

St Mary's Primary School



Positive Behaviour Policy

Date Ratified by Board of Governors: December 2021

Signed: *Gerard Smyth*

School Address: 191 Derrytrasna Road
Derrytrasna
BT66 6NR

**Updated
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Mission Statement

In St Mary's Primary School, we aim to provide a Catholic education, which is person centred, which promotes the dignity; self-esteem and full development of each child. We believe this will enable our children to maximise their individual potential for academic, spiritual, personal, emotional and social development. Thus preparing them for future learning and living.

Aims of Policy

This positive behaviour policy aims to: -

1. Establish a community wherein pupils, teachers, parents and support staff are valued and enjoy a sense of belonging.
2. Create an acceptable level of order and behaviour so that effective teaching and learning can take place.
3. Help all our pupils to realise their potential in their physical, intellectual, social and personal development.
4. Encourage self respect, self discipline, respect for others and property in the school and community.
5. Ensure that parents are informed of our positive behaviour policy procedures and to encourage their co-operation and support in the successful implementation of our school positive behaviour policy.

This policy gives guidance to providing the pupils with a secure, structured and planned environment which will foster spiritual, emotional, physical & intellectual growth. It therefore complements and supports a range of other school policies including: Pastoral Care policy, Child Protection policy, Anti-Bullying policy, Special Needs policy, Reasonable Force policy.

This policy uses recommendations from DENI (2001) Pastoral Care in school: Promoting Positive Behaviour, CCMS/EA guidance on suspension & expulsion, resource file for schools to support children with SEN (DENI) alongside guidance from EA Primary Behaviour Support.

Rationale

Whilst this policy outlines sanctions which may be imposed as necessary, we do not see discipline within our school as a series of rules and regulations. Rather we view discipline in a **positive** way, where praise and reward are fundamental. We believe all of us are trying to develop our social, emotional behaviour of our children. Strong relationships between staff and pupils are vital and are fundamental to our practices. Staff are aware of being fair and consistent with all the children taking into account the individual needs they may have. We take a supportive and proactive approach to support all our children's development in this area. We hope to teach and guide children to be aware of themselves and others and the impact it has within our schools and the wider community. It is our desire to cultivate in pupils an acceptance and recognition for their own actions and consequences.

We hope to teach and guide children to behave in a socially acceptable way while in the care of teachers and others in the education process. In St Mary's we believe that working in partnership with parents, families and children is essential for relationships and cooperation.

We believe in the principle of **partnership** and therefore encourage parents and guardians to establish and maintain a relationship with the class teacher and Principal.

Rights and Responsibilities of Key Groups

Rights and Responsibilities of Pupils

Pupils have a right to:

- Work and play in a calm and safe environment
- Receive a broad and balanced curriculum
- Be listened to in a sensitive manner
- Be made aware of the school's standard of expectations with regard to work and behaviour
- A fair, consistent, clear and calm approach to positive behaviour

Pupils have a responsibility to:

- Follow the school's code of conduct contained in the Positive Behaviour policy including rules relating to attendance, punctuality and uniform
- Show respect for staff, visitors and other pupils in school
- Show respect for their own and other's property
- Behave in an acceptable manner in class and in the playground
- Listen attentively in class and work to the best of their ability
- Follow the directions of staff, both teaching and Non-Teaching
- Represent the school in a positive way

Rights and Responsibilities of Parents and Guardians

Parents have a *right* to expect:

- A safe and happy learning environment for their child
- Up to date information on the school Positive Behaviour policy and procedures
- To be kept informed should their child not meet the standards of behaviour set
- An opportunity to discuss matters with the class teacher or Principal including consequences in accordance with policy procedures
- A consistent and fair approach to behaviour with consequences commensurate with the incident
- A school community which is sensitive to the needs of the individual child
- An acceptable level of courtesy and respect to be shown to their children by staff

Parents have a *responsibility* to:

- Promote an understanding of what is acceptable and unacceptable in terms of behaviour
- Advise school at the earliest opportunity of any problems concerning their child
- Support the school in implementing the positive behaviour policy and in maintaining a high standard of behaviour
- Ensure that children comply with school rules regarding uniform, attendance and punctuality
- Encourage children to show respect to all staff, school visitors and peers
- Encourage children to value their own property, school property and that of others
- Encourage children to complete school work and homework to an acceptable level

- Work in conjunction with the teachers and Principal should any consequences be implemented

Rights and Responsibilities of Teachers

A teacher's role is to provide education for the children in his/her care. When the teacher and pupil understand their different roles positive behaviour can be achieved. Children at different stages in education require instructions and our school rules form the framework of the expectations we have for the children in our care. Our class rules will be clearly displayed in each classroom and commented on, at regular intervals, by the teacher. Teachers will encourage good behaviour within their class in a positive manner having regard to the positive nature of our school policy, consulting with senior management and the Principal when necessary.

