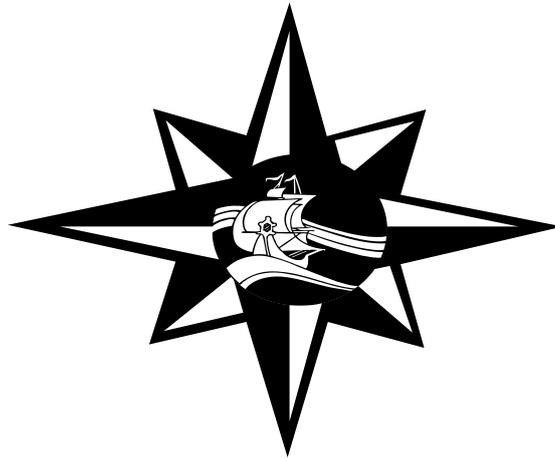


St. Brendan's
Primary School and
Nursery Unit



Positive Behaviour & School Discipline Policy

St Brendan's Mission Statement

“As a Christian community founded on the belief that the Catholic school has an important function in the community, we in St Brendan's Primary School, strive to create a caring, happy and secure environment, where every individual is treated with dignity and respect, whilst being given the opportunity to develop their gifts and talents.”

Positive Behaviour and School Discipline Policy

Why have a Positive Behaviour Programme in St. Brendan's Primary School?

Children work well when there is a recognised framework where they know that there are limits to what is acceptable within that framework. The staff at St. Brendan's Primary School would like children to come to school ready to enjoy learning. The majority of children do, but for those who intentionally disrupt lessons or play, the staff have developed a behaviour programme, which reinforces positive behaviour and rejects unacceptable behaviour. The system, when in operation, requires assistance from pupils, teaching and support staff and parental involvement is actively encouraged.

The class teacher usually takes action first, and then the matter would, if necessary, be referred to the Senior Management Team. Certain types of behaviour, however, will automatically be dealt with by the Principal and parents will be informed immediately. In extreme cases, the involvement of Health & Social Services and Education Welfare is sought.

The Aims of our Positive Behaviour Programme

St. Brendan's Primary School is a safe environment where all can teach and learn in a happy atmosphere. We wish:

- To create an environment which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour through the use of our school rules and School Behaviour Code.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.
- To have endorsement and support of parents.
- To have effective links with relevant external support agencies.

How will we achieve our Aims?

Pupils, parents, teachers and support staff all take collective responsibility for the promotion of positive behaviour in St. Brendan's Primary School.

Pupils

- Pupils identify strongly with the school and are proud to be a part of it.
- Pupils are encouraged to be polite, well behaved and courteous at all times.
- Pupils will follow the rules and take part in making decisions based on these rules.
- Pupils are encouraged to work co-operatively with each other and with staff, and have high expectations of themselves and others.

Parents

- Parents and visitors to the school feel valued, safe and secure.
- Parents support, and participate in, the life of the school and are actively encouraged to be partners in their children's learning through homework, out-of-school activities and other extra-curricular activities.
- Parents readily engage with the school concerning its work and are willing to take part in effective two-way communication.

Class Teachers

- Teachers identify strongly with the school, and are proud to be part of it.
 - Teachers actively establish positive relationships with pupils and parents and handle attendance and discipline problems in a sensitive and caring manner.
- Teachers have high expectations of pupils' achievement, attendance and behaviour.
- Teachers use praise to motivate pupils and praise permeates all aspects of school life.
- Teachers treat pupils and parents equally, with respect and in a fair and just manner.

Support Staff

This group includes:

The School Office staff, Classroom Assistants, Caretaker, Catering and Cleaning staff, Lunch and Playground Supervisors.

Support Staff participating in Playground Supervision are given additional help in supporting children.

- Support Staff maintain positive relationships with pupils and staff
- Support Staff share in dealing with problems in a caring and sensitive manner.
- Support Staff identify strongly with the school and are proud to be associated with it.

Governors

- Ensure that positive behaviour and discipline policies are in place.
- Governors work in partnership with the Principal to monitor and review this policy.

