

St Patrick's Primary School, Mullinahoe

Policy for Promoting Positive Behaviour



Approved by BOG: 2nd March 2022

Policy for Promoting Positive Behaviour

This document outlines St. Patrick's Primary School's aims and strategies for promoting positive behaviour. It is designed to provide a practical guide for all staff to be consistent in the way we deal with children and to create a common expectation of behavioural standards, incorporating good manners and respect. Behaviour is presented positively, concentrating on rewarding the good rather than punishing the not so good. As a Catholic school we believe that the essence of good behaviour is care and consideration for others.

We expect high standards of behaviour and courtesy from our children at all times. The focus in our school is the development of a positive caring climate, which is based on mutual respect for all people and for the environment in which we live. There is a quiet yet firm insistence on high standards of behaviour at all times and draws strength from a collective responsibility, consistent practice and constant vigilance.

The Policy is embedded in the principles of Catholic Education with a major emphasis on positive reinforcement. Every child is encouraged and motivated to strive to do their very best. Children are rewarded for their achievements and know what is expected of them. We expect all members of our school community to fully support this policy and to work for the common good of the school and all who attend here.

Context

This policy has been developed within the context of current legislation and guidelines.

- Health and Safety at Work (NI) Order (1978)
- Children (NI) Order (1995)
- The Education(NI) Order (1998) - Articles 3 and 4
- Human Rights Act (1998)
- Education (NI) Order (2003)
- Special Educational Needs and Disability (NI) Order (2005)

Good Practice

Pastoral Care: Guidance on the Use of Reasonable Force to Restrain or Control Pupils.

- Pastoral Care in Schools: Promoting Positive Behaviour (DE, 2001)
- Regional Policy Framework on the use of Reasonable Force/Safe Handling (DE, 2004)
- Good Practice Guidelines (ELBs Regional Operative date: 1st September 2009)
- The Resource File to support children with Special Educational Needs. (DE, 2010)

Rationale

Our Positive Behaviour and Discipline Policy is an intrinsic part of our overall Pastoral Care Programme and aims to ensure that children in St. Patrick's Primary School, are educated in a safe, secure and caring environment. We believe a behaviour policy should be positive in its outlook.

We accept that:

- 🕒 Each child is an important person and entrusted to us by their parents
- 🕒 Every adult in school is an important person and a professional, entitled to the support and respect of children and parents
- 🕒 Good discipline is based on good relationships therefore St. Patrick's seeks to promote its aim of being a "listening school" in the development of friendly relationships at all levels.

The guiding principles of this policy are:

- 🕒 We respect everyone's right to learn.
- 🕒 We take responsibility for our own behaviour.
- 🕒 We apply standards consistently.
- 🕒 We strive to create a caring ethos, acknowledging it depends upon trusting relationships.
- 🕒 We value the process of co-operative teamwork involving all pupils, staff, parents, carers and members of the wider community who support us.
- 🕒 We fully support the adage that 'prevention is better than cure.'

It is the policy of St Patrick's Primary School that discipline should be based on respect for self, respect of other pupils, respect for adults and property. In those cases, where a child has transgressed the school rules there is a set of sanctions. Minor day to day incidents are dealt with by the appropriate adult; classroom assistant, supervisor, class teacher. Sanctions should be a verbal reprimand and/or deprivation of privileges for a short period. Serious acts of misconduct are dealt with by the Principal who will inform parents if necessary.

Staff are passionate about the importance of building good relationships with our children, showing them constantly that we care about them. We truly believe that when the relationships are strong pupils want to be 'good' and any instances of 'bad behaviour' can be sorted out (in most instances) in a subtle way by the staff member immediately involved. We believe that ongoing work on respect gives us a rock solid foundation from which good behaviour can be more easily built.

Rights and Responsibilities:

The staff of St Patrick's look to create an environment in which high quality learning and teaching is paramount. Behaviour is positively managed, and opportunities are provided for pupils to achieve success and have that success acknowledged. All partners in our school community have a role in the education of our pupils. The pupils, parents and teachers all have rights, responsibilities and rules.

Pupils have a right to:

- ① Be valued as members of our school community;
- ① Be treated fairly, consistently and with respect;
- ① Be consulted about matters that affect them, and have their views considered and, as far as is reasonable, acted upon.
- ① Be taught in a pleasant, well-managed and safe environment;
- ① Work and play within clearly defined and fairly administered codes of conduct;
- ① Experience a broad, balanced and suitably differentiated curriculum, and to have any special learning need identified and met;
- ① Develop and extend their interests, talents and abilities.
- ① To have the help of an adult when they seek it.

Pupils have a responsibility to:

- ① Come to school with homework done, prepared for the lessons in the day ahead;
- ① Respect the view, rights and property of others, and behave safely in and out of class;
- ① Co-operate in class with the teacher and with their peers;
- ① Work as hard as they can in class;
- ① Conform to the conventions of good behaviour and abide by school rules;
- ① Seek help if they do not understand or are in difficulties;
- ① Accept ownership for their own behaviour and learning, and to develop the skill of working independently.

