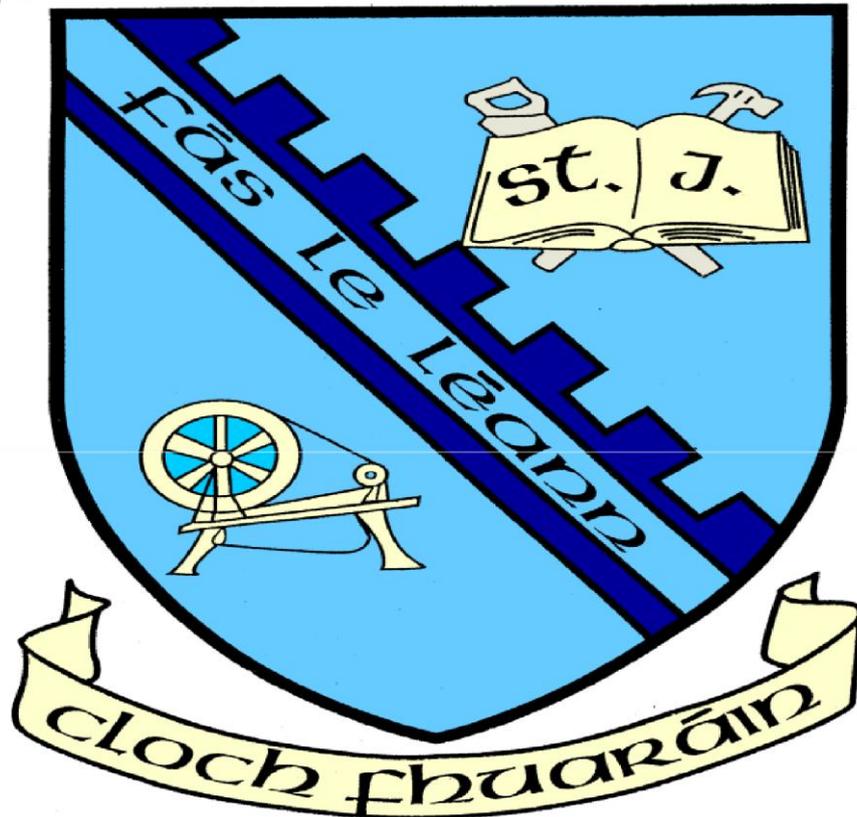


scoil naomh iósaif



POSITIVE BEHAVIOUR POLICY

Our School Mission Statement

We believe in the dignity and worth of each individual and the holistic development of our children in an environment which is caring and nurturing and fosters good relationships. Through the provision of a broad and balanced curriculum, underpinned by our Catholic ethos we strive to promote in all our pupils the necessary skills, knowledge and values which will equip them for future learning and living and enable them to make meaningful contributions to family, parish and community life.

The Board of Governors of St. Joseph's Primary School believe it important to state clearly:

- what the school as a community believes in;
- what it aims to do for our children;
- what are the values we wish them to have.

We have endeavoured to do so in the following short statement of our aims:

Aims

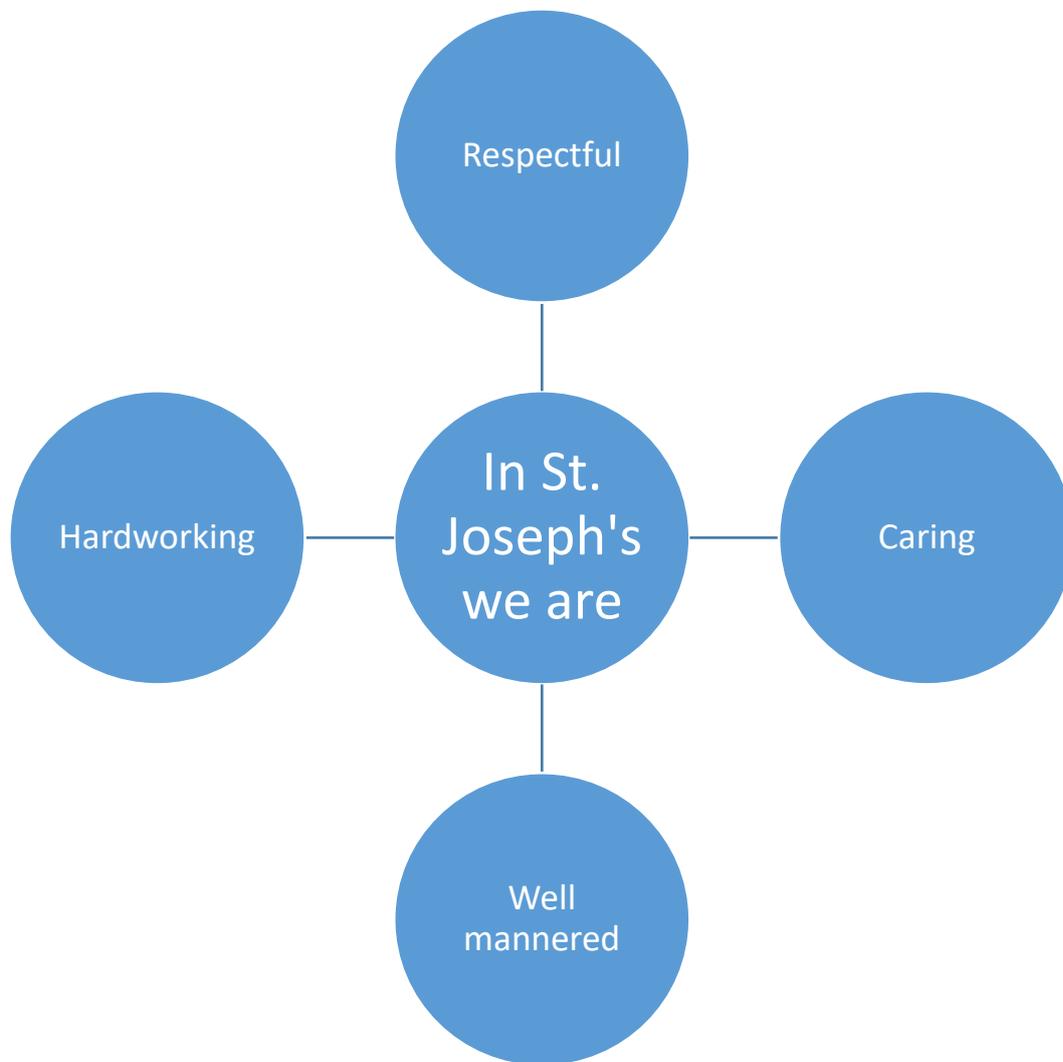
- To impart a Catholic Education, in a safe and happy environment, which fosters effective learning and an understanding that school staff are committed to children's best interest;
- To provide an education, which will equip each child for their life in the future;
- To help each pupil feel valued, special and unique and a member of the school community;
- To instil a sense of personal worth and dignity through intellectual, physical, emotional and spiritual development;
- To empower pupils to build good relationships with fellow pupils, teachers and others;
- To assist and encourage individuals to develop into citizens with sound Christian principles, who appreciate life and others, value their traditions and heritage and respect the world they live in;
- To encourage a sense of personal accountability for their own learning and actions by assisting and encouraging them to make use of their talents.

This policy was developed through consultation with pupils/staff/ parents and Governors.

GROW IN LEARNING

Together we will grow as individuals – in our learning, character and relationships with others.

These aims in relation to our Behaviour Policy can be simplified by stating clearly that we want all our adults and children to live out our code of conduct:



The pupils of St. Joseph’s have been actively involved in setting our Code of Conduct. They have discussed and explored each aspect of the Code during assemblies and group activities.

Rights and Responsibilities

Pupils have a right to:

- be treated as individuals
- experience a safe, healthy and secure environment
- be valued, listened to and acknowledged
- be treated with respect
- be given work appropriate to their ability and learning style
- be provided with a positive learning and social experience
- have opportunities to develop spiritually, morally, culturally, physically and academically
- know the school and class rules
- know the sanctions/rewards in place

Pupils have a responsibility to:

- come to school prepared and on time
- be polite, pleasant and treat others with respect
- show respect for themselves, others and property
- follow school rules
- complete homework
- learn to value themselves and work independently
- have a positive attitude and hardworking approach to their work
- act safely
- report bullying