Promoting Positive Behaviour at Class Level and Whole School Approach

At St. Brendan's we believe in rewarding the positive as well as correcting the negative behaviour. Our staff and pupils identified a sample of some of the most frequently used strategies at work in St. Brendan's to help us in our continuous promotion of good behaviour. **(appendix 1 Promoting Positive Behaviour in the Classroom)**

Classroom Management

Effective classroom management is essential in order to promote positive behaviour. This includes providing a bright stimulating environment, thorough planning and preparation of lessons, appropriately pitched curriculum with well-planned differentiation, taking into consideration the needs of all pupils.

Class Rules

At the start of every school year each teacher formulates with the children in their class, a classroom positive behaviour plan (Class Rules) using age appropriate language. The goal of the plan is to have a fair and consistent approach to establishing a safe, orderly, positive classroom environment in which adults can teach and children can learn.

Key Stage Assemblies are also delivered reinforcing the General School rules including the House Rules for our School Behaviour Code.

Every month the principal will award 'Merit Certificates' in a special assembly.

Whole School Approaches to Promoting Positive Behaviour

Our School Behaviour Code and House System

Our school behaviour code and house system has been adopted from primaries one to seven. Children are placed into a particular house: Ulster, Munster, Leinster or Connaught. Nursery pupils will be introduced to the system in the third term as part of transition to primary one.

Children are given points for their house and each term the winning house receives a reward. The house system is promoted throughout the school by all staff, in the classroom, in the dinner hall, on the corridors, in the playground and on school trips. Pupils in key stage 2 are expected to wear their house badge at all times. If the badge is lost or misplaced they may purchase one from the office.

Each year pupils from P7 are chosen to be a house captain and Vice-Captain. At the end of each year the winning house will receive a house trophy.

Our School Code

Be Responsible

Tell the truth

Respect Others

Lend a Helping Hand

Do the Best You Can at Whatever You Do

Please see appendix 2 for Our School Behaviour Code.

Merit Certificates

On the first Wednesday of every month we have a Principal's assembly. The class teachers recommends recipients. These certificates recognise pupils who live up to the school behaviour code and may also be awarded for other behaviours at the staff's discretion. In the first term the principal (supported by the house captains/playground buddies) will focus on the five house rules and our school rules during assemblies.

House Captains

House captains are responsible for collecting points for teams, monitoring the wearing of badges in key stage 2, promoting their house and acting as Playground Buddies. Playground Buddies assist in the playground 3 times a week. The children play games, organise 'Skipping Challenges' and the 'B Factor'. These are all ideas that have been provided by the pupils. Playground buddies are chosen from P5,6 and 7.

Prefects

Our prefects are selected from primary 7. It is their responsibility to deliver milk, keep the PE store tidy with the help of assistants, collect registers on Fridays and distribute full attendance stickers.

School Council

These pupils organise the Fregy bins (recycling), the school bank (P3-7), charity fundraising and collect ideas from within classes to discuss at regular meetings.

ECO council

The pupils in our ECO council identify how to make our school ECO friendly.

Weekly Assembly

Each key stage has a weekly assembly held each Wednesday. In the first term these assemblies focus on Personal Safety Strategies. Assemblies include topics such as good attendance in school, healthy lifestyle, anti-bullying, stranger danger, firework safety and any more. A number of outside agencies are invited into school including the Education and Welfare Officer (attendance), PSNI, Action Cancer, Fire Service, Autism Team, NSPCC and many more. In the first term the prefects, house captains, school council, ECO council and Librarians will hold an assembly to tell everyone what their roles involve.

Rules and Procedures

The underlying principle of our general school rules is defined as behaviour that is accepted in an orderly society.

Specific school rules

- Children should wear the full school uniform on all occasions.
- Pupils in P4-7 must change at P.E. time and wear the school's PE uniform. If pupils do not have a school PE uniform, they must wear a plain green top and navy bottoms.
- Pupils in P1-3 must wear plimsolls for P.E.
- Pupils must be punctual and arrive on time for the start of class at 9.10am. Doors will open at 9am in the Infant School.
- Pupils in P3-7 should be in their class line in the junior playground at 9.10am.
- Pupils, at all times, will walk on the left hand side of the corridors and stairs. Classes move in single file.
- A watch and small stud earrings should be the only jewellery worn in school. However, no jewellery for Health and Safety purposes is to be worn during P.E and After-School Activities. Teachers do not take responsibility for jewellery being removed for these activities.
- For after School activities involving sport, children are required to wear the P.E. uniform or plain green top and plain navy bottoms (no markings or stripes).
- If children bring in personal possessions for a Before/After school activity, these must remain in their bags and must not be brought out during class times.
- Chewing gum, sweets and cans or bottles of fizzy drinks are not allowed in school.
- On wet mornings the doors will open at 9 a.m. Children will enter school and proceed to their classroom. The teacher on duty will monitor.