Teachers have a right to:

- ① Work in an environment where common courtesies and social conventions are respected;
- ① Express their views and to contribute to policies which reflect in their work;
- ① Support and advice from senior colleagues and external bodies;
- ① Adequate and appropriate accommodation and resources.

Teachers have a responsibility to:

- ① Behave in a professional manner at all times;
- ① Show interest and enthusiasm in the work at hand and in their pupils' learning;
- ① Listen to the pupils, value their contributions and respect their views;
- ① Be sympathetic, approachable and alert, helping pupils in difficulty or falling behind;
- ① Identify and seek to meet pupils' educational needs through the SEN Code of Practice;
- ① Share with parents any concerns they have about their child's progress or development;
- ① Expect high standards and acknowledge effort and achievement;
- ① Pursue opportunities for personal and professional development;

Classroom assistants, supervisory, ancillary and non-teaching staff, share a sense of collective responsibility towards these rights.

Parents have a right to:

- ① A safe, well-managed and stimulating environment for their child's education;
- ① Appropriate access to the school, and to have their enquiries and concerns dealt with sympathetically and efficiently;
- ① Be informed promptly if their child is ill, has an accident, or if the school has concerns about their child;
- ① Be well informed about their child's progress and prospects.
- ① Be well informed about school rules and procedures.
- ① A broad, balanced and appropriate curriculum for their child;
- ① Be involved in key decisions about their child's education;
- ① A suitably resourced school with adequate and well-maintained accommodation.

Parents have a responsibility to:

- ① Ensure children come to school suitably presented.
- ① Ensure that their child attends school regularly and arrives on time, with homework done, and equipped for the lessons in the day ahead;
- ① Be aware of the school rules and procedures and encourage their child to abide by them.
- ① Show interest in their child's class work and homework and where possible, provide suitable facilities for studying at home;
- ① Act as positive role models for their child in their relationship with the school.
- ① Attend planned meetings with teachers and support school functions;
- ① Provide the school with all the necessary background information about their child, including telling the school promptly about any concerns they have about school, or any significant change in their child's medical needs or home circumstances.
- ① Promote and encourage positive behaviour in the home;
- ① Ensure that their child behaves appropriately during his/her journey to and from school.

Desirable Behaviour

Children will:

- ① Display kindness to others
- ① Apply themselves to the task and work to the best of their ability
- ① Demonstrate a positive self- image, confidence and feelings of competence
- ① Show respect for the views, ideas and property of others;
- ① Make positive contributions to the lesson; co-operate with the teacher and with their peers on shared activities;
- ① Recognise the importance of taking turns and sharing.
- ① Develop an understanding of the consequences of their actions.

Undesirable Behaviours

- ① Being unkind to their peers;
- ① Interrupting others and being inattentive when others are contributing to the learning;
- ① Displaying a lack of interest in learning and preventing others from learning;
- ① The refusal to co-operate with staff;
- ① Defacing or destroying other pupils' belongings or school property;
- ① Directing abusive/foul language at other pupils, teacher or other adults;
- ① Acting aggressively or with violence towards other pupils, teacher or other adults.

Show Me 5:

The following five rules, which reflect our key principles, are referred to regularly at class, key stage and whole school level to ensure familiarity.

- ✚ We are kind and gentle in our words thoughts and actions
- ✚ We listen and don't interrupt
- ✚ We are honest
- ✚ We look after property
- ✚ We work hard and are proud of our school

KIND ACTIONS

KIND THOUGHTS

KIND WORDS

KIND WORDS

KIND THOUGHTS

KIND ACTIONS

St. Patrick's P.S.
Mullinahoe

SCHOOL RULES

- ① We are kind and gentle in our words thoughts and actions
- ① We listen and don't interrupt
- ① We are honest
- ① We look after property
- ① We work hard and are proud of our school

MY BEST WILL DO
GIVE ME 5
ONLY MY BEST WILL DO!

St. Patrick's P.S.
Mullinahoe

General School Rules

We are committed to providing a safe and caring environment for your child.

We ask all our parents for full co-operation and support with our school rules which are:

General Behaviour - good manners are expected at all times with respect shown to all members of the school community. Parents have an important and vital role in reinforcing good behaviour. No chewing gum is permitted. Fighting or aggressive behaviour is not permitted.

Homework - all children are expected to complete homework. A high standard of work is expected, and parents should regularly supervise and check homework.

Punctuality/Attendance - every child should be at school each day on time. If a child is absent parents must inform the school. Children are not allowed to leave the school premises without the Principal's permission. Parents/guardians (aged 16 years or above) must report to the office if taking their child out of class. Parental permission is sought for educational visits; the children will be accompanied by a member of staff on these visits.

