

PROMOTING POSITIVE BEHAVIOUR POLICY



Updated by: *Safe Guarding Team in Term 1 2017-2018*

Adopted by Board of Governors (next meeting)

Review Due: *Term 2 2019*

Signature of Chairperson of Board of Governors: _____

Signature of Principal: _____

Date: _____

St. Brigid's Primary School, Tirkane / Bunscoil Naomh Bríd

“Good behaviour keeps pupils safe, reduces stress for teachers and contributes to a welcoming and caring environment in which pupils can develop as people and both pupils and teachers can do their best work.”

‘Pastoral Care in Schools: Promoting Positive Behaviour’ DENI 2001

Positive Behaviour Policy

At St. Brigid's Primary School, Tirkane / Bunscoil Naomh Bríd our positive behaviour policy is based on a whole school approach and is clearly understood by the entire school community. This helps us to create a friendly, encouraging, secure, supportive, orderly and positive environment in which children can learn and develop. As children grow they learn about what is acceptable and unacceptable and gradually begin to take responsibility for their own behaviour.

Pupils are encouraged at all times to behave in an appropriate way, to respect the views of others and to be considerate at all times.

The emphasis on praise and reward is an essential part of our philosophy. However, sanctions are available for unacceptable behaviour and will be implemented as required. Parents are made aware of all school rules and their support and understanding is of great importance.

In St. Brigid's Primary School, Tirkane / Bunscoil Naomh Bríd Positive Behaviour is rewarded and praised at all times. We pride ourselves on the good behaviour of the children who attend this school.

The foundation of this policy is built upon the establishment of good relationships between pupils and teachers which can only be achieved by positive, stimulating teaching and learning being experienced by all children across the school.

It is the aim of this policy

- Promote and encourage positive behaviour in all pupils.
- Raise the self-esteem of all pupils.
- Create an environment where all pupils are praised and rewarded for their efforts.

- Ensure a consistent well-structured approach to Positive Behaviour Management
- Involve pupils in the management of their own behaviour.
- Adopt an agreed set of rules and principles which govern positive behaviour.
- Involve parents as partners in the promotion and adoption of positive behaviour management.

The Role of all Staff – teaching and non-teaching

Staff will:

- be good role models;
- create a safe and pleasant environment both physically and emotionally;
- form positive relationships with all stakeholders;
- recognise and value the strengths of all children;
- treat all children fairly and with respect;
- use positive rather than negative language to communicate expectations and feedback to pupils;
- praise or reward disrupting pupils as soon as acceptable behaviour is observed.

All staff will endeavour at all times to promote positive behaviour in all our pupils. We will expect good behaviour and have high standards for good behaviour. All staff will reward and acknowledge good behaviour. We will use a variety of methods to promote and reward good behaviour which will in turn raise and encourage high self-esteem in all our children.

- Reward System
- Pupil of the Week Award
- Names displayed in the foyer

- Stickers and incentives given to children
- Circle Time
- Opportunities given to children so that they can succeed
- Class assemblies to celebrate children and their achievements
- Children's achievements outlined at Parent teacher meetings
- Visiting another teacher or Principal for praise and reward
- Trips and outings
- A homework pass
- Children's work marked consistently and fairly with positive comments

In St. Brigid's Primary School, Tirkane / Bunscoil Naomh Bríd we ensure that the rights of all are protected but also understand that with certain rights come responsibilities.

Pupils have the right to:

- Be valued as members of the school community;
- Get help when they seek it, whether with their work or with bullying or personal worries, and have a sympathetic audience for their ideas and concerns;
- Make mistakes, and learn from them;
- Be treated fairly, consistently and with respect;
- 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 needs identified and met;
- Develop and extend their interests, talents and abilities.

