

St. Peter's Primary School



School Policy Document

Positive Behaviour

The establishing of positive behaviour is one of the pre-requisites for successful learning. Our aim is to ensure that every member of the school community feels valued and respected and that each person is treated well. The policy is therefore designed to support the way in which all members of the school can live and work together. It promotes an environment where everyone feels happy, safe and secure and is motivated to learn. It is designed to promote positive behaviour and to offer advice on how to improve behaviour. We believe that all children can be good role models and the celebration of pleasing behaviour is important. At times we have to challenge inappropriate behaviours. Predominantly, however, we guide our pupils towards acceptable behaviour through positive reinforcement. The school recognises the significance of outside factors on the behaviour of a pupil in school.

We treat all children fairly and will apply this policy in a consistent way. However, treating fairly does not always mean treating everyone the same. Children will have different needs, causes for their behaviour and choices. When a school rule is broken a range of consequences may be considered. A pastoral approach forms an important part of our discipline framework. This is generally of an informal nature and all teachers and classroom assistants have an important role to play. A word of praise or the immediate checking of misbehaviour are important first steps but it should include a deliberate attempt to build up an understanding of, and relationship with, the pupil. It should provide an awareness of any underlying problems the pupil may have.

Policy Statement

The aim of positive behaviour at St. Peter's is to foster within the children those values, attitudes and skills necessary to develop the self-discipline which enhances their self-esteem and is needed for them to become compassionate and responsible citizens.

In order to fulfil this aim it is intended that the children should:

- Develop a respect for their physical appearance and a pride in their work and school surroundings.
- Develop a respect for their peers.
- Develop a respect for other children's opinions.
- Develop a respect for teachers, ancillary staff, visitors to the school and those in authority.
- Develop a respect for others' personal property.
- Develop a respect for communal property both within the school and in their environment.
- Be able to work within agreed classroom rules and school rules.
- Be able to work both co-operatively and independently.
- Be able to share space and resources.
- Be aware of the needs of others.
- Develop appropriate social manners.
- Develop the skills necessary to deal with conflict.
- Develop empathetic skills.
- Develop a sense of the individual as part of a community.

RATIONALE

St. Peter's Primary School bases its behaviour on the assumption that all members in the community of the school have rights and responsibilities and that these are maintained through a system of rules and routines. These rules and routines are designed to emphasise the positive behaviours while recognising the need to indicate disapproval of certain actions.

The policy recognises that teachers within the school have rights. These include the right:

- to teach
- to teach with the minimum of disruption
- to have appropriate resources
- to be safe
- to expect co-operation
- to appropriate training
- to be consulted, kept informed and be treated courteously
- to be supported
- to respect
- to have agreed rules and regulations obeyed
- to criticise in a positive way

Similarly, pupils have rights which include the right:

- to be happy
- to respect
- to learn
- to be taught
- to feel safe and secure
- to be listened to
- to be treated fairly and equally
- to have the opportunity to avail of experiences within the school

The school recognises that behaviour can be learned through establishing rules and routines which are made explicit to the children. The school's rules and routines cover the following areas:

- coming to school rules
- keeping school tidy rules
- listening – talking rules
- learning rules
- safety / movement rules
- treatment rules
- problem / conflict rules (see Appendix 1)

A positive reward system

In St. Peter's we actively search out and highlight behaviours which we want our children to employ.

Reasons for rewarding include:

- supporting school rules
- increasing the child's self-esteem
- creating a happy atmosphere
- changing undesirable behaviour
- raising the level of achievement
- encouraging work and effort
- showing that you appreciate the children's effort
- helping to form and develop the pupil/teacher bond
- helping to minimise aggression
- encouraging the repetition of desired behaviour
- because the children like praise
- because it makes the giver feel good

What should we reward?

- settling down to work, completing work
- neat work, good handwriting
- tidying up
- homework completed
- concentrating
- unaccustomed good / improved behaviour
- behaving well / co-operating
- showing kindness, sharing
- appropriate playground behaviours
- staying in seat, putting up hand
- politeness
- punctuality, attendance
- being fair
- keeping rules

- being enthusiastic / using initiative

The importance of rewards

To promote positive behaviour, it is important to offer as wide a variety of rewards as possible. These may include:

- smiling, incidental prizes
- individual praise / public praise / class, whole school praise
- written praise, praising note to parents
- stickers, stars, points system,
- Star of The Week – P1, P2, P3
- Monthly Best Pupil, Best Effort Awards – P4 – P7
- Behaviour / handwriting awards – P4 / P5
- pupils allocated responsibilities
- Principal’s award
- Prefects / Buddies
- displays of pupils’ work / awards – noticeboards, website
- homework pass

Within the classroom environment it is expected that the teacher will draw upon these and other rewards to effectively manage pupils’ behaviour.

Managing unacceptable behaviour

While a positive system of rewards and reinforcement will attempt to guide children towards self-discipline, the school has an agreed range of progressive sanctions to be applied when required.

Level 1 ‘I am reminding you how I expect you to behave.....’