Teachers have a right to:

- Expect opportunities for professional development
- Be valued as part of the school team
- Work in a safe environment
- Manage the behaviour of all pupils according to school procedures
- Expect back up procedures to be in place for managing behaviour
- Expect courtesy and respect from colleagues, parents and pupils
- Have an opportunity to work to their full potential in a calm environment

Teachers have a responsibility to:

- Provide children with a broad and balanced curriculum
- Implement the school's Positive Behaviour Policy in a fair and consistent manner
- Recognise the individuality of children and strive to cater for their needs
- Consult with parents about a child's progress or behaviour
- Provide a safe working environment in the classroom, where all children can work effectively to the best of their ability
- Co-operate and work with the school management team and colleagues

Role of the Principal

The Principal must ensure that the rules of the school are administered fairly and consistently to all pupils. She should support her staff where appropriate and furnish Board of Governors and the Education Authority (if necessary) with a report on the behaviour within the school or on the discipline of an individual pupil where necessary.

Role of the Governors

The role of the Board of Governors is to maintain a Positive Behaviour Policy for the school which is current, being implemented, positive in nature and reflective of the school ethos.

If or when a serious incident should come before them they must act upon it having considered the views of the Principal, other interested parties and any reports forwarded to them.

Where appropriate they should support the Principal and her teaching staff.

Desired and Undesired Behaviour

Examples of desirable behaviours in St Mary's include:

- Being kind and helpful
- Showing good manners
- Co-operating with peers and staff
- Showing respect for the views, opinions and property of others
- Being responsible when given the opportunity to work independently
- Demonstrating self-esteem and the confidence to engage successfully in activities
- Always working hard and to the best of their ability

Golden Rules

The Golden Rules are displayed and implemented throughout our school. They are promoted and reinforced regularly.



Promoting Positive Behaviour

As stated, it is intended that behaviour within our school should be a positive process. Therefore, children will be encouraged and rewarded for progress and achievement in all areas of their development. The following list is not exhaustive but gives an indication of the value we hold in self-esteem and reward.

Strategies for Promoting Positive Behaviour

(from the Resource File for schools to support children with SEN (DENI))

- Visual timetable in place
- Visual cues, choice board where needed
- Positive feedback- Acknowledge/ Approve/Affirm: acknowledge (notice and describe the behaviour), approve it (say why it is good) and affirm (apply a positive label to the pupil) eg Thank-you for tidying up so quickly- you are a great helper). Use very, very frequently.
- Positive Correction- tell the pupils what you want them to do, i.e. not what you don't want them to do e.g. *Please walk instead of stop running*. Avoid saying "don't" or "stop".
- Positive Repetition- when you give a direction ask someone who knows what to do to repeat it rather than focusing on the one who doesn't know.
- Non-verbal cues- e.g. hands up,
- Positive touch- e.g. calming hand on shoulder

- Give take-up time- give a clear specific direction in a non-confrontational way and move away from the pupil with a clear expectation that a pupil will comply.
- Re-direction- repeat the direction without being side-tracked. Use thanks and take-up time, do not stand over the pupil in a confrontational way.
- Tactically ignore- ignore secondary behaviour if the pupil is compliant with the primary behaviour requested e.g. if the pupil begins the task (primary behaviour) when asked, ignore any annoying secondary behaviours such as huffing or muttering.
- Physical Proximity- move closer to a disruptive pupil
- Proximity Praise – praise to pupils complying may give a private message to those not complying. When a non-compliant pupil complies, notice them and comment positively.
- Distraction/Diversion- give an alternative task or activity to a disruptive pupil without highlighting the inappropriate behaviour.
- When/Then and First/Then- first we do this, then we do that- avoid “no”.
- Rule Reminder- refer to rule, use thank-you and give take-up time.
- Where/What? - “Where should you be?”, “What should you be doing?”
- Choices- “Put your toy on my desk or in your bag- which are you going to do?”
- Broken Record- calmly repeat request or rule or consequence; avoid confrontation or being drawn into an argument. Stay neutral.
- Private Reprimand – a quiet word rather than a public confrontation.
- Repair and Rebuild- as soon as possible after a reprimand, find an opportunity to say something positive about the pupil- “Catch them being good”.

