



## **St. Theresa's Primary School, Glebe**

### **Positive Behaviour Policy**

#### **School Mission Statement:**

In St. Theresa's, we want each individual to reach their full potential, in a secure and happy environment.

Adopted by the Board of Governors of St Theresa's Primary School

(Signed): \_\_\_\_\_ Dated: \_\_\_\_\_  
(Head Teacher)

(Signed): \_\_\_\_\_ Dated: \_\_\_\_\_  
(Chair Board of Governors)

Ratified June 2022

## Introduction

**This policy has been developed within the context of current legislation, policy and guidelines:**

- Health and Safety at Work (NI) Order (1978)
- Children (NI) Order (1995)
- The Education (NI) Order – Articles 3 and 4
- Human Rights Act (1998) Ni – NI 2000
- Education (NI) Order (2003)
- Special Education Needs and Disability (NI) Order (2005) SENDO
- NI Anti-Bullying Forum [www.NIABF.org.uk](http://www.NIABF.org.uk)

Mission Statement:

We, the governors of St. Theresa's Primary School, Glebe believe that the school is a vital part of our community.

We are committed to:

- The aims of Catholic Education;
- Child Centred Education;
- Working closely with parents in the education of their children;
- High academic standards;
- Developing positive and effective pastoral care systems in our school.

The school can rightly claim to be an extension of the home and its pupils considered a family – a community of learning. Discipline is based, in the home, on the Christian values of tolerance, respect for others and their opinions, charity and a willingness to forgive. Like the well-ordered home, the Primary school operates in a similar spirit and framework. But, because of its large size and numbers, a greater emphasis and a clearer understanding of the ground rules for good order and behaviour is required in St Theresa's PS.

For each child there is a place – freedom to work in an atmosphere both happy and secure, with adults on whose help, support and understanding he/she can depend, and to whom he/she can turn when that security is or feels threatened. Equally all adults have a right to a place of work free from disruption where they can feel safe, secure, and able to carry out all of their responsibilities and duties.

Children are expected to behave and apply themselves to benefit from the many opportunities the school provides. There must be discipline for learning to take place and no-one will be allowed to obstruct or impinge upon the right of others to learn. St Theresa's PS will protect the right to learn, to teach and achieve at all times.

Our school's discipline policy is closely linked to our pastoral care policy. It is not simply a list of rules and sanctions but a statement of the school's values and beliefs, setting out expectations for teachers, pupils and parents. All need to work together to provide a school atmosphere that is calm, cheerful, happy, open and trusting. The

overall aims of the school cannot be met by a poor school atmosphere or by poor school discipline.

**Accordingly, we see our school as:**

Where children, teachers and parents are treated fairly and with respect;

A school that is a safe, caring, friendly, working environment free from disruption;

Offers a broad, balanced and challenging programme of education addressing the needs of children of all abilities;

Is appropriately resourced;

Where children are keen to learn and are well behaved;

Where all policies and procedures are clearly stated and consistently applied;

A school which promotes our Catholic faith.

**Staffed by members of staff who:**

Are warm, caring and sensitive

Are always well prepared and imaginative in their teaching

Have high expectations of their pupils

Recognise the needs and achievements of children of all abilities

Have the respect and support of colleagues, parents, governors and pupils

Are willing and able to play an active part in the future direction and development of the school

**A school where parents are:**

Made to feel welcome

Are encouraged to take an active and informed part in the life and work of the school

Are supportive of the work of their children and work of the school

The school's policy is based on the following general aims:-

- To create a rights respecting school community that is based on Catholic principles and the UNCRC which both form the basis of the school's Golden Rules
- To establish self-discipline, self-respect, respect for others and respect for property
- To develop and promote positive behaviour
- To develop an atmosphere free from disruption and disruptive behaviour wherein effective teaching learning can take place
- To foster the uniqueness of each child
- To ensure consistency and fairness in our approach to rules and regulations
- To acknowledge and reward positive behaviour, ensuring that adequate sanctions are applied for refusal to meet accepted standards of behaviour

The school policy contains a set of written rules and principles that are simple and flexible which will be implemented **consistently and co-operatively** by all staff. It contains

- Details of desirable behaviours we would wish to see in our school
- Details of behaviours which regard as undesirable
- A set of simple and clearly understood sanctions to match incidents of poor behaviour and indiscipline
- A range of rewards used to acknowledge examples of good behaviour

Also included are statements of what we regard as the rights and responsibilities of parents, children and teachers as they fulfil their differing roles in the daily life and work of our school.