Behaviour	Consequence / Action
<ul style="list-style-type: none"> • Distracting other children from learning • Answering back • Disobey instructions • Being untruthful • Name calling and using minor bad language • Causing careless damage • Not engaging in learning – without good cause 	<ul style="list-style-type: none"> • Tactical ignoring • Rule reminders / speak about the behaviour you want to see • Move seats in class • Time out in class / other room • Loss of 5 minutes break time / lunch time • Informally speak to parent if not an isolated incident • Loss of privilege – fun / extra activity

	<ul style="list-style-type: none"> Warning given to be moved to Level 2
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Level 2 ‘This behaviour is unacceptable.....’

Behaviour	Consequence
<ul style="list-style-type: none"> Persistently using Level 1 behaviours over a sustained period Kicking, fighting, biting Direct verbal abuse / bad language / racist comments to any member of the school community Disruptive behaviour Consistent poor effort in class 	<ul style="list-style-type: none"> Question / feedback – What are you doing? What is going on? What is happening? (appropriately firm)- Avoid ‘ Why’ Reprimand, behaviour logged Loss of break / lunch time play Loss of major privilege Time out / exiting – partner teacher Report to Vice – principal Discussion with Principal Parents contacted- Home / School Diary

Level 3 ‘This is serious misbehaviour.....’

Behaviour	Consequence
<ul style="list-style-type: none"> Persistently using Level 2 behaviour Repeatedly using abusive, threatening behaviour Bullying behaviour Stealing Vandalising school property / building Aggressive behaviour with intent to hurt / injure Leaving school grounds without permission 	<ul style="list-style-type: none"> Any of Level 2 consequences Loss of play for up to a week Parents informed / meeting with principal Referral to Board of Governors Suspension Expulsion

The sanction of not representing the school in gaelic / soccer / netball etc. should not be invoked lightly and only used after repeatedly unacceptable behaviour. Prior notice should be given to the coach.

The sanction of missing break time may be used but pupils must be allowed to eat break and wear a coat.

Preventing pupils from participating in PE / Art lessons is not a legitimate sanction.

Exiting

1. If a child is exited, a written record should be kept. There should be a discussion with the child, the teacher and the support teacher on the day of the incident. If deemed necessary, a daily behaviour record should be started. (Appendix 2)
2. If a child is exited three times, senior management is informed and the class teacher arranges an interview with the parent.
3. If the behaviour persists, a more formal interview may take place with the Principal, teacher and parent. The child may be included in this interview.
4. A written record should be kept of persistent disruptive behaviour. The special needs co-ordinator should be contacted and a Behavioural IEP compiled.

At some point, we may seek the assistance of the Educational Psychology Service / Behavioural Support Services (EA) to assess the needs of the individual pupil. The Board of Governors may be informed, when the Principal deems it necessary.

Suspension / Expulsion

If suspensions or expulsions are being considered, the guidelines and protocols issued by CCMS / EA will be followed.

The role of parents

In order to maximise the effectiveness of our school's Positive Behaviour Policy, parents will be informed of the outlines of the school policy and on the rules and routines to support it. We will involve them in the promotion of good behaviour in their children through receiving positive feedback from the school. This could be through comment in homework books, special notes home or special awards.

The role of the Board of Governors

The role of the Board of Governors is to support the school in the implementation of the discipline policy.

Date of implementation: December 2017

Review: December 2019

Appendix 1

PRIMARY 1 – 4

School Rules

TALKING AND LISTENING RULE

We talk quietly
We listen to each other
We put up our hands to speak

LEARNING RULE

We try our best
We keep busy
We let others work

TREATMENT RULE

We sort out our rows without hitting
We talk together
We ask teacher to help

MOVEMENT RULE

We stay in our seats
If we need to move – we move quietly

CARING RULE

We are kind to each other
We care for our school

Appendix 2 cont'd

Primary 5 - 7

School Rules

TALKING & LISTENING RULE

When we want to speak we put up our hands
When we are talking together we talk quietly
We listen to each other
We listen to the teacher

LEARNING RULE

We allow other children to be able to learn
We allow the teacher to teach
We come prepared for work
We try our best

TREATMENT RULE

If we have a problem with another pupil
We talk it over
We ask the teacher to help us
We settle it without fighting

MOVEMENT RULE

If we leave our seats we:
Move only when we need to
Move quietly
Move without disturbing other pupils and return quickly to our seat

CARING RULE

We treat people fairly
We are kind to each other
We show good manners to each other
We care for our school
We respect our own and others property

Appendix 2

BEHAVIOUR RECORD CARD

Name:

DOB:

Address:

Class

Telephone No.

DAY	MORNING	INITIAL	AFTERNOON	INITIAL
MONDAY				
TUESDAY				
WEDNESDAY				
THURSDAY				
FRIDAY				

Comment:

This daily behaviour record would be filled in morning and afternoon by the class teacher who would initial and comment on the session. At the end of the week it would be sent to the Vice-Principal or Principal who would write a comment and sign it. It should be kept as a record.