

St Joseph's Primary School (Madden)



Positive Behaviour Policy



Policy Review

Date Agreed: May 2024

Next Review Date: May 2027

Signed by Chair of Governors:
Mr P McAleavey

INTRODUCTION

Our school is a community of children, governors, teachers, classroom assistants, mealtime assistants, parents and other adults. A community functions best if there is a mutual respect between all members and an agreed code of conduct which provides the background against which all activities take place. We aim to provide a happy, safe environment in which our pupils will thrive and make good progress academically, creatively, physically, socially and morally. We have a duty therefore to promote good behaviour and discipline in our school. Pupils, parents and teachers have been consulted in the review of this policy.

In almost all cases of pupils with behavioural difficulties the most likely cause – and therefore the issue, which needs addressing most – is the **pupils' low self-esteem**. Pupils – and indeed adults – need to feel secure, happy, valued and wanted if they are to develop a positive self-image, be well-adjusted socially and emotionally and, consequently, realise their true potential.

AIMS

1. To have a disciplined, caring and happy environment conducive to learning.
2. To enhance the pupils' self-esteem and foster self-respect and respect for others.
3. To encourage the pupils to develop independence by accepting the need for self-discipline and self-control and taking responsibility for their own behaviour.
4. To develop the pupils' interpersonal skills and their ability to work co-operatively with others to resolve problems and conflict.
5. To develop moral values and religious practices in accordance with Catholic teaching.
6. To develop a strong sense of community within the school and beyond, fostering tolerance and respect for the rights and beliefs of others.

GUIDELINES

All adults working on the premises are responsible for discipline, setting a good example and ensuring good patterns of behaviour throughout the school.

Children will be encouraged to work and play together showing consideration for the needs and feelings of others.

Good classroom organisation and management are essential to good order. Boredom, lack of understanding and lack of progress can be major reasons for misbehaviour.

Good staff/pupil relationships are essential. Children must feel able to approach staff with their problems.

Children, staff, parents and governors must understand and be fully aware of the defined codes of behaviour (rules), sanctions and rewards structure.

Parents should have the opportunity to voice any concerns with staff.

Classroom Behaviour

Behaviour is the responsibility of every teacher in the school. Each teacher shares the responsibility for behaviour throughout the school and is solely responsible for the discipline in his/her classroom.

Good behaviour is essential for effective learning to take place. In order that this goal is achieved we will try to implement the following strategies:

1. Ensure that pupils of different abilities are given appropriate tasks where they can achieve success.
2. Make lessons enjoyable and challenging where children feel able to concentrate.
3. Use positive rather than negative language to communicate expectations and feedback to pupils.
4. Give regular praise and encouragement to pupils.
5. Praise disruptive children when their behaviour becomes acceptable.
6. Encourage pupils to take pride in their work.
7. Provide a range of varied "Circle Time" activities.
8. Have clear expectations for behaviour and ensure that these are clearly communicated to the children.
9. Develop and establish clear routines in the classroom. Have a behaviour management plan with clear rewards and consequences.

10. Don't engage in confrontation with a child. Simply repeat the directions. Use a phrase such as 'I need you to'
11. Keep the tone of voice assertive and non-aggressive.

REWARDS AND SANCTIONS

While rules and procedures protect rights and define responsibilities, we realise as a staff, that rewards and sanctions are necessary to encourage and maintain these rules in class and throughout our school.

REWARDS

A system of rewards and incentives are applied with consistency by all the staff. This helps to establish and maintain a climate in which pupils come to appreciate what constitutes acceptable behaviour and positive attitudes. All pupils have a need for positive affirmation and therefore acceptable behaviour and positive attitudes are regularly celebrated within our school.