Staff can refer to the Good Practice Guidelines and the SEN Resources file for further guidance on how to support children with additional needs in this area SBEW, promote and sustain positive behaviour.

Language, Rewards, Supporting Children

Our reward system will:

- Positively recognise and reinforce good behaviour.
- Be available to all pupils.
- Be applied consistently by all members of staff.
- Take account of the age and interests of the child.
- Reflect a variety of methods; stickers/verbal praise/written praise/certificates/note to parents.
- Enhance the self-esteem of pupils.
- Provide opportunities to communicate good news to parents.
- Encourage pupils to take responsibility for their own behaviour.

Examples of Rewards

The following are examples of some rewards that may be used at St. Mary’s Derrytrasna.

- A quiet encouraging word or a public word of praise: well done / I like the way that / congratulations.
- Non-verbal praise: thumbs up / handshake / smiling.
- Written comments in workbooks: “good news” message to parents / report.

Each class teacher will have an individual reward system in line with their rules and routines. The following list reflects the variety of rewards used throughout the classrooms.

- Verbal and non-verbal praise.
- Stickers/Stars/Smiley faces/Stamps.
- Positions of responsibility e.g. Leader of the line, classroom helper.
- Visits to other teachers and the school Principal for positive behaviour and/or effort/work.
- Extra minutes of playtime after break/lunch time.
- ‘Good News’ letter to parents.
- Table Prizes.
- A night off homework.
- Golden time.

At whole school level the reward system includes:

- Celebration of individual achievements, e.g. Swimming, football, dancing, music etc.
- Pupil of the Month Awards
- Praise in assembly
- Corridor displays
- School trips and special events

Support: Reasonable Adjustments

Within a child’s journey through their school life there may be occasions that reasonable adjustments will need to be made to support them in their school day, for example a visual schedule/ short breaks/more opportunities to practice social skills, social stories, reduced academic expectations.

School staff will be supported by the Special Needs Coordinator, Mrs U McAlinden to implement the school’s Special Needs Policy. Reasonable adjustments may include but are not limited to:

- Preparing pupils for new routines through a school leaflet, signage and posters
- Identification of a key member of staff to act as a point of contact who will provide support when needed
- Additional support available at break and lunch time
- Adapted resources displayed through the school and made available to class teachers
- Liaising with EA Support Services, e.g. Autism Advisory and Intervention Service, Psychology Service, Primary/Post-Primary Behaviour Support & Provisions
- Liaising with external agencies as appropriate e.g. Child and Adolescent Mental Health Service, Social Services, Health and Social Care Trust, Family Support Hub.

The school will respond to ongoing concerns in partnership with the pupil & their parent/carer by:

- Reviewing and implementing support strategies and, through consultation with school staff and parent/guardian, agree a plan which is in line with Special Needs Code of Practice and the school's Special Needs Policy
- If appropriate, complete a Risk Assessment. This should be drafted in consultation with staff, pupil, parent/guardian and supporting agencies to identify and target support to address the presenting needs.
- Address serious health-related issues of non-adherence to Covid-19 measures, such as coughing and spitting at others.

Consequences for addressing undesired behaviour

Unacceptable Behaviour

The staff at St. Mary's shall endeavour to promote and celebrate positive behaviour throughout the school. However, we appreciate that from time to time children in our school will present with undesired behaviour. Early identification of children experiencing social, behavioural and emotional wellbeing is important. When appropriate we will follow the Code of practice and liaise with other services:

- Educational Psychology
- Primary Behaviour Support and provisions -PBSP
- RISE NI
- Community Paediatrics – Occupational Therapy, Speech and Language therapy
- Child and Adolescent Mental Health Service (CAMHS)
- Any other relevant agency

We believe consequences should:

- Be understood by all staff, pupils and parents
- Be applied as quickly as possible after the incident
- Be administered fairly and consistently
- Take account of age/maturity/personal situation of the child
- Focus on the behaviour/incident rather than the pupil
- Be appropriate to the behaviour
- Aim for the least intrusive methods first
- Allow the pupil to save face and encourage a more positive attitude in the future
- Aim to diffuse rather than escalate the situation

Consequences will be constructive, applied with sensitivity and flexibility where possible, be related to the behaviour and will be specific to the pupil or child and not applied to the whole group.