Pupils have responsibility to:

- Come to school on time, with homework done, and suitably equipped for the lessons in the day ahead;
- Respect the views, rights and property of others, and behave safely in and out of class;
- Co-operate in class with the teacher and with their peers;
- Try the best they can in class;
- Be familiar with and follow school rules;
- Seek help if they do not understand or are experiencing difficulties;
- Speak to other pupils and staff in a respectful and kind manner;

Parents have a right to:

- A safe, well managed and stimulating environment for their child's protection;
- 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;

Parents have a responsibility to:

- Ensure that their child attends school regularly and arrives on time.
- Be aware of school rules and procedures, and encourage their child to abide by them;
- Show an interest in their child's class work and ensure all homework is completed.
- Act as positive role models for their child in their relationship with the school;

- Ensure uniform/ belongings are clearly named.
- Attend planned meetings with teachers and support school functions;
- Follow appropriate procedures for meeting with teachers e.g. making an appointment with the class teacher;
- 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.

Teachers have a right to:

- Work in an environment where the rights of all are respected;
- Express their views
- To play a constructive role in policy making;
- A suitable career structure and opportunities for professional development;
- Support and advice from senior colleagues and external bodies;
- Expect support from parents in dealing with issues regarding behaviour and in supporting their child's learning;

Teachers have a responsibility to:

- Behave in a professional manner at all times.
- Provide a challenging, interesting and relevant curriculum
- Be consistent, fair and to treat all children with respect and understanding
- Expect high standards and to praise pupil's effort and achievement
- Be sympathetic, approachable and alert to pupils who are experiencing difficulty.
- Identify and seek to meet pupils' special educational needs through the SEN Code of Practice;
- Share with the parents any concerns they have about their child's progress or development;
- Reward good behaviour in and out of classroom

Promoting positive behaviour in the classroom

All teachers aim to develop a classroom atmosphere that is conducive to positive behaviour. From Year 1 upwards children are encouraged to understand the school and classroom rules.

The Golden Rules in our school

We are gentle	<i>We don't hurt others</i>
We are kind & helpful	<i>We don't hurt anybody's feelings</i>
We listen	<i>We don't interrupt</i>
We are honest	<i>We don't cover up the truth</i>
We work hard	<i>We don't waste our own or others time</i>
We look after property	<i>We don't waste or damage things</i>

Teachers use a variety of strategies to promote and reward good behaviour.

Praise

Praise can be given in many ways and, without any attempt to put this into a value order, might include the following:

- a quiet word or encouraging smile
- a written comment on pupil's work, or in a more detailed way picking out specific points or ideas that gave pleasure;
- a visit to another teacher to share positive attitude / work / effort
- Visit to the Principal for commendation, e.g. a written comment or star;
- Golden Time- special time for child's/ children's preferred activity
- some system of merit awards, e.g. 'Pupil of the Week' or awarding a star to the class' star chart;

In the Classroom

- actively recognising children's different abilities and matching tasks to those abilities so that pupils regularly achieve success;
- the recognition and encouragement of children's individuality and the importance of self- esteem;
- to make lessons enjoyable and challenging with an approach which is sufficiently flexible to encourage children's contributions;
- the use of positive rather than negative language to communicate expectations and feedback to pupils;
- Praise the child behaving well and thereby encourage conformity from the other pupils;

- giving regular praise and encouragement to pupils, particularly to disruptive pupils as soon as acceptable behaviour is observed;
- the establishment of a small number of classroom rules which should be developed and discussed with pupils to encourage ownership.
- Star charts / booklets within classroom

Positive Correction:

Express correction in a positive phrase – telling what to do rather than what not to do!

Some examples are:

Negative Correction

Stop fidgeting

Stop running

Don't push

Stop shouting out

Positive Correction

Hands are still

Walk

Hands by your side

Quiet voices

Outside the classroom

Almost every visitor to our school comments on the warm and happy atmosphere which they experience. To sustain such an atmosphere, we are very clear about our expectations for pupil conduct in and around the school.

We expect pupils to be polite and courteous to each other, to teachers, to other adults working in the school and to all visitors. Simple courtesies such as holding a door open for others, saying 'good morning' or just a smile can make a positive impression. Teachers and adults endorse and reward such behaviour.