We, as a school, are very much aware that our children do not live their lives in isolation and that there may be, at times, a variety of external influences that impact upon their emotional health and well-being. We will always strive to take those outside influences in to consideration when applying our Discipline Policy. We will use emotional intelligence and see the child, as well as the behaviour, whilst always maintaining the highest standards of behaviour that befits our children and our good school name.

## **School Rules**

Our school's Golden Rules, based on the principles in the UNCRC, are concerned with children's safety, courtesy, respect and consideration for others and with creating a happy and hardworking atmosphere within the school.

1. Come to school on time every day.
2. Show good manners and behaviour at all times.
3. Always listen to and respect staff.
4. Respect the property of your school and friends.
5. When playing, keep it friendly so that no one gets hurt.
6. Always walk quietly in a line on the right hand side of the corridor.
7. Remember 3 in and 3 out of our cloakroom.
8. We behave well in the canteen with our friends.
9. Remember full school uniform and/or PE kit.
10. Always do your homework and get it checked at home.

***\*During unusual circumstances, such as we are currently experiencing during the Covid Pandemic, some of the above rules may be suspended or overridden. In their place new rules may take precedence for example:-***

- ***Priority around Good Hand Hygiene***
- ***Priority of Good Respiratory Hygiene***
- ***Priority around Social Distancing***

## **Dining Hall and Corridors**

The above School Golden Rules apply.

## **Playground**

Pupils are expected to follow the Golden Rules and play in their designated areas and to keep the playground, and school grounds litter free. Children should not play on grass banks or grass areas unless given permission by those on duty.

FS & KS1 can regularly use the "Fairy Garden"

Other grassy areas will be assessed for suitability taking into consideration weather and underfoot conditions.

Rough play is not allowed

Pupils should follow the instruction and direction of teachers and supervisors at all times.

## **Desirable Behaviour**

It is our pleasure to record our admiration for the very high standards of behaviour displayed by our pupils in such large numbers each and every year. Indeed, the vast majority of our children behave extremely well and properly each and every day.

### **Desirable behaviours: -**

- follow our Golden Rules at all times in the school premises
- showing respect for the view, ideas and property of others
- recognising that all have a right to share in and contribute to a lesson
- co-operating with the teacher and with their peers on shared activities
- applying themselves to the task and working to the best of their ability
- following the rules of common courtesy and good manners to everyone
- responding positively to opportunities to act independently of the teacher and show initiative

### **Undesirable Behaviour:-**

However, incidents of poor behaviour and indiscipline can sometimes be a feature of school life. The poor behaviour of a few is inevitably a problem for all in our school community – teachers, pupils, parents, assistant and supervisory staff and Governors.

Several categories of poor behaviour and indiscipline can be identified as a problem for the school.

## **Undesirable Behaviour:-**

- acting aggressively or with violence, verbal or physical, towards other children or the staff
- being unkind to their peers and engaging in any kind of bullying
- directing abusive language at other children or the staff
- defacing or destroying other children's belongings or school property
- calling out in class, constant talking in class, interrupting others and being inattentive when others are contributing to the lesson
- being unwilling or unable to abide by the rules of common good manners and courtesy
- displaying a lack of interest in learning and preventing others from learning
- refusal to obey instructions
- repeated incidents of misbehaviour as listed above which add up to a consistent pattern of disruptive behaviour over a period of time

All such cases of undesirable behaviour, especially those of a more serious kind, will result in an immediate and appropriate response. Neglect or delay in responding to bad behaviour is not only unfair to the offended party but will also render sanctions and all other actions meaningless. (See attached Anti-Bullying Policy)

It is essential therefore to establish a set of uniform, agreed and appropriate responses by members of staff to poor and undesirable behaviour over the whole age, ability and background of pupils in the school.

When dealing with inappropriate actions we are conscious always to maintain the child's self-esteem and the child's rights from the UNCRC and to ensure that it is the behaviour that is unacceptable never the child.

We, as a school and a community, are rightly proud of the integration into our school fabric of children with recognised Special Educational Needs. We will always endeavour to take those recognised SEN into account when applying the Discipline Policy in a balanced manner. We will show a level of emotional intelligence that befits the privilege of teaching those young children with recognised SEN, whilst upholding the highest standards for *all* of our pupils.

## **When considering / applying sanctions:**

- check that the child understands what he/she is in trouble for
- establish that he/she knows the behaviour was unacceptable
- explore the effect that the behaviour has on others
- examine strategies for avoiding the same situation in the future
- don't threaten with punishments that cannot be carried out

## **Sanctions**

Sanctions help to uphold rules and procedures. They provide the security of clearly defined boundaries and encourage appropriate and acceptable behaviour. It is important that everyone – staff, children and parents are fully aware of the sanctions that will be applied in response to instances of undesirable behaviour.