School Uniform - must be worn each day with all items clearly marked with your child's name. Earrings are not permitted - small studs may be worn. Pupils with long hair are encouraged to wear a hair band or tie their hair up. We would ask that you label all items of uniform, P.E. kit, coat, lunch boxes and school bags. Children wear school trousers or other plain navy tracksuit bottoms not Gaggie, Canterbury or other brands with other colours, logos stripes or writing on them. Children should not wear 'other' hoodies or tops to school unless a coat for wet or cold days.

Appointments - with dentists/doctors should, where possible, be arranged outside school hours. Appointments with teaching staff should be arranged through the office and outside normal pupil contact classroom hours.

School Property - all school property should be respected. You do not interfere with other children's belongings or property. Parents will appreciate that how pupils look and behave while in school uniform reflects upon the school. The maintenance of high standards of dress and behaviour is expected.

Playground Rules

- We play safely.
- We keep our playground litter-free.
- We don't fight, bully, tease or use bad language.
- We line up quickly and quietly and remain quiet in our lines.
- We respect our supervisors.

In the Dinner Hall

Children must:

- Listen to the Teacher or Supervisor
- Speak quietly and respectfully
- Tidy up after eating
- Leave quietly ensuring space is clean and tidy

Classroom Rules and Strategies

As well as acknowledging and praising good behaviour class may have a set of classroom rules developed by the pupils and the classroom teacher. These rules are framed in a positive way. Children will have the opportunity to discuss the need for classroom rules and be involved in their compilation. Therefore, at the beginning of each school year every class teacher will discuss and agree the rules in consultation with her/his pupils.

They should appreciate that within their classroom both children and teachers have rights. Rules help ensure that people are given their rights and that no one is treated unfairly.

Children also need to be aware that within some subjects or activities there is an element of danger and that it is vitally important that safety rules are strictly adhered to.

In addition to defining the rules, which operate within the classrooms, we have also a need to define the procedures that will be put into operation if these rules are broken and communicate these to both children and parents.

Our classes may use a variety of the following strategies ideas and routines. We encourage teachers to be flexible in their approach and use the activities/strategies that work best taking into consideration the age, interest and nature of the group.

School contract/ negotiated class rules

These are agreed set of expectations and behaviours; the pupils promise to do their best to adhere to them. Parents are asked to discuss and agree the rights and responsibilities of pupils and parents and sign them as an indication that they will support their child and the teacher in trying to ensure that good behaviour is prevalent throughout the year.

These are revisited on a regular basis throughout the year during class prayer time, circle time, discussions etc. and if there are instances of inappropriate behaviour the children can be drawn back to the agreed school/class rules.

Good visualisation and strategies in class

e.g. school rules, Give Me 5, visual timetable, sharing of 'learning intentions', these are proactive strategies which explicitly remind children of what is expected from them. Appropriately pitched curriculum with well-planned differentiation and extension. Open prayer (e.g., 'Thank you God for our happy class') End of week treats (Golden time etc.)

Pupil of the week, Morning Assembly, Accelerated Reader Rewards, AR Millionaires and principal rewards.

Whole school Strategies

(* COVID regulations had impacted on a number of the areas below)

• School code of conduct

Pupils, parents, governors and staff have collaboratively created this. It is prominently displayed and referred to throughout the school day.

• Weekly Awards

Pupil of the week, awards that recognise pupils who live up to the school positive behaviour goals. Each teacher rewards a child from his/her class who has personified an aspect positive behaviour that week to receive an award, certificate displayed on the class notice-boards and school website.

• Pupil Council *

We have a thriving pupil council which comprises of elected representatives from each of the P4 - P7 classes. The secret to success with our council is that it is given a genuine job to do rather than being a 'token body.' The tasks undertaken by the council are linked closely to objectives in the SDP and fundraising.

• Weekly assemblies *

Assembly is held each week. It is a time when we come together to pray and celebrate.

We celebrate so much at our assemblies:

- Any good behaviour that was observed during the week
e.g. politeness to visitors, kindness in the play-ground etc.
- Behaviour award,
- Accelerated Reader
- Pupil achievements
(where children share their good news with us)
- Birthdays

Strategies used to address inappropriate 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 recognise that different strategies work best with different children and will use their knowledge of each child to establish the best way of dealing with the situation. In many instances a with the child is sufficient.

Dealing with Inappropriate Behaviour

A range of issues often contribute to the occurrence of inappropriate behaviour. Staff will always place an emphasis in attempting to identify the reasons behind the behaviour. Before implementing corrective actions to modify unacceptable behaviour, staff will ensure that:

- Pupil has knowledge and understanding of the expected behaviours;
- The learning environment is appropriate to the age & stage of development of the pupil;
- There are sufficient materials/resources/play equipment available at the appropriate age and developmental stage of the pupil;
- All staff are consistently promoting/ reinforcing positive behaviour throughout the day.