Pupils who enter the playground before 9am will not be supervised AND we respectfully require that this does not happen.

- All pupils follow the 5 house rules:

| | | |
|---|-----------------------|-----------------------|
| Be responsible | Tell the truth | Respect others |
| Lend a helping hand and Do the best you can. | | |
- All pupils may bring a water bottle to school. This may be refilled using our filtered water fountains..
- Parents/Guardians who visit the school must report to the main office.
- Pupils from P4-P7 who travel home on the bus must go to the assembly hall at 3p.m. The teacher on bus duty will accompany them to the bus. The caretaker will accompany infant children to the bus who travel home by this method.

Covid 19

Our policy has been updated in light of the recent Covid 19 Pandemic.

Due to Covid 19 and respecting social distancing, we, as a school, can now sanction, up to and including exclusion, pupils who wilfully refuse to adhere to arrangements of social distancing and deliberately cough or spit at pupils or staff, putting them at risk.

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. Playground buddies help out on Monday, Wednesday and Friday each week. They provide fun activities which come from children's suggestions and ensure everyone is involved.

In reality, however, many lunchtimes and breaks can be a great source of stress for both children and staff. 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 during Circle Time, or directly to Class Teachers or to a Senior Management Team Member.

We value our supervisors and work in partnership with them to promote our positive behaviour policy during lunchtimes and breaks. Supervisors will provide a variety of activities for the children. Children must put away the equipment in use under the instruction of the supervisors and /or playground buddies.

Children have the opportunity to play with a variety of structured activities in the playground. The equipment must be treated with respect and in the event of a child or children playing inappropriately the equipment will be withdrawn.

When the whistle blows to signal the end of playtime the children stop what they are doing immediately. A second whistle is blown and the children walk to their lines when instructed.

In the Junior playground, children must play within the yellow lines identified for safety reasons. Play zones are also in operation.

Canteen

Children will move around the canteen in an orderly fashion and sitting in their seats to eat their lunch. Lunch time stickers are awarded on a weekly basis to recognise good behaviour.

Corridor

Children will walk on the left hand side of the corridor in a single file at all times.

Dealing with Behaviour.

Good communication underpins each strategy and every effort is made to separate the child from the inappropriate behaviour in which he/she is engaging. Staff recognises that different strategies work best with different children and in different circumstances. Staff will use their knowledge of each child to establish the best way of dealing with the situation. In many cases a quiet word or reproving look is sufficient.

Procedures

Appendix 3

If children are having difficulty keeping school rules then staff will follow these procedures. If an incident is very serious, the child will be brought straight to the Principal

| Levels of Behaviours – see Appendix 3 | Procedures | Staff Involved |
|--|---|--|
| Level One | <ul style="list-style-type: none"> • Reminder of and referral to school rules • Inform class teacher • Outside the classroom, refer to the teacher in charge or senior supervisor. <p>The class teacher will keep a record of incidents and strategies. Assistants to work in consultation with their designated class teacher. Refer to Appendix 3.</p> | Class Teacher If ongoing, teachers may consult with the ACE team and Behaviour Support Teacher on duty at break time Senior Supervisor |
| Level Two | <p>Class teacher discusses the behaviours and inform the Head of Key Stage of the strategies already used. The Head of Key Stage then records this in their behaviour file. An agreed plan to monitor, implement and review behaviour will be agreed.</p> | Class Teacher Head of Key Stage SENCO Educational Psychologist School Counsellor |
| Level Three | <p>If the behaviour continues, the Head of Key Stage will refer to the Vice Principal/Principal. Relevant action will be taken at the discretion of the Vice Principal/Principal.</p> | Class Teacher Head of Key Stage SENCO Vice Principal Principal Governors CCMS SELB |

If a child presents with ongoing difficult behaviour and aggression, the class teacher must liaise with the SENCO and relevant external agencies such as ACE Team and Behaviour Support Team for advice and support.