### **A sliding scale**

1. A verbal rebuke
2. Move child to another table on their own in the classroom
3. Withdrawal of privileges in class e.g. class helper, for short period or withdrawal from school teams in consultation with team mentors
4. When a child does not complete any two homeworks, within one academic week, the class teacher will contact the parent to seek an explanation. If it is deemed appropriate by the class teacher, after this consultation with the parent that the child's negative attitude rather than aptitude has caused non-completion of homework, then the child will remain in class over lunchtime to complete that homework. If required and the work remains completed it will be sent home for completion.
5. Equally so where a child's negative attitude to their classwork impacts upon their ability to complete set work, the teacher may request that the child completes this work during break time. This point needs to be clarified with the pupil so that the teacher can be certain that it is attitude rather than understanding which is negatively impacting upon completion of work. If required and the work remains completed it will be sent home for completion.
6. Both Points four and five will be supervised by the class teacher.
7. Irresponsible behaviour at any point of the school day, whether in class or outside class may warrant removal from the playground at break time and/or lunchtime. This action will require teachers to be responsible for all aspects of the detention – placement, supervision and work to be completed etc. This sanction is a short term action and will require the teacher to liaise with home to let them know that it has taken place.
8. Where a child's behaviour is deemed to be inappropriate during playtime at lunch or break time, then a member of staff may ask the child to stand out for some thinking time. More serious incidents are reported immediately to Principal/ Vice Principal.
9. Where a child's behaviour is deemed to be inappropriate during playtime at lunch or break time or indeed during class time, then a member of staff may withdraw a part of the child's playtime by asking them to stand out at the wall.



This must be discussed with the child so that they are aware of and understand the reason for the withdrawal of this privilege.

10. Parents will be informed if undesirable behaviour becomes a reoccurring event. Parents will be involved at an earlier stage if deemed appropriate
11. If a child persists, on a regular basis, with behaviours that are deemed to be inappropriate and unacceptable after all reasonable measures have been put in place, then more serious sanctions will be applied in consultation with the parents and Principal. These may include the child having the opportunity to represent the school at external events withdrawn as appropriate behaviours cannot be guaranteed and not being allowed to attend events outside and inside school that are not an integral part of the curriculum.
12. Children with specific behaviour or exceptional needs will be dealt with as an individual basis by Senior Management Team in conjunction with the parents.
13. In the event that continuous disruptive and undesirable behaviour continues following the application of the above steps then, in order to protect the right of others to learn free from disruption, it may prove necessary to apply formal procedures for suspension of the pupil from the school for a limited period. Such steps will follow the procedures as set out by CCMS dealing with the Suspension and Expulsion of Pupils.

## **Rewards**

Our school policy also sets out a set of procedures and ideas to acknowledge and recognise the excellent behaviour of the many children in our school.

These are listed below.

1. Star of the Week Certificate, awarded at Assembly
2. Award of Attendance Certificates/Plaques at the end of school year
3. Awards on Annual Prize giving Days in Term Three
4. A class based reward system when the children show good behaviour, work or general effort with a reward given at the end of each month/term.
5. Regular teacher praise for good work/effort/behaviour
6. Children will be sent with examples of good work/effort to Vice-Principals/Principal and other classes
7. Special treats – e.g. a theatre show
8. Parents will be informed directly by the school of instances of exceptional behaviour / effort by their child

## **Rewards to improve behaviour**

- Private praise
- Public praise, in class and in assemblies
- Stars
- Informing parents
- Displays
- Reduction – letting off homework on occasions
- Ten minute talk discussion/talk period when pupils can choose topic
- Tidiest table to leave first
- Toys to play with
- Jobs around the class – rotas
- Sending to another teacher/Vice-Principal/Principal with examples of good work
- Display of good work in class and public areas
- Reading aloud of work to class
- Outings, walks, visits

## **Rights and Responsibilities**

### **Children have a right to:**

- Be valued as members of school community
- Get help when they seek it, whether with their work, bullying or other problems
- Make mistakes and learn from them
- Be treated fairly, consistently and with respect
- Be consulted about matters that affect them and have their views listened to, and as far as reasonable, acted upon
- Be taught in a pleasant, well managed and safe environment
- Work and play within clearly defined and fairly administered codes of conduct
- Experience a broad, balanced and suitably differentiated curriculum and to have any special learning needs identified and met
- Develop and extend their interests, talents and abilities

### **Children have a responsibility to:**

- Come to school with homework done and ready for the day ahead
- Treat others with respect
- Respect the views, rights and property of others and behave safely in and out of class
- Cooperate in class with the teacher and their peers
- Work as hard as they can in class and support the efforts and work of other children and teachers
- Conform to the expectations of good behaviour and follow school rules

- Seek help if they do not understand or are in difficulties
- Accept ownership of their own behaviour and learning and to develop the skill of working independently.