Parents have a right to:

- receive a quality education for their child
- be responded to sensitively when raising any concerns
- seek support for their child if they have any problems
- be informed/consulted on relevant issues
- be informed of school routines, rules and expected conduct
- have their child educated in a safe and caring environment
- be informed of their child's progress and anything which affects their child's education
- work in partnership with the school

Parents have a responsibility to:

- foster the physical and emotional welfare of their child
- prepare their child for school
- ensure their child attend regularly and on time
- support their child's learning, independence and social skills
- inform school of important information on health and family issues
- treat all members of the school community with respect

- ensure their child follows the school rules and routines, shows respect for other children, school staff and property and reinforces these at home
- attend information/parent teacher meetings
- monitor and encourage completion of homework
- ensure their child wears the correct school uniform

Staff have a right to:

- teach in a safe, secure and happy environment
- be listened to by everyone
- be treated with respect
- be given appropriate support when necessary
- know agreed procedures
- be informed about children's backgrounds where appropriate and relevant
- seek parental support

Staff have a responsibility to:

- create a secure and happy environment for all pupils
- implement procedures and policies
- be punctual and well prepared
- manage pupil behaviour
- be consistent and fair in the treatment of children

- have a positive, respectful and professional attitude and approach to others and their work
- access training and share good practice
- inform relevant staff of children's difficulties during transition
- respect the privacy and dignity of each child
- follow staff code of conduct and Line Management Procedures

Principal and Vice Principal have a right to:

- be in a safe, secure environment
- have the co-operation of parents, staff, B.O.G. and children
- develop professionally

Principal and Vice Principal have a responsibility to:

- promote a safe environment for all
- guide and support all
- ensure implementation of policies
- promote justice and equality for all
- promote consistency in all matters
- promote own professional development and professional development of staff
- liaise with relevant members of staff when making decisions
- act as role model and guarantor of school ethos

Strategies to Promote Positive Behaviour

A system of strategies with rewards and incentives, will help to establish and maintain a climate in which pupils come to appreciate what constitutes acceptable behaviour and positive attitudes. Similarly, it is important that pupils realise that their good behaviour is noted and acknowledged, whereas instances of poor behaviour are challenged and responded to by sanctions.

We believe that Rewards and Sanctions are necessary and must be applied consistently in order to uphold our school rules. A healthy balance needs to be struck between rewards and sanctions. We also recognise that within each class, staff members and the pupils in their care form a very unique grouping and therefore we do not have an exhaustive checklist of strategies, which must be worked through to promote positive behaviour. However, we appreciate that it is good practice to provide clarity for parents, Governors and visitors to St. Joseph's and therefore we have agreed a series of strategies to promote good behaviour in St. Joseph's.

Types of behaviour to be rewarded

- Showing respect for the views, ideas and property of others
- Recognising that they all have a right to share in and contribute to lessons
- Kind and caring attitude to others
- Good manners shown to others
- Co-operating with the teacher/adult and with peers on shared activities
- Positively applying themselves to the task and working to the best of their ability

Types of behaviour to be sanctioned

- Defacing or destroying other pupil's belongings or school property
- Acting aggressively towards other pupils, teachers or adults
- Displaying a lack of interest in learning and preventing others from learning
- Calling out in class, interrupting others and being inattentive
- Being unkind to their peers, including engaging in any form of bullying
- Showing poor manners
- Using abusive language to other pupils, teachers or adults
- Consistently ignoring school rules and routines

Staff and pupils identified a sample of the most recently used strategies to help promote good behaviour

Strategies and rewards to promote positive behaviour

Staff and pupils identified a sample of the most recently used strategies to help promote good behaviour;