At our school we see unacceptable behaviour as including:

In School

Desirable Behaviour	Undesirable Behaviour
Walk to and from class	Shouting out during lessons
Listen attentively	Distracting others from their work
Work hard at all school work	Damaging school property
Put your hand up to gain attention	Throwing objects
Use good manners	Interrupting teacher or others
	Being unkind to others

Lunch/Dinner

Desirable Behaviour	Undesirable Behaviour
Eat sociably and leave eating area tidy	Rowdy behaviour
Use toilets before going out to play	Being unkind to others
Walk calmly from dinner hall or classroom	Wasting food
Respect Supervisors	Failing to tidy up
Use good manners – ‘please’ and ‘thank you’	

Cloakrooms/Toilets

Desirable Behaviour	Undesirable Behaviour
Always leave toilet as you would wish to find it	Inappropriate use of facilities e.g. standing on toilet/climbing
Always wash your hands	Splashing water
Respect school property	Throwing paper etc.

Play

Desirable Behaviour	Undesirable Behaviour
Be kind to others sharing and including	Being unkind to others, excluding others from games, not sharing equipment
Play safely	Rough play, hurting others
Return to class in a safe manner	Leaving school grounds without permission
Return to class in an orderly manner	Damaging school equipment

Moving Around

Desirable Behaviour	Undesirable Behaviour
Walk calmly on corridors (left side)	Running on corridors
Be courteous & respectful to those you meet	Wandering out of your class
Stay in class line	Shouting

Going to/from School

Desirable Behaviour	Undesirable Behaviour
Remain seated on bus/fasten belt	Any unsafe behaviour
Show respect for others	Being unkind to others
Go straight home	Not listening to adults
Cyclists/walkers use road with care	

Pupil conduct at other times e.g. Church, School Trips, Sporting Events should be in line with the above outlined desirable behaviours.

Consequences for addressing Undesired Behaviour

In the first instance the class teacher will manage any incidents of undesired behaviour. If concerns persist they will liaise with Mr Lavery and then the Principal.

Consequences include:

- Reminder of class rules – verbal or visual cues used
- Verbal warning
- Move to a quieter area within the class to reflect
- Move to a quieter area outside the class which may be appropriate (this is to allow time away from a situation and to enable them to regulate their behaviour again)
- Allowing time and opportunity to practice desired behaviour, for example at the beginning of the next activity, 'let's practice good sitting', 'let's practice safe hands' 'let's practice good lining up' for a short period of their playtime, Golden time or the next activity.'
- Removal of a privilege/extra-curricular activity for a period of time.
- Contact with parents via phone call
- Meeting with parents
- Suspension

Restorative Practice

In St Mary's we value the importance of post Incident learning and taking a restorative approach. We will focus on supporting all involved to make sense of what has happened. Post incident learning should focus on supporting all involved to make sense of what happened before, during and after an incident so that they can process, repair, learn and move on. This process shows the young people that they can overcome hardship and diversity and equips them to manage their own behaviour and emotions.

Open Restorative Questions

- What happened?
- What did you think?
- How did you feel about...?
- I wonder what felt about that?
- What did you do then?

- What could you try next time this happens?
- What do you think would help to fix this?

Possible Prompts

Who? Where? When? (avoid why questions)
Discuss emotional impact
Join the dots—you thought...so you felt...
Empathise (We aren't trying to fix things here)
Join the dots between the actions and the real
Did that help?
Did the problem get smaller or bigger?
Suggestions of positive actions
Would it have helped if...

Throughout this process give the young people permission to speak by using non-verbal cues

such as: supportive tone, nods, smiles, echoing the last word, mmms of agreement, lean slightly forward, relaxed eye contact, silence, paraphrase/summarise, affirm, empathise. When this process is a familiar and consistent part of school life it takes less time to work through. Our young people internalise the process and begin to work through it with a growing independence. Eventually the young person automatically works through it before they respond to triggers.