SENCO

It is the responsibility of the school SENCO to keep staff informed of any pupil with special educational needs who may require additional support. Staff will consult with the SENCO regarding any concerns. To ensure the appropriate response to all of our children's needs and to comply with SENDO it is important that all members of staff are informed of a child's specific learning or possible medical conditions e.g. ASD, ADHD etc.

Equality and Fairness

At St. Brendan's all pupils, parent and staff are treated equally, with respect and in a just and fair manner. The school promotes equality of opportunity and a sense of fairness is evident in the work of the school. Pupils and parents as well as staff are invited to take part in decision-making, including policy decisions. St. Brendan's Primary School has an ethnic, religious, cultural and linguistic diversity, which is recognised, valued and promoted as a positive feature of the school and its community.

School Jurisdiction

This policy applies on school premises and during school hours, on visits and trips, at school events or other occasions related to the school, and on any occasions when the pupils are the responsibility of the staff.

The policy applies when pupils are travelling to and from school in uniform as they are considered to be representing the school and therefore the school rules apply.

Damage to Property

Damage to school property through misbehaviour, will be reported to parents, and where appropriate, a request for a voluntary contribution towards the cost of repair or replacement will be made.

Bullying

Guidance to staff (Refer to Anti-bullying Policy)

Reasonable Force

The Education (NI) Order 1998 (Part II Article 4 (I)) states:

'A member of the staff of a grant aided school may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely:

- *Committing any offence;*
- *Causing personal injury to, or damage to the property of, any person (including the pupil himself); or*
- *Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether that behaviour occurs during a teaching session or otherwise.'*

The working definition of ‘reasonable force’ is the minimum force necessary to prevent a pupil from physically harming him/herself or others or seriously damaging property but used in a manner which preserves the dignity of all concerned. Any force used should always be the minimum needed to defuse the situation.

The responsibility of staff in dealing with a potentially aggressive pupil is always to safeguard the other pupils and themselves, and also to consider the safety of the offending pupil. It may be necessary to use physical restraint on a pupil, in order to protect all concerned, including the pupil, and to avoid damage to school property; Guidance will be taken from the Department’s Circular 1999/9, on use of reasonable force.

The school endeavours to ensure that all staff know and understand their roles and responsibilities in relation to the management of pupils.

Record Keeping

All incidents involving reasonable force should be recorded in a written report in accordance with school procedures. Immediately following any such incident the member of staff concerned should inform the Principal or a senior member of staff.

Severe Misbehaviour

The following sets out the procedures for addressing serious breaches of discipline. Failure to improve automatically moves on to the next stage.

- A verbal warning by the Principal or Vice-Principal as to future conduct
(*The Principal or Vice-Principal may decide to record the breach of discipline in the school Discipline File*)

- Withdrawal from the classroom/activities for part of the day
- Communication to parents informing them of the problem
- A meeting with parents, and either a warning given about the next stage unless there is an improvement in the child’s behaviour
- If the problem is severe or recurring then temporary exclusion procedures are implemented after consultation with the Chairman of the Board of Governors
- Expulsion

When major breaches of discipline occur the school have to request the support of outside agencies such as the Educational Welfare Officer or the Behaviour Support team from the Education and Skills Authority. In addition a Care Plan is agreed and put in place.

A very serious problem may result in the normal procedure being abandoned and a child being removed from school straight away. This is of course an extreme measure and is very rarely used at St. Brendan’s. Our Positive Behaviour and Anti Bullying policy provides St. Brendan’s children with a structure, which promotes good behaviour within our school.

Each day will be a fresh start.

Appendix 1

Promoting Positive Behaviour in St. Brendan's P.S.