Praise can be given in many ways:

1. An encouraging smile or handshake.
2. Words of praise from staff to pupil and older pupil to younger pupil.
3. A written comment on pupils' workbooks.
4. Acknowledgement of good behaviour in notes sent home to parents.
5. Use of reports to comment favourably.
6. A visit to a Senior Member of staff or Principal for commendation and a small material award may be given (for example pencil, book mark).
7. A public word of praise in front of a class by class teacher.
8. A public acknowledgement by Principal at an assembly.
9. "Head Teacher's Award" presented each month for behaviour.
10. A public acknowledgement by Principal when meeting with parents (e.g. End of Year Mass).
11. The development of pupils' Records of Achievement from P1-P7.
12. Extra play at break or lunchtime.
13. "Certificates" given out once a month after 'Young Writer Assembly'.
14. Good work display, shared with the rest of the class.
15. Stars points awarded.
16. Allowing "Golden Time" on Friday afternoons.
17. Class Dojo Reward Points.

SANCTIONS

Sanctions are an integral part of our school's discipline policy. They provide pupils with the security of clearly defined boundaries and, in so doing; they encourage appropriate and acceptable behaviour. We, as a staff believe that sanctions should not be applied to entire classes when the guilty parties have not been identified.

Sanctions should:

- Be fully understood by all staff (teaching and non-teaching), pupils and parents.
- Be applied by the staff in a fair and consistent manner.
- Be applied as soon after the offence as possible, not impulsively, but in a calm and controlled manner.
- Take account of the age and degree of maturity of the pupil and any special educational needs he or she may have, the home background and any other relevant circumstances.

Minor Offences -Sanctions will include:

- A look of disapproval/ a quiet word from the teacher.
- Immediate verbal checking of behaviour.
- During play pupils may be asked to sit on a bench for 5 minutes to 'cool down'. Return to play should be only with permission from adult on duty.
- Removal of a portion of Golden Time.
- Loss of freedom at break or lunch time. Children are supervised in the 'Group Room'.
- Isolation in class for a set period of time and in vision of the teacher.
- Restriction of access to extra curricular facilities or off-site activities (e.g. swimming).
- A reporting system will be used if necessary. This allows staff and parents to monitor the behaviour of a particular pupil over a given period and records will be kept for troublesome pupils. Rewards and sanctions will be given where appropriate.

Moderately Serious Offences -Sanctions will include:

- Temporary removal of a pupil from his/her peers into another class.

- Pupils may be offered counselling with Pastoral Care co-ordinator to discuss their behaviour.
- Circle time/Kidscape programme will be used as an opportunity to consider group and individual behaviour and its effect on others.
- A pupil whose behaviour in school regularly gives cause for concern may be referred to the SENCO for monitoring. I.E.P.s will be drawn up. These I.E.P.s will include behavioural targets. These termly individual targets will be reviewed at the end of each term. The SENCO will discuss these targets with parents so that they can become actively involved in securing and maintaining their children's good behaviour in school.
- In very difficult cases, after consultation with parents, advice may be sought from external support services such as Educational Psychologist and Behavioural Support Team.

Serious /Persistent Offences

In the case of serious or persistent misbehaviour, a child will lose the right to proceed through the hierarchy of consequences and will be removed from the classroom situation and sent straight to the School Principal. The decision will be taken when a child's behaviour:

- Is not compatible with the provision for the efficient education of other children with whom the child in question is being educated.
- Involves serious, actual or threatened violence against another pupil or member of staff
- Put himself/herself, other pupils, members of staff or the wider community at risk of harm or injury.
- Involves any form of bullying including Cyber Bullying inside or out of school hours.

In such cases the parents will be informed and the child will be sent home with the parents. A decision whether to exclude the child for a further fixed period of time or to permanently exclude the child will be taken.

Suspension

If a pupil's behaviour is considered so serious that suspension is considered, the procedures for the suspension and expulsion of pupils in schools as outlined by DENI will be followed.

Expulsion

Expulsion for serious and persistent misbehaviour the school may follow the Procedures for the Suspension and Expulsion of Pupils in schools as outlined by the Department of Education for Northern Ireland.

Staff will always be aware that behaviour can be influenced by factors outside school and will be sensitive to this when dealing with individual children.