Reasonable Force

There may be times when physical intervention is deemed necessary as per Article 4 of the Education Order 1998

Suspension and Expulsion

When appropriate support has been implemented, monitored and reviewed but a pupil's SBEW continues to cause significant risk to self or others in the school community, a short period of suspension may be considered to allow time for a Risk Assessment and the development of an appropriate RRAP. As part of a planned return to school following a suspension, parents/guardians will be requested to attend a meeting with the Principal (or their representative) to agree the implementation of the RRAP. If, when all appropriate supports and guidance have been implemented and reviewed, a pupil continues to be unable to follow the safety rules, the Principal may, consider alternative arrangements to formally suspend a pupil for a fixed period or, as a last resort, move towards expulsion proceedings

<https://www.education-ni.gov.uk/articles/suspensions-and-expulsions>

Note, suspension should therefore be considered only after:

2.1a period of indiscipline

The school must maintain a written record of events and of the interventions of teachers, contacts with parent/guardian and any requests for external support from the EA's Education Welfare Service, Educational Psychology Service or other applicable E.A services.

2.2a serious incident of indiscipline

The school must have investigated and documented the incident. The investigation should include an opportunity for the pupil to be interviewed and for his/her version of events to be given before any decision to suspend is made. Consideration should be given to the necessity of a parent/guardian being present at an interview particularly if the child is of primary school age.

Extract from Approved EA Scheme:

<https://www.eani.org.uk/publications/school-document/2015-0513-approved-ea-scheme-for-the-suspension-and-expulsion-of-pupil>

Recording and Reporting Procedures

Record of Events

Each teacher has a class record into which he/she enters notable incidents. Teachers may in the first incident complete an incident record and if concerns persist then a behaviour record will be completed. The purpose of this is to help the staff identify patterns and triggers and to inform any discussions we have with parents and outside agencies.

Links with Other Parties

Positive Behaviour Policy and Parental Links

The support and co-operation of parents is a very important element in achieving the aims of our positive discipline policy. Parents need to be aware of how important the school feel in their role and responsibility in helping us achieve these aims.

Opportunities to build parental involvement will take many forms eg through the promotion of our rewards system, written communications, reports, informal notes in books by their child receiving certificates or prizes in class or at assembly, trips and face to face meeting at formal parents' meetings.

For those pupils who experience emotional or behavioural difficulties the school will use the Code of Practice for managing this issue. The SENCO will work closely with the class teacher to assess the nature of the difficulty, draw up an action plan with relevant targets and liaise closely either in an informal manner in the early stages or in a more formal meeting if the difficulties remain unresolved.

At all times through this process close communication between school and home should ensure that the needs of the child are paramount and are addressed quickly and efficiently.

Positive Behaviour Policy and Special Needs

It is our intention to assist in any way pupils who may experience emotional or behavioural difficulties in our school.

Within our Special Needs Policy all teachers are aware of the role they play in assessing, targeting and drawing up an individual plan for a pupil depending on what stage of the Code of Practice the pupil is at.

When it becomes evident that further help will be required the SENCO will make a Stage 3 referral to the local Educational Psychology Office requesting outside support.

Positive Behaviour Policy and Positive Behaviour Policy and Links with Outside Agencies

In attempting to cater for all pupils it is sometimes necessary to call on the support of other professional support agencies from outside the school.

Working closely with the school in maintaining good home/school links is our local Education Welfare Office who can be contacted by our designated Child Protection Teacher, especially if child protection issues are involved.

At times some pupils may develop emotional or behavioural difficulties and may not respond to the range of strategies employed by the school. This may necessitate referral to our local Psychology Office initially followed by referral to the Behaviour Management Team for individual support for that pupil or staff training for the whole school. The school also has access by referral to a counselling service within the EA Pupil Personal Development Team.

Monitoring and Reviewing Policy

The Principal and Board of Governors will review the Positive Behaviour Policy annually.



St Mary's Incident Record

Name of Person:		Occupation:
DoB:		
Address:		
Class:		

Incident Details	
Date of Incident:	Time of Incident: am/pm
Was it reported:	If yes, date and to whom:
Name & address where the incident occurred if different to above:	
Where did the incident occur:	(Exact location, e.g. Classroom, Hall, Playground, Corridor)
How did it happen?	

Injuries	
Nature of injuries:	
Actions:	

Witnesses		
Name:	Date:	Role:

Name of person completing the report: _____
 Signature of Principal or Person in Charge: _____ Date: _____