To ensure that those children who find it difficult to behave in a desirable way have early intervention and adequate support this policy will work alongside and complementary to the Special Educational Needs Policy.

Corrective Strategies

Corrective strategies should:

- ✓ **Focus on the behaviour rather than the individual;**
- ✓ Enable the pupils to be dealt with in a calm and positive manner;
- ✓ Preserve the individual's self-esteem;
- ✓ Acknowledge the pupil's feelings;
- ✓ Be fairly and consistently applied;
- ✓ Be administered as soon as possible in a calm, respectful manner;
- ✓ Take account of the age and stage of development of pupil, any SEN or other factors;
- ✓ Provide an opportunity for the pupil to develop a more positive response in future.

The range of corrective strategies to deal with inappropriate behaviour will include:

- ✓ Tactical ignoring;
- ✓ Non- verbal behaviours including eye contact, gesture or hand signal;
- ✓ Verbal reminder of the behaviour expectations or rules;
- ✓ Speaking to the pupil on a 1:1 basis in a calm and matter of fact manner appropriate to the individuals' level of understanding. This may involve:
 - ✓ Reminding the pupil of the behaviour expected;
 - ✓ Exploring the need for a particular behaviour. e.g. keep water in tray, so no one slips;
 - ✓ Helping pupils to understand the effect of their behaviours;
 - ✓ Offering choices - I need you to put the toy away during work time.
You can put it in your bag or give it to me until you are finished.
- ✓ Working aside from peers.

Persistent or more serious behaviours

In dealing with serious misbehaviour the unacceptability of the behaviour will be made clear to the pupil by explanation and discussion (if appropriate). Serious misbehaviour may include the use of inappropriate language, spitting, acts of defiance or disrespect. Striking or use of physical force. Additionally, the following responses may be required:

Temporary withdrawal from the activity or from peers. This will be implemented for a short time limited period. For younger pupils, it may be supported with the use of a visual timer. After the agreed time the pupil will be encouraged to re-join the activity if appropriate, or be redirected to another activity;

A minority of pupils may present with extreme behaviour difficulties which arise from previous experiences or an unmet need. In such cases efforts will be made to provide support and understanding in relation to the pupil's difficulty. Good relationships and close partnerships with parents will be a priority, in an attempt to identify the cause of the behaviour and work together to find a solution. **(Appendix 1)**

Great emphasis is placed on enabling the child to move on from the situation and start afresh once it has been dealt with and the sanction has 'run its course'. Therefore, punishments must be 'time bound' and allow a pupil to rectify inappropriate behaviour. In meeting the pupil's needs additional specialist interventions may be required including:

- The implementation of an individual behaviour plan with specific targets relating to the desired behaviour;
- Employing additional resources from within the school;
- Support of external agencies.

Examples of Hierarchy of Corrective Actions

The following list sets out a range of corrective actions ranging from the least to the most intrusive. When considering which consequence to employ staff will use their discretion, always aiming to make the response appropriate to the behaviour. Parents may be consulted at any stage during the process.

- Temporary withdrawal (supervised and time limited);
- Withdrawal of privilege;
- Contact with parents;
- Restriction of access to activities for a given period;
- Referral of the pupil to principal.
- A reporting system to allow staff and parents to monitor behaviour;
- Suspension;
- Expulsion, following suspension.

NB: In the interests of health and safety of all within the school community and in exceptional circumstances, an accelerated approach may be employed. **(Appendix 2)**

Stages in Redirecting Undesirable Behaviours

Whilst positive behaviour management will be used, it may be necessary on occasions to apply sanctions. To maintain good behaviour, it is necessary for children to know the consequences for recurring undesired behaviours. On occasions when pupils continue to disrupt normal school life and do not respond to normal classroom strategies, the following procedure is adopted:

- ① Principal/class teacher meet with parents to discuss nature of the disruptive behaviour.
- ① Principal and class teacher will present a record of the pupil's behaviour in school to the parents along with the details of action taken (to be taken) by the school. **(Appendix 3)**
- ① Please note that in accordance with our Pastoral Care Policy, minutes of meetings and agreed actions will be recorded.
- ① Parents to co-operate with programme which is planned to remediate behaviour.
- ① If unacceptable behaviour continues, parents will be invited to discuss matters further and if necessary the expertise of external support services such as the Educational Welfare Office, Psychological, Social Services and Behaviour Support Team will be sought. (For the good of all concerned, problems will be tackled as early and as effectively as possible).
- ① Should behavioural difficulties not be resolved under any of the above, it may be necessary to refer matters to the Board of Governors under the Scheme for Suspension and Expulsion as set out by CCMS.