**Teachers have a right to:**

- Work in an environment where common courtesies and social conventions are respected
- Work in an environment that is safe, secure and free from disruption
- Express their views and to contribute to policies which they are required to reflect in their work
- A suitable career structure and opportunities for professional development
- Support and advice from senior colleagues and external bodies
- Adequate and appropriate accommodation and resources

**Teachers have a responsibility to:**

- Behave in a professional manner at all times
- Ensure that lessons are well prepared, making use of available resources, and that homework is appropriately set and constructively marked
- Show interest and enthusiasm in the work in hand and in their pupils learning
- Listen to the pupils, value their contributions and respect their views
- Be sympathetic, approachable and alert to pupils' in difficulty or falling behind
- Identify and seek to meet the pupils' special educational needs through the Code of Practice
- Share with parents any concerns they have about their child's progress or development
- Expect high standards and acknowledge effort and achievement

**Classroom Assistants have a right to:**

- Work in an environment where common courtesies and social conventions are respected
- Work in an environment that is safe, secure and free from disruption
- Express their views and to contribute to policies which they are required to reflect in their work
- A suitable career structure and opportunities for professional development
- Support and advice from senior colleagues and external bodies
- Adequate and appropriate accommodation and resources

**Classroom Assistants have a responsibility to:**

- Behave in a professional manner at all times
- Show interest and enthusiasm in the work in hand and in their pupils learning
- Listen to the pupils, value their contributions and respect their views
- Be sympathetic, approachable and alert to pupils' in difficulty or falling behind

- Identify and seek to meet the pupils' special educational needs through the Code of Practice
- Expect high standards and acknowledge effort and achievement

**Parents have a right to:**

- A safe, well managed and stimulating environment for their child's education
- Reasonable access to the school and to have their enquiries and concerns dealt with sympathetically and efficiently
- Be informed promptly if their child is ill or has an accident or if the school has concerns about their child
- Be well informed about their child's progress
- Be well informed about school rules and procedures
- A broad, balanced and appropriate curriculum for their child
- Be involved in key decisions about their child's education
- A suitable well-resourced school with adequate and well maintained accommodation

**Parents have a responsibility to:**

- Ensure their child attends school regularly and arrives in good time, with homework done, and suitable equipped for the day ahead
- Be aware of school rules and procedures and encourage their child to abide by them
- Show interest in their child's class work and homework, where possible, provide suitable facilities for studying at home
- Act as positive role models for their child in their relationship with the school
- Attend planned meetings with teachers and support school functions
- Provide the school with all the necessary background information about their child

**Internet and E-Safety**

The school has internet access in every classroom. Any use of the Internet will be strictly in accordance with the school's Internet Acceptable Use Policy, which has been communicated to and agreed by staff, pupils, governors and parents. Pupils are provided with opportunities to develop knowledge and understanding of e-safety and acceptable online behaviour at a level appropriate to their age and ICT capability.

# Positive Behaviour Pupil Consultation



For a safe and happy school we are expected to...

- |   |                          |                          |
|---|--------------------------|--------------------------|
| ☺ Arrive to school on time                        | <input type="checkbox"/> | <input type="checkbox"/> |
| ☺ Wear our school uniform                         | <input type="checkbox"/> | <input type="checkbox"/> |
| ☺ Show respect to everyone in school              | <input type="checkbox"/> | <input type="checkbox"/> |
| ☺ Be truthful well-mannered and kind              | <input type="checkbox"/> | <input type="checkbox"/> |
| ☺ Take pride in our school building               | <input type="checkbox"/> | <input type="checkbox"/> |
| ☺ Look after our books                            | <input type="checkbox"/> | <input type="checkbox"/> |
| ☺ Walk sensibly and quietly in the corridors      | <input type="checkbox"/> | <input type="checkbox"/> |
| ☺ Keep our school litter free                     | <input type="checkbox"/> | <input type="checkbox"/> |
| ☺ Set a good example to others                    | <input type="checkbox"/> | <input type="checkbox"/> |
| ☺ Exercise self-control                           | <input type="checkbox"/> | <input type="checkbox"/> |
| ☺ Line up quickly and quietly when the bell rings | <input type="checkbox"/> | <input type="checkbox"/> |

**Can you suggest some good Classroom Rules?**