- Negotiated classroom rules/contract – these are drawn up collaboratively between pupils and staff. The pupils agree to do their best to adhere to them and parents are asked to sign them as an indication that they will support their child and the teacher in trying to ensure ongoing good behaviour. The rules are revisited regularly and updated as agreed.
- All pupils are aware of the general school rules and reminders are throughout the school (Appendix1)
- Pupils and staff have an agreed understanding of the definition of bullying and through assemblies/circle time and anti-bullying week and activities are fully aware of our expectations
- Verbal reminder of expectations before activities
- Verbal reminder of rules and routines before activities
- Ignoring low level inappropriate behaviour
- Redirection to task
- Acknowledging appropriate behaviour of others close by
- Use of de-escalation/de-fusion language eg. ‘what are you working on/supposed to be doing,
- Appropriately pitched curriculum with well-planned differentiation and extension
- PDMU and Grow in Love activities
- Use of encouragement and participation
- Use of Circle Time to reinforce positive behaviour
- School Council/Eco Council/Digital Leaders – we have an active school council with elected representatives, who support fundraising activities and contribute to SDP objectives. Our Eco Council also work in the same way and are involved in a number of projects. The Digital Leaders have been active in supporting staff and pupils in the use of ICT across the school. These different groups give the children a sense of ownership and involvement in school activities.
- Assemblies – Children’s achievements and external activities are celebrated each Thursday at morning assembly
- Weekly school mass – promotes respect and caring for others

Rewards

We will always have high expectations from our children in terms of their behaviour and are keen to acknowledge good behaviour. These are examples of some of the rewards we use throughout the school:

- Pupil of the week
- Children work for a 'Homework Free Night'. The school rules are the core of this system and must be known and followed by all children.
- Prizes are given for Endeavour, Application and attendance at our annual prizegiving
- Verbal praise for individuals and tables, who consistently follow rules and show good manners.
- Extra playtime for tables who have displayed appropriate behaviour in the dinner hall
- Treats
- Movies
- School Discos
- Trips
- Contacting parents to celebrate good behaviour

Sanctions

Sanctions are an integral part of our school's behaviour policy and help to uphold the rules and procedures. They provide pupils with the security of clearly defined boundaries and thereby encourage appropriate and acceptable behaviour. Our children have suggested a range of sanctions, which have been included in this list.

General guidelines:

- We must be seen to be fair
- We will use Conflict Resolution Steps
- We must be consistent
- We must speak respectfully to children
- Speak to the child/children quietly and away from other children
- We will ask children first what they are supposed to be doing and redirect them to task
- Sanctions must be reasonable and take account of the age and degree of maturity of the pupil and any special educational needs he or she may have.
- Should address the behaviour, not the pupil
- Pupil and adult should take time to calm down
- Pupils should clearly understand why they are being sanctioned

- We must not apply sanctions to the entire class or group of pupils when those involved have not been identified
- Should be time bound

Strategies used to address inappropriate behaviour

- Verbal disapproval focusing on the behaviour
- Change of seating
- Time out to a designated area to allow time for a child to think about their actions/calm down. This should be explained clearly to the child and be time bound
- Withdrawal of privileges, for a fixed period
- Restriction of access to extra-curricular activities for a fixed period
- Removal of equipment
- Use of adult intervention – if a child is involved in inappropriate/unsafe behaviour in the school yard they will remain beside an adult or take time out
- Repeating careless work/ complete unfinished work during breaks
- Daily report books
- Contacting parents
- Suspension
- Expulsion

Management of Sanctions **(Appendix 2)**

All staff are responsible for intervening when behaviour is inappropriate.

During Class Time

Class teachers and staff deal with behaviour in the classroom setting or when the class are in other areas of the school during teaching time.

During Playtime

Supervisory staff deal with inappropriate behaviour using Conflict Resolution Steps and appropriate sanctions – eg. Time Out

Matters which cannot be resolved at Playtime are reported to the class teacher, who will apply appropriate sanctions.

Incidents are recorded by teachers.

Next Steps

Depending on the severity of behaviour, it may be necessary in the Mainstream setting and LSC2, to involve the Head of Key Stage, SENCo or Vice Principal. If required advice will be sought from external agencies such as the Behaviour Support Team.

Due to the physical layout of the school, Mrs. Hannaway is the Senior member of staff who intervenes in behaviour related issues in Nursery/ASCs and LSC1 and liaises with relevant Heads of Key Stage.

Working with Parents

If there is an ongoing concern about a child's behaviour, the class teacher will invite their parents into school for a meeting – this will allow staff the opportunity to find out if anything is affecting behaviour and how home and school can work together.