In the event of the above strategies failing to be effective the Board of Governors will become involved and suspension/ expulsion, in keeping with CCMS and EA advice, will be implemented. (See appendix)

Use of Reasonable Force/Safe Handling

Under Duty of Care and in extreme circumstances, staff may use physical intervention in relation to a pupil for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely:

- Committing an offence;
- Causing personal injury to, or damage to the property of, any person (including the pupil him/her self); or
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils

Whilst there is no legal definition of reasonable force, 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 attempts to preserve the dignity of all concerned.

It is understood that any actions taken will always be:

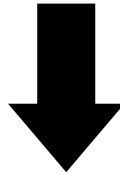
- In the child's best interest;
- Necessary;
- Reasonable and proportionate;
- Last resort.

Links to Special Educational Needs Code of Practice

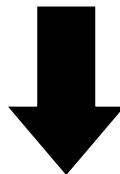
This policy recognises that Social Emotional and Behaviour Difficulties (SEBD), experienced by some children is one of the categories of Special Educational needs in the 1998-2005 Code of Practice (COP).

PROCEDURES FOR CONCERNS

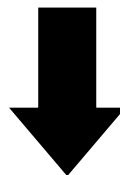
I have a concern about the behaviour of my child or the behaviour management of my child



I can talk to the classroom teacher



**If I am still concerned, I can talk to
Mr Canavan, School Principal**



**If I am still concerned, I can then write to
Fr S McGuigan, Chair of the Board of
Governors St Patrick's Mullinahoe**

Links to Other Policies

This policy is set in the broader school context of Pastoral Care and as such should be read in conjunction with other relevant policies.

Implementation of Positive Behaviour

Emphasis within school will focus on employing a range of preventative strategies to avoid opportunities for behaviour difficulties to arise, including the following:

- ① All adults will provide a positive model of desired behaviours by treating pupils with respect, friendliness, care and courtesy;
- ① Behaviour expectations will be taught in the same way as any other subject matter;
- ① The learning environment will be carefully prepared, ensuring adequate resources and sufficient activities for the pupils to be meaningfully occupied;
- ① Language for issuing instructions will be simple and spoken in a calm manner;
- ① Practical and meaningful opportunities for younger pupils to acquire and develop essential social skills will be planned through a series of activities, dramas, music and stories;
- ① Staff will develop an appropriate reward system as a means of positively acknowledging good and improved behaviours, thereby reinforcing the desired behaviour;
- ① Emphasis will be placed on the important role of parents in influencing their child's attitudes and behaviours. Parents will be familiar with the policy, so they can actively reinforce the positive approach taken in the school setting.

Practical Approaches within the School Setting

(* COVID regulations had impacted on a number of the areas below)

Here are some of the measures we take in school to promote a positive ethos and sustain good behaviour.

- ① Playground Friends *
- ① School/Class Assemblies & Parent Assemblies *
- ① Pupil awards
- ① Religious Services/School Masses *
- ① Circle Time
- ① School Rules/Class Rules
- ① Positive supervision at all times
- ① Positive marking policy
- ① Updates from Pastoral Care Teacher and Designated Teachers for Child protection
- ① Planned parent/teacher meetings *
- ① Annual report to parents
- ① Curriculum and information meetings *
- ① Involvement in parent surveys to inform future practice
- ① All pupils have the opportunity to perform in school plays, concerts, masses etc. *








Monitoring and Evaluating

To ensure the policy is implemented effectively in our school we intend to monitor and evaluate and review the procedures and practice. The Principal monitors and evaluates the implementation of the policy on an ongoing basis. The Pastoral Care Team keep records of any concerns or worries raised by the children and the action taken to address these concerns. Individual Behaviour Plans are kept and stored centrally.

The Principal retain concerns raised by parents and the action taken. Any issues arising are presented to the Governors under the inclusion of Child Protection/ Pastoral Care.

We value the contribution that can be made by our teachers, parents and pupils to affect appropriate change when necessary. This will be achieved through;

(* COVID regulations had impacted on a number of the areas below)

-  teacher / parent interviews *
-  SEN reviews
-  curriculum evenings *
-  induction days
-  staff meetings, Board of Governors
-  periodical questionnaires / audits/correspondence with parents
-  School Council minutes *

It is fully anticipated that suspension and expulsion will not be needed in St Patrick's. We as a staff pride ourselves on our nurturing skills. We are deeply committed to helping our children become the best that they can be and if some need more help in managing their behaviour than others we see that as a very important part of our vocation and the ethos of our school.

Chair of Board of Governors-

Principal-

Date-

Date-

Whole Staff Review August 2021

Whole staff Development Day 31 August 2021- Review of the whole school approach undertaken. Agreement on the strategies we use to promote positive behaviour and address inappropriate behaviour. Some inconsistencies in our approach addressed and potential difficulties discussed. Staff reviewed Positive Behaviour Policy to agree strategies and procedures.