Code of Conduct – Parents

Parents can support the school by ensuring that their child:

- Arrives at the appropriate time
- Wears the correct school uniform
- Changes into appropriate PE gear
- Has written permission to leave the school to keep appointments
- Behaves in a proper manner respecting school property and other people's property
- Attends regularly and brings notes of explanation if absent
- Is fully recovered from illness before returning to school.
- Has all clothing marked with child's name

Parents will be made welcome to discuss any problems or difficulties their child may be experiencing at school. We would like parents to share their problems so that they can be resolved as soon as possible and with the minimum of distress to the child. If the problem is urgent please contact either the Class Teacher or the Principal immediately. For less urgent problems, appointments can be made with the class teacher, outside class contact time.

Code of conduct – Teachers (Ref. Code of Conduct Policy)

The role of teachers in the school is not confined to the communication of knowledge and skills. The teacher communicates not just a subject, but the teachers own enthusiasm, values and faith. Teachers should endeavour to enhance pupils' self esteem. It is they who set the right example in matters of punctuality and commitment, as defined in the application of the following code of conduct:

- Staff will be in the classroom at 8.30 am
- Children are not permitted into classrooms until 8.45 am
- Supervise the children from 8.45 am
- Begin class at 8.50 am
- Break time bell at 10.30 am to alert teachers. Class teacher ensures that children are lined up and escorted to yard
- Teachers supervise according to roster
- At the 10.45 am bell teachers collect their class promptly
- On wet days, teachers and classroom assistants supervise children according to roster

- No child may be left unsupervised in the classroom

P1 – P2:

First lunch bell will ring at 11.50 am. Lunchtime supervisors will be in place to supervise all children. Teachers will escort children to dinner hall. Bell will ring at 12.45 pm. Children will be collected promptly from yard.

P4 – P7:

Second lunch bell will ring at 12.00 noon. Teachers will be in place to supervise children remaining in the classroom for lunch. Teachers will escort children going to dinners to the dining hall. Bell rings at 12.45 am and children will be collected promptly from the yard.

PLAYGROUND RULES

Whole school rules are in operation during lunchtimes and breaks. These periods are influential and important times in a child's school day. Here children are free to form friendships, to structure their own play and to exert self-discipline and responsibility towards others.

However, occasionally lunchtimes and breaks can be a great source of stress for some children. These stresses and concerns must be aired and addressed to avoid adverse effects on relationships, behaviour and learning in our school. Children are able to air concerns directly to playground supervisors / class teacher, during Circle Time and or via "Playground Buddies".

Playground Buddies

Five children are chosen each year and they each wear a 'Buddy' baseball cap so that they can be easily recognised in the playground. The buddies are trained in their role and meet at least once a term with Mrs Donnelly (Deputy Designated Teacher for Safeguarding and Child Protection). The Buddies are on duty during each playtime and are available to help children discuss their disagreements, listen to their problems, organise games and enhance fun and friendship throughout the school. In conjunction with the School Council, the playground buddies have drawn up a daily timetable for playground equipment.

REVIEW

The Positive Behaviour policy should take account of current needs and therefore should be reviewed on an annual basis. All staff, pupils and governors will contribute to this review. Where significant changes are contemplated parents will be consulted.

SCHOOL RULES

Senior pupils and staff have agreed the following rules

1. Show respect and consideration for everyone (including Adults, Captains, Buddies, Eco-warriors and other children).
2. Pupils should listen and obey all members of staff.
3. Take care of books, equipment and the school building.
4. Move around the school building and grounds quietly and safely.
5. Say prayers loudly and clearly in assembly.
6. Tidy classroom at the end of each day.
7. Have good manners at all times.
8. Treat others in school the way you would like to be treated.
9. If you have a problem in the playground or classroom let the teacher/assistant know about it.
10. Include anyone who wants to join in your game.
11. When the bell rings line up quietly.
12. Sit on your chair properly.
13. Try to do your best work at all times.
14. No chewing gum in school.
15. On frosty mornings all children must come indoors.
16. All children must go outside at break times.
17. Look out for the safety and welfare of others.
18. Please bring in a 'sick note' if you are absent.
19. Arrive in school between 8.30 am and 8.45 am ready to begin class promptly at 8.50 am
20. Walk quietly on the left-hand side of the corridor at all times