



# Pastoral Care & Positive Behaviour Policy

December 2019

## **Vision Statement:**

*'We work together, We play together, We pray together.'*

## **Mission Statement**

In St Patrick's we aim to provide an education rooted in the Catholic Faith that helps everyone reach their full potential. We endeavour to provide our pupils with the opportunity to obtain the skills necessary for their futures. We will provide them with a safe, caring and happy school in which they are all valued as individuals and where their academic, emotional, physical and spiritual needs are nurtured in a family atmosphere.

## **Aims:**

- A broad and balanced curriculum which will provide learning opportunities for each young person to develop as:
  1. an individual
  2. a contributor to society; and
  3. a contributor to the economy and the environment.
- An awareness of his/her own talents, skills and abilities
- A lively and enquiring mind, the ability to question and make informed decisions
- A love of learning, a knowledge of how to learn and the motivation to produce his/her best
- Effective communication between all members of the school community
- An awareness of the immediate environment and an attitude which leads to self-discipline, independence, courtesy, good manners and respect for everyone
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- A knowledge and understanding of the wider world in which we live, of the interdependence of individuals, groups and nations and a tolerance of other religions and ways of life.

The staff, pupils, parents and governors are fully committed to the aims of St Patrick's and have a strong sense of loyalty to the school. Parents and staff work well together in partnership in the children's education. Parents are welcome in school and are given clear information about their children's progress, the school's curriculum and the day-to-day organisation of the school. Parents' views are taken into account in the School Development Plan.

## **Introduction**

Pastoral Care is an all-embracing term which describes the whole atmosphere, ethos and tone of our school in its, mission to promote the moral, intellectual, personal and social development of the pupils.

Pastoral care is concerned with promoting pupils' personal, social and emotional development and fostering positive attitudes: through the quality of teaching and learning; through the nature of relationships amongst pupils, teachers, parents and others; through arrangements for monitoring pupils' overall progress, academic, personal and social; through specific pastoral structures and support systems and through extra-curricular activities and the school ethos. Pastoral care accordingly, should help a school achieve success.

## **General aim of our Pastoral Care Policy**

We aim to promote a caring school in St Patrick's which values all that are part of it, creating an atmosphere of mutual respect in which the children feel secure and happy and all staff work together as a team, supportive of one another and sensitive to each other's needs. Pastoral Care in St Patrick's is a shared responsibility involving the whole staff in co-operation with parents, pupils and others. We promote the confidence and self-esteem of every child and encourage them to value one another. Everyone is also encouraged to show that they are proud to be a part of St Patrick's and we share successes together through regular assemblies and children visiting different classes to receive praise from other staff and children.

## Rights and Responsibilities

RIGHTS	RESPONSIBILITIES
<p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• To be safe and secure</li> <li>• To have problems taken seriously</li> <li>• For teachers to deal fairly with pupils</li> <li>• To be happy</li> <li>• To have efforts and work valued</li> <li>• To be able to confide in staff</li> <li>• To be treated as a worthwhile person and feel valued</li> </ul>	<p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• To work to their full potential</li> <li>• To follow classroom rules</li> <li>• To behave in class/playground</li> <li>• To treat other children / property with respect</li> <li>• To develop self discipline and honesty</li> <li>• To complete homework</li> <li>• To listen well</li> <li>• To listen to and respect adults in school</li> </ul>