St Patrick's Primary School

75 Mullinahoe Road Ardboe BT71 5AU

Principal: Mr. Joe Canavan

Tel. No: 028 867 37261

Twitter: @StPatricks15

ACCEPTABLE BEHAVIOUR PLAN

This pupil contract was made on: _____

Between: Saint St Patrick's Primary School Mullinahoe and;

Pupil Name: _____ Class: _____

In St Patrick's Primary School, we are committed to working in partnership with parents to support all our pupils. I am writing to you to express a concern about your child and their current progress in school. Your child has been involved in a number of incidents in school that we have had to address. In discussions with the class teacher and parent your child has agreed to a number of targets we hope will help them to make better decisions in regards their choices and behaviour in school.

We have agreed the following targets:

1. _____

2. _____

3. _____

It is very much in all of our interests to have these behaviours corrected and improved. We would like your support in achieving these targets and would ask you to speak to your child and encourage them to focus on achieving them. I hope we can work together to make the necessary progress needed and see a real improvement. We will monitor the situation regularly and let you know how they are progressing.

Parent: _____ Teacher: _____ Principal: _____

Date: _____ Date: _____ Date: _____

Yours sincerely

A handwritten signature in blue ink, appearing to read 'Joe Canavan', is written over a light blue circular stamp.

Principal

Tel: 02886737261

Email: jcanavan396@c2kni.net



KIND WORDS - KIND THOUGHTS - KIND ACTIONS



St Patrick's Primary School
75 Mullinahoe Road Tirdboe BT71 5AU
Principal: Mr. Joe Canavan
Tel. No: 028 867 37261
Twitter: @StPatricks15

PUPIL OF THE WEEK

Dear Parent/Guardian

I would like to let you know that _____ has
had a brilliant week in school. This certificate has been awarded for:

I am very proud of what they have done this week.

Best wishes _____

Class Teacher



* SUPER WORK THIS WEEK *

* SUPER WORK THIS WEEK *

KIND WORDS - KIND THOUGHTS - KIND ACTIONS

KIND WORDS - KIND THOUGHTS - KIND ACTIONS



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STAR OF THE WEEK

Dear Parent/Guardian

I would like to let you know that _____ has
had a brilliant week in school. This certificate has been awarded for:

I am very proud of what they have done this week.

Best wishes _____

Class Teacher



* MARVELLOUS MANNERS *

* MARVELLOUS MANNERS *

KIND WORDS - KIND THOUGHTS - KIND ACTIONS

SPECIAL AWARD

SPECIAL AWARD

SPECIAL AWARD

ST PATRICK'S P.S. MULLINAHOE

ST PATRICK'S P.S. MULLINAHOE



St Patrick's Primary School

75 Mullinahoe Road, Tirdboe BT71 5AU

Principal: Mr. Joe Canavan

Tel. No: 028 867 37261

Twitter: @StPatricks15

SPECIAL PRINCIPAL AWARD

Dear Parent/Guardian

I would like to let you know I have awarded _____
with my Special Principal Award this week. This certificate has been
awarded for: _____

I am very proud of what they have done and the positive example they
have set to others.

Best wishes

J Canavan Principal



SPECIAL AWARD

SPECIAL AWARD

SPECIAL AWARD



St Patrick's Primary School

75 Mullinahoe Road, Tirdboe BT71 5AU

Principal: Mr. Joe Canavan

Tel. No: 028 867 37261

Twitter: @StPatricks15

POSITIVE BEHAVIOUR REVIEW

Dear: _____

I would like to let you know that _____ has shown
a good Improvement in school this week. I am delighted to report:

I am proud of this improvement and am sure you will be too.



Best wishes _____

Class Teacher



KIND WORDS
KIND THOUGHTS
KIND ACTIONS

KIND ACTIONS



SCHOOL RULES

- ① We are kind and gentle in our words thoughts and actions
- ① We listen and don't interrupt
- ① We are honest
- ① We look after property
- ① We work hard and are proud of our school

KIND WORDS

KIND WORDS
KIND THOUGHTS
KIND ACTIONS

Our Rights and Responsibilities As Pupils And Parents

In St Patrick's we look to create an environment where behaviour is positively managed, and opportunities are provided for pupils to achieve success and have that success acknowledged. All partners in our school community the pupils, parents and teachers all have rights, responsibilities and rules. Below are some of the key rights and responsibilities we have as pupils and parents. As a school the best interests of the child are always paramount.

Pupils have a right to:

- ① Be valued as members of our school community;
- ① Be treated fairly, consistently and with respect;
- ① Be consulted about matters that affect them, and have their views considered and, as far as is reasonable, acted upon.
- ① Be taught in a pleasant, well-managed and safe environment;
- ① Work and play within clearly defined and fairly administered codes of conduct;
- ① Experience a broad, balanced and suitably differentiated curriculum, and to have any special learning need identified and met;
- ① Develop and extend their interests, talents and abilities.
- ① To have the help of an adult when they seek it.

