and rewards more regularly than criticism and

sanctions ; highlighting good behaviour more than often than misbehaviour.

- A careful matching of the curriculum and teaching methods to the needs of the pupils; to reduce misbehaviour as a result of frustration.
- A set of class rules drawn up with and by the pupils and class teacher at the beginning of each school year to give pupils greater ownership of what is acceptable/ unacceptable. Class Teachers may employ positive behaviour systems at their own discretion which may vary from class to class, depending on the needs of the class.
- Setting tasks which will enable all pupils to regularly achieve success.
- Providing enjoyable and challenging lessons in a physically attractive environment with adequate and appropriate resources.
- Nurturing the pupils' growing maturity and self-esteem by holding high expectations of their academic and social abilities.
- Encouraging the personal and social development of pupils in all settings.
- Consistency by all staff in applying rules.

In St. Joseph's Primary School we acknowledge an obvious connection between behaviour, discipline, responsibility and authority. We attempt to develop in the children a sense of self-discipline, good behaviour, good manners and an acceptance of responsibility for their own actions. We consciously set out to create an atmosphere in which the pupils are able to give a positive approach in encouraging the proper attitudes, rewarding and praising where appropriate and most importantly, setting good examples.

We recognise how important it is that children are entitled to the personal dignity and respect and at no time will teachers be intolerant or repressive. Rather, we wish to create an ordered community and a proper environment for learning where the educational process is successful. In doing this, a strong sense of identity with the school should be fostered.

## **Types of Misbehaviour**

As staff we have identified three main areas of misbehaviour:

### **(A) Routine Misbehaviour**

e.g. Homework not done or carelessly done; misbehaviour in class; displaying gross bad manners in class or in the dining area; leaving school without permission; climbing boundary fences; dangerous play in the yard; cheeky remarks and foul language. Such misbehaviour will be penalised by forms of denial of privileges; verbal correction and brief reflection from class teacher/ supervisors or Vice Principal.

### **(B) The Continuously disruptive pupil / bully in the class or playground**

This relates to pupils who may be defiant, sullen, aggressive and violent. This type of behaviour not only deprives others of their right to an education, leaves some children fearful and anxious in class and school and may make daily teaching challenging through the disruption of classroom practice and routines. We recognise that if this type of behaviour is not dealt with at the early stage, it may result in further misbehaviour and disruption within that class.

The procedure (STEPS) for dealing with this behaviour is as follows:

- Teacher disciplines child - child separated from peers or removed from the class giving them time to settle down (supervised at all times).
- Vice Principal speaks to child about their behaviour, including sanctions.
- Parents are contacted by phone and informed of incident(s)
- Principal speaks to child about their behaviour, including sanctions.
- Parents are contacted by phone
- Parents are invited to the school to discuss incident(s) with the Principal; explore need for PLP/external agency support
- Governors are made aware of the situation.
- If misbehaviour continues the Governors will make a decision with the Principal regarding possible suspension from school for a period of time.

Each of these stages are recognised as steps in a process, where each step has failed to solve the existing problem. We realise that such a procedure is not common place but must be included as a point of reference.

In extreme cases where a child frequently disrupts the class and when confronted by the teacher is likely to react aggressively or verbally, after discussion with the child and class teacher they can get a supervised “time out” of the classroom environment to prevent a more serious incident occurring. The child can or the teacher can request from the other to be sent to the Principal or Secretary. There they will be supervised for a short period of time 5-10 minutes allowing both parties to “cool down” before returning to class. Some disruptive pupils may need this break from class to settle and regain concentration and control before returning to class. This procedure is used sparingly after discussion with the class teacher and Principal. Parents will be informed of what we are doing and why. The focus therefore is on positive, preventive measures rather than punishment and unwanted incidents.

### **(C) Gross Misconduct**

This includes physical assault, violent verbal assault on a teacher, a serious assault on another pupil, serious attack on school property or gross moral misconduct. This will be reported to the Chair of Governors if warranted by the Principal. The penalty for such will be the ultimate of one suspension **only** where the previous procedure has failed.

### **Sanctions**

It is important when administering sanctions that we focus on the behaviour of the child i.e. it is the behaviour of the child we are unhappy with, not the child.

A list of sanctions approved by staff as follows:

- Poorly presented work to be repeated where it is known that it is below the child’s potential
- Verbal correction by teacher
- Loss of privileges
- Supervised time out at break time/lunch time
- Individual counselling / reflective discussion
- Referral to Vice Principal
- Referral to Principal
- Meeting with parents
- For serious breach of school rules, the steps procedure will be taken.

Throughout this policy document we have tried to stress the importance of a positive attitude where praise in any form is an acknowledgement of an acceptable code of behaviour, or where work presented is of a high standard. Examples of such praise, though not in any kind of value order, are as follows:

- A pat on the back
- A comment, spoken or written (“well done”)
- A visit to the Principal for commendation or sticker
- An exhibition of the child’s work
- Contact made with the parents regarding the child’s good work
- Given extra responsibility for a period
- A reward for good work/ presentation/ kindness/ co-operation etc
- A public word of praise to the school or Certificate of Achievement given at assembly
- Sent to another teacher for praise and commendation

This system encourages the children to compete with each other with regard to their schoolwork, conduct during school hours, the manner in which they receive and treat visitors to the school and the way they conform to their school rules. Children will contribute to and have ownership of the rules which will be displayed in classrooms.

The children are fully aware of how these rules should be implemented. More senior classes may be asked to agree to these rules by signing a “contract” thereby showing their acceptance of the rules they have drawn up. This contract can be referred to if rules are breached during the year.

At the ‘monthly certificates’, teachers will have another opportunity to acknowledge positive behaviour, attitude and achievement, helping to nurture our Catholic Ethos in the school.

## **Conclusion**

We acknowledge that good behaviour and good discipline is desired by parents and pupils who recognise that school is an ordered community where certain norms of behaviour have to be set down and observed; and where a proper environment for learning must be provided if the educational process is to be successful. This includes not only the accumulation of knowledge but also an understanding of social relationships. If the pupils of the school do not behave in a responsible and disciplined way, they will fail to achieve our aims and objectives.

It will be school policy to evaluate and review our positive behaviour policy periodically. Parents will be informed if any amendments are found to be necessary.

The views of parents will be noted and they will be given opportunities to comment on this policy. Copies of this policy are available from the school website and the school office upon request.