RIGHTS	RESPONSIBILITIES
<p><b>Staff</b></p> <ul style="list-style-type: none"> <li>• To be respected by pupils, staff and parents</li> <li>• To deliver the curriculum in a trouble free environment</li> <li>• To be free from abuse from parents and pupils</li> <li>• To be free from confrontations</li> <li>• To be consulted and informed on matters associated with the school</li> </ul>	<p><b>Staff</b></p> <ul style="list-style-type: none"> <li>• To create a stimulating, safe, happy learning environment</li> <li>• To prepare well and teach thoroughly</li> <li>• To make sure pupils know and understand staff roles and responsibilities</li> <li>• To develop children's confidence and self-worth</li> <li>• To prepare and mark work</li> <li>• To listen to the children</li> <li>• To get to know the children</li> <li>• To understand that our children may come from different home situations and support them appropriately</li> </ul>
<p><b>Parents/Carers</b></p> <ul style="list-style-type: none"> <li>• To be informed of their child's progress</li> <li>• To have their concerns dealt with thoroughly</li> <li>• That their child will have the opportunity to learn</li> <li>• To receive copies of policies</li> </ul>	<p><b>Parents/Carers</b></p> <ul style="list-style-type: none"> <li>• To promote good manners and moral behaviour at home</li> <li>• To support the teacher in relation to their child</li> <li>• To ensure children are punctual and attending school every day ready to learn</li> </ul>

	<ul style="list-style-type: none"> <li>• To attend consultations and parent's night</li> <li>• To have a positive attitude to school, staff and their work</li> <li>• To ensure all homework is complete and signed</li> <li>• To provide a written explanation for absence</li> </ul>
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These Rights & Responsibilities are clearly displayed in our school. They are discussed with each class at the start of each new term. The children, staff and parents accept their responsibilities within our school. This means that every child has a clear understanding of how they can contribute, in a positive way, to the life of St Patrick's.

Governors will be kept informed about proposed changes to this policy. They will be invited to participate in relevant training as appropriate and monitor the implementation of this policy in St Patrick's Primary School.

### **Aims**

The aim of Positive Behaviour is to promote positive, productive relationships between all those in the school community (and beyond).

Specific aims are thus:

1. To promote good behaviour.
2. To value each person in the school community as an individual.
3. To establish a community wherein pupils, teachers, parents, ancillary and auxiliary staff enjoy a sense of belonging and are thus invited to participate in school life.
4. Each pupil will be encouraged and facilitated to fulfil his/her moral, intellectual, spiritual, physical, social, aesthetic and emotional potential.
5. To create an atmosphere of mutual positive respect, between pupils and adults alike.

### **Objectives**

In order to achieve these goals we will strive to achieve the following:

- To create an atmosphere in which pupils respond positively in class, take a pride in their work and show both interest and attention.

- To encourage pupils to develop mutual respect for the rights of others by formulating class and school rules in partnership with pupils and parents, by giving pupils an opportunity to air ideas and opinions during school, Eg: Circle Time, School Council and through our Buddy system whereby older children work and play with younger children in the yard.
- To create an atmosphere in school which promotes mutual respect for everyone – pupils, teachers, ancillary staff and all visitors to the school. This can be achieved through class assemblies to which all parents are invited, and regular meetings with parents about academic and other issues.
- All children are valued and awarded at weekly assembly, on an individual basis for specific academic and non-academic achievements e.g. showing kindness, trying hard, being polite, sporting achievements etc.

## **REWARDS**

In St Patrick's we apply a system of rewards which are intended to be fair and effective for all our pupils. These rewards are intended to contribute to the ethos of the school and involve all teaching and non-teaching staff. They are aimed at promoting and reinforcing good behaviour and promoting self-esteem. They encourage each pupil to take responsibility for his/her actions and to have their efforts recognised and rewarded.

Rewards include:

- Frequent praise/recognition (verbal and non-verbal)
- Star charts and Rainbow-Sun-Cloud-Rain Cloud charts
- "Stickers" awarded by staff
- "Pupil of the Week" – awarded by Principal during Assembly
- Special Awards awarded by teachers and principal Eg: Rainbow awards, special effort stickers, additional certificates
- Line-Up cup awarded by classroom assistants
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### **A Positive Reward System**

Our positive reward system will actively seek out and highlight that behaviour which we wish the children to display. In doing so we aim to reinforce the action in our children and encourage its acquisition by other pupils. Each class composes their own set of rules/class contract at the beginning of the school year and these are used in conjunction with our shared Rewards and Consequences (Appendix 1) for every classroom.