Pupils have a responsibility to:

- ① Come to school with homework done, prepared for the lessons in the day ahead;
- ① Respect the view, rights and property of others, and behave safely in and out of class;
- ① Co-operate in class with the teacher and with their peers;
- ① Work as hard as they can in class;
- ① Conform to the conventions of good behaviour and abide by school rules;
- ① Seek help if they do not understand or are in difficulties;
- ① Accept ownership for their own behaviour and learning, and to develop the skill of working independently.

Parents have a right to:

- A safe, well-managed and stimulating environment for their child's education;
- Appropriate access to the school, and to have their enquiries and concerns dealt with sympathetically and efficiently;
- Be informed promptly if their child is ill, has an accident, or if the school has concerns about their child;
- Be well informed about their child's progress and prospects.
- 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 suitably resourced school with adequate and well-maintained accommodation.

Parents have a responsibility to:

- Ensure children come to school suitably presented.
- Ensure that their child attends school regularly and arrives on time, with homework done, and equipped for the lessons in the day ahead;
- Be aware of the school rules and procedures and encourage their child to abide by them.
- Show interest in their child's class work and homework and 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, including telling the school promptly about any concerns they have about school, or any significant change in their child's medical needs or home circumstances.
- Promote and encourage positive behaviour in the home;
- Ensure that their child behaves appropriately during his/her journey to and from school.

Desirable Behaviour

- ✓ Display kindness to others
- ✓ Apply themselves to the task and work to the best of their ability
- ✓ Demonstrate a positive self- image, confidence and feelings of competence
- ✓ Show respect for the views, ideas and property of others;
- ✓ Make positive contributions to the lesson; co-operate with the teacher and with their peers on shared activities;
- ✓ Recognise the importance of taking turns and sharing.
- ✓ Develop an understanding of the consequences of their actions.

Undesirable Behaviours

- Being unkind to their peers;
- Interrupting others and being inattentive when others are contributing to the learning;
- Displaying a lack of interest in learning and preventing others from learning;
- The refusal to co-operate with staff;
- Defacing or destroying other pupils' belongings or school property;
- Directing abusive/foul language at other pupils, teacher or other adults;
- Acting aggressively or with violence towards other pupils, teacher or other adults.

ST PATRICK'S POSITIVE BEHAVIOUR AGREEMENT

READ
OUR
FIVE
SIMPLE
RULES

KIND WORDS
KIND THOUGHTS
KIND ACTIONS

KIND ACTIONS



SCHOOL RULES

- ① We are kind and gentle in our words thoughts and actions
- ① We listen and don't interrupt
- ① We are honest
- ① We look after property
- ① We work hard and are proud of our school

KIND WORDS

KIND WORDS
KIND THOUGHTS
KIND ACTIONS

PLEASE
SIGN
AND
RETURN



As part of our aim to promoting positive behaviour within the school we would ask you to read our school rules on the 'Give Me Five' poster above and discuss each of them in detail with your child/children. After you have had this discussion we would ask that you and your child/children sign the space below to acknowledge your agreement to promote and follow these five simple rules at all times.

We have read and agree to follow and promote the Give Me 5 School Rules, both at home and in school.

Parent Signature/s :

Pupil/s: Signature/s

NOTIFICATION OF PUPIL SUSPENSION TO EDUCATION AUTHORITY: NOTES FOR GUIDANCE ON COMPLETING FORM

1. **Year Group:** For pupils in Years 1 to 14 enter the appropriate year group. For pupils in nursery schools or nursery/reception classes enter N.
2. **Admission/Roll Number:** Schools using the C2k system should insert the pupil's admission number. Those that do not yet have C2k should insert the pupil's roll number.
3. **Ethnicity:** This information is needed to comply with Section 75 of the Northern Ireland Act 1998. The ethnic origin of each pupil should already be held in the school register (for school census purposes) and one of the following codes should be used.

Code	Description	Code	Description
BA	Black – African	MG	Mixed Ethnic Group
BC	Black – Caribbean	MP	Malaysian
BI	Bangladeshi	OT	Other Non-White
BO	Black – Other	PA	Pakistani
CH	Chinese/Hong Kong	TR	Irish Traveller
IS	Indian/Sri-Lankan	VT	Vietnamese
KO	Korean	WH	White

4. **SEN Stage:** If the pupil is on the SEN register, please state the stage (ie 1 to 5)
5. **LAC:** Looked After Children (LAC) are those in the care of a Trust or who are provided with accommodation by a Trust. They may be living in residential homes or schools with foster carers, or with a family relative or friend. This does not include pupils who are adopted.
6. **Disability:** A disabled person has a disability if they have a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day to day duties. (Disability Discrimination Act 1995)