| | System | Rewards | Sanctions |
|---------|---|---|--|
| Nursery | 1. Personal reward chart 2. Token chart 3. Stampers /stickers Stickers/stamp | 1. Stickers and stampers given. Reward given instantly | 1. Remove child from situation. 2. If the behaviour continues the child is told to sit in the time out chair. Time out chair |
| P1 | 1. Daily star worker, 2. Pupil of the Week 3. Individual chart for stickers Star worker of the day Pupil of the week Sticker charts Stamps 4. Today's helper | 1. Star/sticker on jumper. 2. Certificate for pupil of the week. 3. Prize when sticker chart is complete. Sticker Certificate Prize when chart complete 4. Class jobs | 1. Time out at a separate table. |
| P2 | 1. Helper of the day 2. Golden Time 3. Pupil of the week. 4. Award certificates 5. Ticket for good work | 1. Class jobs 2. Half hour free play on Friday afternoon. 3. Treat from box. 4. These certificates are sent home to acknowledge good behaviour. 5. Monthly raffle prize. | 1. Time out on carpet 2. Loss of golden time. 3. Go to the teacher next door. (5mins) 4. Staying by teacher's/assistant's side during playtime. 5. Thinking time with teacher. |
| P3 | 1. Star chart for work 2. Golden Time 3. House System 4. Individual star chart 5. Star chart in ability groups for completion of work. | 1. When star chart is complete they receive a prize. 2. Free time to play 3. Monthly prize pencils/toys | 1. Golden time removed 2. Withdrawal from playground |

| | | | |
|----|--|---|--|
| P4 | <ol style="list-style-type: none"> 1. Ticket system for good work. 2. Star chart 3. Golden Time 4. Marble Jar for whole class 5. Star chart for WALT achieved and standards of work | <ol style="list-style-type: none"> 1. Win a homework pass at the end of the week. 2. Prize when star chart complete. | <ol style="list-style-type: none"> 1. Golden time removed |
| P5 | <ol style="list-style-type: none"> 1. Golden Time House System 2. Raffle System 3. Rewards for good work 4. Oral feedback and positive marking 5. Behaviour chart 6. Helpers of the week | <ol style="list-style-type: none"> 1. Stickers/stampers 2. Toy/treat for raffle prize. 3. Homework pass 4. Technology time. 5. Free play | <ol style="list-style-type: none"> 1. Golden time removed 2. Staying in at break. 3. Remove from situation (annexe) |
| P6 | <ol style="list-style-type: none"> 1. Golden Time 2. Golden Ticket 3. Oral praise and feedback 4. Positive comments in marking. 5. House points 6. Monitoring diary | <ol style="list-style-type: none"> 1. Free play for keeping rules /behaviour 2. If children keep golden time they get a golden ticket. These are put into a big end of term raffle 3. Technology time. | <ol style="list-style-type: none"> 1. Golden time removed 2. Staying in at break. 3. Remove from situation (annexe) |
| P7 | <ol style="list-style-type: none"> 1. Golden Time House system 2. Positive comments in marking . 3. Oral praise and feed back. 4. Stampers | <ol style="list-style-type: none"> 1. Technology time 2. Stickers/stampers 3. House points 4. Free play | <ol style="list-style-type: none"> 1. Golden time removed 2. Staying in at break. 3. Remove from situation (annexe) |

Appendix 2

Our School Behaviour Code

- We will use the behaviour code throughout the school from nursery to primary 7 in order to encourage positive behaviour.
- Each house will be led by a Captain and Vice-Captain. Children will have the opportunity to put themselves forward for these roles. They will present themselves at a Key stage 2 assembly and all pupils in P5 to P7 will vote for the candidates.
- Each child will be placed in a house- Ulster, Munster, Leinster and Connacht. Colours of each house will be used in Foundation and Key stage 1 in order for children to identify which House they are in.
- Foundation and Key stage 1 will have their names displayed on a poster. This will allow them to identify which house they are in. Key stage 2 will wear house badges.
- All staff will encourage pupils to keep our school code. It will be promoted throughout the school (classrooms, corridors, canteen, assembly hall and playground) and also on educational visits.
- All staff will award points to pupils for keeping our school code. Points may also be given at the staff's discretion. House points should not be removed from a child.
- Children will learn about Our School Code in assembly, in class discussions and circle time. Our School Code will be displayed in the assembly hall and throughout the school.
- All classes will display our school code in a prominent position.
- Foundation will record points using coloured counters. Key stages 1 and 2 will record points on a Behaviour Code poster in the classroom.
- It will be the duty of House Captains and Vice Captains to collate points. This will be done prior to the monthly Principal's assembly.
- The House with the most points will be announced at the monthly Principal's assembly. A reward will be given such as extra playtime, dvd, bouncy castle.