Behaviour

We expect pupils to engage in non-violent, non-aggressive, behaviour always.

We exercise a zero-tolerance towards bullying of any kind.

Use of foul or abusive language is unacceptable.

Slurs or inappropriate comments are unacceptable (I was only joking is not accepted as a defence)

It is explained clearly to children that if someone does hit them or verbally abuse them, they must not retaliate. Rather, they must inform a supervisor or teacher. We are obliged to teach children non-violent, non-aggressive means to resolve conflicts. Pupils are informed that retaliation may well lead to a sanction against them, even if they were not the instigator of the problem.

We believe that inappropriate behaviour should be dealt with fairly and consistently by a range of strategies and consequences related to the behaviour.

A sanction may be necessary at times to focus a child's thinking and to demonstrate to others that certain behaviour has been unacceptable. Appropriate sanctions will be applied according to the nature of the offence; the age of the child and any pattern of negative behaviour displayed by the child. It must be noted that a one-off lapse in behaviour will not be dealt with in the same manner as a continuation of persistent, unacceptable behaviour.

Sanctions

Most of our pupil behavioural problems are of a minor nature. Mostly, they can be dealt with 'on the spot'. However, we have a range of strategies for dealing with more serious / persistent misdemeanours.

Before applying any sanction, every effort will be made to check out the issue in a fair and appropriate manner.

For anything other than minor incidents the class teacher will keep a written record of the problem and the action taken.

- 5 Minute Golden Time Withdrawal, up to 30 minutes in one week
- Time-Out in class
- Withdrawal of privileges (where appropriate)
- Time out in playground
- Break-time/Lunchtime written work e.g. completion of thinking time activity / sheet or a suitable written task.

Class teachers will be responsible in the first instance for dealing with incidences of poor behaviour. Teachers will monitor behaviour in their class and if poor behaviour continues the pupil will:

1. Receive a verbal warning
2. Be given a sanction (from list of sanctions)
3. Be referred to the Principal, Mrs Mc Master
4. Parents informed.

In the case of regular behavioural issues parents may be asked to meet the class teacher to discuss strategies to improve the behaviour e.g. home school liaison system.

If behaviour is consistently challenging over an extended period and does not show improvement, it may be necessary to meet with parents and a plan of action drawn up.

This IEP (individual education plan) or IBP (individual behaviour plan) is drawn up in consultation with the class teacher, SENCo and parents. The plan will incorporate actions to be taken at school and at home where necessary. It is important that the school and home work very closely together to ensure that high standards of behaviour are prevalent in the school.

It may also be necessary to enlist the help of outside agencies such as The Educational Psychologist or Behavioural Outreach Support.

The following behaviour is regarded by our staff as not being conducive with the learning, safety, welfare and happiness of all in St Brigid's P.S. Tirkane / Bunscoil Naomh Bríd.

- Physical Assault of any kind
- Persistent disruptive behaviour in class - calling out in class, interrupting others and being inattentive when others are contributing to the lesson
- Refusal to follow instructions
- Name calling
- Being unkind or disrespectful to peers, including engaging in any form of bullying.
- Directing abusive language at other pupils or staff
- Defacing, destroying or hiding other pupil's belongings or school property
- Leaving the school premises without permission
- Leaving the classroom without permission

- Theft
- Unacceptable behaviour in the toilets, cloakroom, dinner hall, corridor
e.g. throwing food

Our overall approach is based on encouraging children towards self-disciplined behaviour. Children who behave inappropriately have the consequence of their action explained to them and are made to consider the impact of the behaviour on others. This is done in discussion with the class teacher or other appropriate adult.

Monitoring and Evaluation

As with all school policies, the effectiveness of St Brigid's P.S. Tirkane / Bunscoil Naomh Bríd Positive Behaviour Policy will be evaluated by all staff on an annual basis. The objective is, that the procedures and approaches being advocated in our policy have a positive influence on the children's behaviour and learning.