7. **Reason for Suspension:** Only one of the boxes listing the reason for suspension should be ticked. Where a pupil has been suspended for more than one of the reasons listed, tick only the most serious reason.
8. **Verbal Abuse of, or Physical Attacks on, Pupils:** Use these boxes to distinguish between verbal abuse or physical attacks which are not **persistently** directed at any one pupil and which could not therefore be regarded as bullying.
9. **Significant Damage to, or Misuse of Property:** This can cover situations where the damage to, or misuse of, property occurred in school. It also covers damage to, or misuse of, property outside school while in school uniform, or outside of school hours to a property of a member of staff. In the latter case, a pupil can only be suspended for certain incidents outside school if this is clearly stated in the school's discipline policy.
10. **Additional Explanatory information:** Use this line to briefly record any additional information you consider may be relevant (e.g.) to indicate whether the bullying/physical attack/verbal abuse of a pupil is of a racist or homophobic nature.
11. **Authorisation:** The form should be signed by the Principal of the school or an authorised deputy before sending it to the Education Authority (EA). The form should be sent to the EA as quickly as possible after the suspension has been imposed.
12. **Education Authority contact details:**
 - a. for the Chairperson of the Board of Governors to write to the Chief Executive of the EA if it has been decided to recommend a pupil for expulsion from a controlled school (ref 7.2);

Chief Executive
Education Authority
Forestview
Purdy's Lane
Belfast
BT8 7AR
 - b. for the Principal to notify the relevant EA Regional Office for the area that school is located in that a pupil has been suspended from their school. This includes notification of extensions to a suspension (ref 3.3 and 4.4);
 - c. for the Principal to notify a parent / guardian of their right to appeal if the decision has been taken that their son or daughter is to be expelled and for a Principal to copy this letter to the EA Education Welfare Service within the relevant EA Regional Office (ref 8 .1 and Appendix 6)

Education Authority Regional Offices

Education Authority
Belfast Region
40 Academy Street
Belfast
BT1 2NQ

Education Authority
South Eastern Region
Grahamsbridge Road
Belfast
BT16 2HS

Education Authority
Southern Region
3 Charlemont Place
The Mall
Armagh
BT61 9AX

Education Authority
North Eastern Region
County Hall
182 Galgorm Road
Ballymena
BT42 1HN

Education Authority
Western Region
1 Hospital Road
Omagh
BT79 0AW

Notification of Pupil Suspension to Education Authority

(Please read the Notes for Guidance before completing this form)

1. School Details

Name Reference No

2. Pupil Details

Name Year Group (See Note 1)

Admission/Roll Number (See Note 2) Gender Male ☐ Female ☐

Home Postcode

Ethnicity (See Note 3) SEN Yes ☐ No ☐

If Yes state stage (See Note 4)

LAC (See Note 5) Yes ☐ No ☐

Date of Birth Disability (See Note 6) Yes ☐ No ☐

3. Suspension Details

New ☐ or Continuation ☐ Date started Length Days

4. Reason for Suspension – Tick one box only (see Note 7)

Exclusion Code

- | | | |
|--|------|--------------------------|
| • Substance abuse: possessing, using or dealing in illegal drugs or solvents on school premises | ABSE | <input type="checkbox"/> |
| • Alcohol abuse: possessing, drinking or selling alcohol on school premises | ABAL | <input type="checkbox"/> |
| • Bullying of pupil: all forms whether physical, verbal, threats or other | BLPU | <input type="checkbox"/> |
| • Verbal abuse of pupil: (See Note 8) of a personal nature including swearing, threatening behaviour and sexually explicit language | VLPU | <input type="checkbox"/> |
| • Physical attack on pupil: (See Note 8) with or without a weapon | PHPU | <input type="checkbox"/> |
| • Disruptive behaviour in class: persistent or one-off incidents which occupy teacher time and/or distract other pupils | DRPT | <input type="checkbox"/> |
| • Persistent infringements of school rules: smoking, non co-operation with sanctions, etc | INFG | <input type="checkbox"/> |
| • Significant damage to or misuse of property: belonging to School staff or other pupils in or outside school (see Note 9) | PRTY | <input type="checkbox"/> |
| • Stealing: from school, pupils, staff in school or outside school while in uniform | STLG | <input type="checkbox"/> |
| • Verbal abuse of staff: of a personal nature including swearing, threatening behaviour and sexually explicit language | VLSF | <input type="checkbox"/> |
| • Physical attack on staff: with or without a weapon | PHSF | <input type="checkbox"/> |

5. Additional Explanatory Information (if any) (See note 10)

6. Authorisation (See Note 11)

Signed Date

Print Name Position in School

Appendix 2

St Patrick's Primary School Behaviour Log



School Year: _____ **Class :** _____

Teacher: _____



Pupil Behaviour Log

St Patrick's Mullinahoe



Pupil Name: _____ Class: _____

[illegible]