### **Why should we reward?**

The main reason we believe in rewarding children is that it will support the school rules and policies. Within this there are specific reasons for rewarding, which include:

- Increasing the child's self esteem

- Creating a happy atmosphere
- Changing undesirable behaviour
- Raising the level of achievement
- Encouraging work and effort – personal characteristics – kind, caring polite etc
- Showing that you appreciate the children’s effort
- Helping to form and develop the pupil/teacher relationship
- Helping minimise aggression
- Encouraging the children to be positive
- Encouraging the repetition of desired behaviour.

### **What to reward**

In the course of the school day staff will endeavour to reward the behaviour, efforts and achievements of all pupils. These include aspects relevant to the social and learning context i.e.:

- |                                 |                         |
|---------------------------------|-------------------------|
| - concentration                 | - finishing work        |
| - neat work                     | - consideration         |
| - trying hard/effort            | - homework completed    |
| - co-operation/playing together | - settling down to work |
| - good manners                  | - improved behaviour    |
| - supporting peers              | - using initiative      |

### **Promoting Positive Behaviour**

In promoting positive behaviour, all staff offer a wide variety of rewards, ranging from the subtle to the formal. These may include:

- ✓ Smiling
- ✓ Praising a child
- ✓ An encouraging comment
- ✓ Praise from another teacher/staff, the principal, the pupils
- ✓ Stars, points,
- ✓ Certificates, stickers
- ✓ Note home.

To further emphasise and reward positive behaviour an 'Awards Assembly' will also operate. The principal will publicly acknowledge displays of good behaviour and effort with the awarding of:

- ✓ Stickers
  - ✓ Homework passes
  - ✓ Pupil of the Week
  - ✓ Special praise
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## **SANCTIONS**

Sanctions are intended to encourage appropriate and acceptable behaviour in our pupils and as such we see the need for them to be both immediate and discreet. They will be applied consistently and fairly for all pupils, ensuring the self-esteem of the pupil is kept intact. Sanctions will, as necessary, take into account the age and degree of maturity of the pupil, any special need he/she may have and any other relevant information concerning the pupil.

The following sanctions are used in St Patrick's:

*Staff will discuss behaviour with each child in line with our school and class rules.*

1. Warning 1,2, 3 in line with rules, consequences on classroom walls
2. Rearranging seats, move places (short period of time if required)
3. Severe Consequences from classroom wall charts (Appendix 1)
4. Home-School book/Behaviour book
5. IEP is drawn up along with child and parents
6. Review of behaviour
7. Referral to Educational Psychologist and advice sought from behaviour team (Outside agency involved)
8. BOG informed
9. Invoke suspension
10. Expulsion

### **During Break or Lunchtime:**

1. Short 'time out' for unacceptable behaviour
2. If unacceptable behaviour is serious or persistent the pupil will have some loss of playtime and class teacher is informed
3. If behaviour continues, Vice-Principal/Principal is informed and further loss of playtime may be necessary

### **Unacceptable Behaviour / Sanctions**

Despite the use of strategies to promote positive behaviour on occasions where inappropriate behaviour is displayed an agreed range of sanctions will be used.

Where sanctions are used with a child they will:

- Be immediate and discrete (respecting the rights of the individual)
- Provide the teachers / school to make a low level response to pupil behaviour
- Have a hierarchy appropriate to behaviour (and frequency of behaviour)
- Be fair
- Be consistent
- Be appropriate to the individual (their needs, personality and social background)
- Maintain self-esteem.

### **Implementation**

The staff of St Patrick's have drawn up this policy as a collaborative effort. Staff therefore know the key points.

#### **1. Staff**

Although drawn up together, the Principal will review the policy and its key points at the beginning of the school year with staff. New members of staff will be directed to the policy document.