Appendix 3

Levelling Behaviours

Our staff spent a long time discussing and agreeing on levels of behaviour. We then recorded what strategies and sanctions could be used to address these behaviours. Some of these strategies are age appropriate.

| <u>Level of behaviour</u> (rising according to severity and/or repetition) | <u>Behaviour</u> | <u>Strategies and sanctions used.</u> |
|--|--|---|
| <u>1</u> | <p>Shouting out. Leaving seat. Moving about on the carpet/mat. Talking when an adult is speaking.</p> <p>Disrupting other children</p> <p>Non participation in class activity and/or not completing tasks which have been differentiated accordingly.</p> <p>No homework</p> | <p>Remind of class rules. Discuss the importance and need for no shouting. Proximity praise. AFL strategies – pupil pictures, lollipop sticks, thinking time, time out chair. Talking object to hold when speaking. Low level may be initially ignored. Non-verbal gestures and bell ringing.</p> <p>Move child temporarily (table, carpet, annexe or beside an adult) Provide a stressball. Set time targets.(egg timer) Loss of Golden Time. Refer to class rules and School behaviour Code. Visual cues of correct/appropriate behaviour. Privacy board. After repeated behaviours and at the discretion of the class teacher there may be an informal chat with parents.</p> <p>Give child another chance to be complete the next evening. Make a note and date in homework book.</p> |

| | | |
|-----------------|--|--|
| | <p>Calling names. Telling lies. Answering back cheekily Arguing with peers.</p> <p>Hitting Throwing toys.</p> <p>Spending too long at the toilet or repeatedly asking to go to the toilet.</p> | <p>At the discretion of the class teacher house points may be awarded for homework completed and signed and good effort shown.</p> <p>Loss of golden time. Refer to class rules and our Behaviour code and discuss the need to respect others and have good manners. Class discussions on appropriate behaviour.</p> <p>If this occurs as a ‘once off’ then it is level one and the teacher will refer to appropriate behaviour, class rules and school behaviour code.</p> <p>Speak to parent to ascertain if there is a reason. Toilet pass/tokens.</p> <p>Reward certificates, stickers, stampers and house points may be given to encourage appropriate positive behaviour. The class teacher will make a record of behaviour and strategies used.</p> |
| <p><u>2</u></p> | <p>Constant and repeated level 1 behaviours</p> <p>Answering back/being confrontational Defiance Intentionally hurting others.</p> | <p>Parent will have been informed informally by the class teacher. If the behaviour continues for a period of time or becomes severe, it will then be brought to the attention of the Head of Key Stage. Teacher will provide the record of behaviours and strategies used. The Head of Key Stage will make a record in the Behaviour File.</p> <p>After consideration of strategies already used a plan will be agreed. The class teacher will continue to liaise with the parents.</p> <p>Loss of break and/or Golden Time. Children may also remain in class during free time and/or Golden Time. This will be supervised. (one session per day)</p> <p>Walking with an adult in the Infant playground. Permanently moving seat.</p> |

| | | |
|-----------------|---|---|
| | | <p>The class teacher will record all strategies/sanctions used and monitor their frequency.</p> <p>Pupil may be asked to write a letter reflecting on the behaviour and considering how to amend this.</p> <p>Reflective extra work/homework on the consequences of misbehaviour.</p> <p>Listen and investigate behaviours and put a plan in place.</p> <p>Time out with another teacher or Head of Key Stage.</p> <p>Nursery has an Incident book which parents are asked to sign.</p> <p>Advice sought from outside agencies such as Behaviour Support Team.</p> <p>Behaviour Plan.</p> |
| <u>3</u> | <p>Physical assault of pupils and/or staff.</p> <p>Aggressive, physical and violent behaviour.</p> <p>Throwing objects around the school.</p> <p>Bullying Behaviour</p> <p>Ongoing incidents from level 2 behaviours.</p> | <p>Child removed from situation to ensure safety of everyone.</p> <p>Principal/Vice principal will be involved at this stage. Head of Key Stage will produce records along with class teacher's behaviour record and strategies already used.</p> <p>Home/school journal may be implemented.</p> <p>Removal from classroom.</p> <p>Parents informed.</p> <p>Behaviour plan.</p> <p>Reduced day</p> <p>Suspension</p> <p>Expulsion.</p> |

Contacts to Support Positive Behaviour and School Discipline.

ACE Team : 37564293

Behaviour Support Team: 38314450