The situation will be monitored and if necessary behaviour targets set for the child. If issues persist the Head of Key Stage, Vice Principal or Principal will meet with the class teacher and/or parents. If further action is required the school may seek support from the Behaviour Support Team, CAMHS, Rise or other agencies – parents will be involved in this process.

Ultimate Sanctions

At St. Josephs we use suspension and expulsion as last resort strategies, within our behaviour management policy and implement such procedures in keeping with CCMS and EA advice.

Suspensions

- A pupil can be suspended only by the Principal
- An initial suspension must not exceed 5 days
- A pupil can only be suspended for a maximum of 45 school days in a school year
- The principal cannot extend a period of suspension without the prior approval of the Chairperson of the Board of Governors
- The principal must give written notification of a suspension to the parent of the pupil, the Chairperson of the Board of Governors, the Education Authority in which the school is located and CCMS.

Expulsions

The following requirements must be satisfied

- The pupil must have served a period of suspension
- A consultation must have taken place between the Principal, the parent of the pupil, the Chairperson of the Board of Governors, an authorised officer from the Education Authority and an officer from CCMS
- The decision to expel the pupil is made by the appropriate “expelling authority” which is the Board of Governors

Where a final decision has been taken to expel a pupil the Principal must immediately notify the parents of their right to appeal that decision to an independent appeal tribunal established by the Education and Library Board and the arrangements and timetable for doing so.

Links to other Policies

Teaching and Learning Policy

Anti-bullying Policy

Pastoral Care Policy

Child Protection Policy

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Consultation with Pupils/Staff – Term 3 2017/18

Consultation with Parents – Term 1 2018/19

Ratified by the Board of Governors:

Date: _____

Chair of the BOG: _____

Appendix 1

General School Rules and Routines

Foundation and K.S.1 Classrooms

- We listen in class.
- We walk inside the school.
- We take turns.
- We are kind to each other.

K.S. 2 Classroom

- We speak respectfully and listen to others.
- We follow class instructions, rules and routines
- We treat others as we would like to be treated
- Only one person will speak at a time.
- We will always try our best.

In the Playground

- Play safely in our own class playground.
- Involve others in our play
- Line up quietly at the end of play
- Listen to and follow adult instructions
- Treat others as I would like them to treat me.
- Respect school and others' property

Movement around the School

- Walk and talk quietly when in pairs.
- Walk silently in lines
- Walk in single file on left hand side.
- Follow teacher to exit gate at home time.
- Keep to designated play areas.
- Stay off banks, steps and ramps.

In the Dinner Hall

The children have agreed the following rules to help ensure longer playtimes:

- When we eat we are silent
- When we are not eating we talk **quietly** in the dinner hall.
- Walk **quietly** at all times.
- Stay **quietly** in our seats until we are asked to move.
- Show good table manners at all times.
- Line up **silently**
- Talk to other children at their own table only

Appendix 2

Examples of Behaviours requiring involvement by relevant members of staff

<u>Supervisory Staff</u>	<u>Class Teacher</u>	<u>Heads of Key Stage – Mrs. Phillips/Mrs. Larkin/ Mr. Kennon SENCo – Mr. McGovern</u>	<u>Principal/Vice Principal Mrs. Hannaway/Mr. Doran</u>
<p>Unsafe Play or playing outside assigned area. Leaving others out of play. Aggressive play. Inappropriate language. Disrupting the play of others. Not following staff instructions. Not lining up when asked.</p>	<p>Late to school (speaks with parent). Being noisy/talking. Disrupting other's work. Failure to complete classwork/homework. Persistent behavioural issues at playtimes. Being disrespectful to class adults/visitors. Lack of care with school property/ others work. Poor presentation of work and books.</p>	<p>Persistent Lateness continues after class teacher has spoken with parent. Poor Attendance between 85% and 92%. Child has not responded positively to strategies over agreed time and poor behaviour persists. Home school liaison. Behaviour Support Team Liaison. Withdrawal from activities - agreed between class teacher and Head of Key Stage. Liaising with classroom staff/parents to implement a behaviour plan at Stage 1, 2 or 3 on the code of Practice.</p>	<p>If the child has not responded to strategies put in place by Heads of Key Stage/SENCo the Vice Principal/Principal will become involved. If children are involved in serious incidents requiring action.</p>