Class rules

Teachers will be reminded of school rules and regulations. Children help compose their own class rules at the beginning of each school year to supplement regular school rules.

Awards – in class, whole school

Sanctions

Personal manner with children (incorporates Pastoral Care Policy & Code of Conduct).

Reporting and recording incidents to the Principal/Vice Principal.

Supervision

Routines for children in/out of classrooms, in lines, to/from hall, moving around room, children's manners towards one another.

#### **2. Pupils**

Aspects of this Positive Behaviour Policy will be communicated to pupils in a variety of ways.

##### **i Principal**

At assembly – remind children of routines/rules/regulations

##### **ii Teachers**

As above and positive reinforcement each day

##### **iii Parents**

As per handbook at start of school

iv Displays

Various posters in classrooms and in communal areas

### 3. Parents

Parents will be informed of Positive Behaviour, Discipline and Pastoral dimensions. In St Patrick's we work in partnership with our parents. All parents are made to feel welcome and encouraged to feel that their role is important and appreciated. This partnership with good communication and co-operation will be necessary for the all-round development of each child.

We communicate through:

- School Prospectus
- Policies
- Weekly notes sent home & e-mailed
- TV in foyer
- Posters & Notices inside and outside school
- Text messages & E-mails
- Parent Interviews
- Curriculum Meetings
- End of year reports
- School Website & Social Media
- Verbal Communication via telephone
- Verbal Communication via parent meetings
- Contact through outside agencies such as RISE NI, Educational Psychology, Education Authority, School Nurse
- Special Assemblies, prize giving, sports day, speech & drama festival, Christmas shows
- School masses, sacramental celebrations

### 4. Board of Governors

The Board of Governors is aware of the contents of this policy.

### Evaluation

#### Success Criteria

The success of positive behaviour strategies will ultimately be reflected in a reduction in the incidents of poor behaviour and an improved ambiance/ethos among pupils and staff within the school and improved achievement i.e. academically but also personal, social and emotional.

- (i) Improved ethos

- (ii) Children composing their own classroom rules based around this policy and realising the importance of discipline within the school setting and beyond.
- (iii) Children working towards their potential in all areas of the curriculum and school life
- (iv) Parents reporting an improvement in their child's attitude to school – measured through parental questionnaires
  - Informal remarks
- (v) Low number of incidents of poor behaviour/indiscipline (as reported to Vice Principal/Principal)
- (vi) Low number of incidents reported by parents/carers.

This policy should be read in conjunction with the following policies:

- Anti Bullying
- Child Protection /Safeguarding Policy
- Special Education Needs
- Religion
- Health and Safety Policy
- Drugs Policy
- RSE Policy
- Attendance

### Review

The policy will be kept under review and amended accordingly.

This policy was adopted a Board of Governors meeting held on

Signed: \_\_\_\_\_ Principal

Signed: \_\_\_\_\_ Chairperson

Date: \_\_\_\_\_

**Review date: Autumn Term 2021-2022**

## Rewards

- Praise ☺☺☺ ✓✓✓
- Show another teacher
- Show Mr McGrath
- Rainbow 
- Pupil of the Week
- Stars 
- Stickers at Assembly
- Phone call/Note home to parents 

# Consequences

- 1<sup>st</sup> Reminder of our class rules

Class Rules	
1.	Listen when others are talking.
2.	Follow directions.
3.	Keep hands, feet and objects to yourself.
4.	Work quietly and do not disturb others.
5.	Show respect for school and personal property.
6.	Work and play in a safe manner.

- 2<sup>nd</sup> Reminder of rules and name on cloud



- 3<sup>rd</sup> reminder of rules

- Name on Rain cloud



- Thinking time



## Severe Consequences

- Sent to Mr McGrath/Mrs Sealey



- Lose some breaktime/lunchtime play



- Meeting/Phone call with parents

