# St Francis' PS
# Bunscoil Naomh Proinsias

# Interim Policy for Promoting Positive Behaviour

Updated: December 2023


# St Francis' P.S. and Bunscoil Naomh Proinsias
# Policy for Promoting Positive Behaviour

Contents:

4. Office Home School Form

**St. Francis' Primary School - Mission Statement**

*In our school we are all friends who play, work and learn together so that St. Francis' will be a memorable stepping stone through life's journey.*

**Bunscoil Naomh Proinsias- físráiteas**

*"Ar scoil is cairde muid uilig a bhíonn ag súgradh, ag obair agus ag foghlaim le chéile sa dóigh is go mbeidh Bunscoil Naomh Proinsias ina chlochán suntasach i rith turas an tsaoil."*

# 1.
# School Rationale

## 1.1
## Introduction

The primary aim for our school, as outlined in our mission statement, is that all our pupils are enabled to "play, work and learn together" in a happy, safe and secure environment. This policy supports the school community in aiming to allow everyone to realise this aim. It is therefore important for our school to establish a positive discipline policy, where the children's self-confidence and self-esteem are promoted, where good behaviour is rewarded and incidents of indiscipline are dealt with appropriately. Our school expects every member of the school community to behave in a considerate and respectful way towards others. This policy will be applied fairly and in a consistent way and should be considered alongside our other key pastoral policies.

**Key policies are available to parents via the school website at www.stfrancisps.co.uk and any parent requiring a paper copy of any above policy should contact the school office.**

## 1.2
## Policy Aims

- To create a secure and orderly school community based on Christian principles and values, which allow each pupil to fully develop their potential intellectually, spiritually and emotionally.
- To foster mutual respect among the whole school community -pupils, teachers and all other adults.
- To promote responsible attitudes and values for life.
- To define acceptable standards of behaviour.
- To recognise and promote good behaviour.
- To encourage consistency of response to both positive and unacceptable behaviour.

## 2.

## School Rules:

1. Be kind to everyone.
2. Greet others politely and always display good manners.
3. Show respect for everyone and everything.
4. Play safely, fairly and have fun.
5. Walk quietly in school on the left
6. Line up quickly and quietly.

## 3.
## General Practice in Promoting Good Behaviour

### 3.1
### Classroom Practice:

Every teacher has a responsibility for discipline both inside and outside the classroom. Good discipline creates an environment where mutual respect exists, and effective teaching and learning takes place. There should be an emphasis on positive discipline at all times and all staff should apply the rules in a consistent and fair manner. All teachers should be aware that good humour, positive reinforcement and strong praise diminish the need for disciplinary action. The following points should be adhered to in every classroom:

- Each teacher should establish good relationships with mutual respect between teacher and pupils and pupils themselves.
- Each teacher should remember that a positive approach to discipline is best.
- Each teacher to draw up and display his/her own classroom rules with their class leading to pupils working in a disciplined environment where effective teaching and learning will take place.
- Teachers will devise an appropriate curriculum that ensures motivation and commitment to work based on a variety of teaching approaches.
- Classroom layout and environment should be stimulating and conducive to learning.
- In the case of serious indiscipline, the whole school disciplinary procedure should be followed. Teachers must be aware of individual differences in pupils regarding disciplinary action e.g. pupils with emotional and behavioural needs etc.
- In all cases when dealing with children, teachers must be fair and must be seen to be fair at all times.

**3.2**
**Rewards and Incentives:**

The aims of our rewards and incentives are to raise self-esteem, to reward good behaviour which reflects our school rules and to reward excellent work.

**Class Rewards**

We reward children for working together as a class. Class rewards are decided by the class teacher and the class themselves e.g. Golden Time, movies etc.

**Group Rewards**

Many of our classes reinforce the importance of working together through awarding points/stars etc. to tables/groups. These groups are often named by the children and reflect their interests and age. Small prizes are awarded to the table/group each week that has earned the most rewards.

**Individual Rewards**

Each child in P1-P4/R1-R4 has an 'I'm a little star'/ 'Is réailtín mé' book. There are 5 stages in the book. Stars can be awarded for excellent behaviour and work by any member of staff in the school. When each stage is complete the children receive a special award from either their teacher, Vice-Principal Miss Rice or the Principal Miss O'Dowd.

| |
|---|
| Stage 1- page 1 of stars complete, REWARD: special sticker, issued by class teacher |
| Stage 2- page 3 of stars complete, REWARD: school pencil, issued by office |
| Stage 3- page 6 of stars complete, REWARD: star certificate, issued by office |
| Stage 4- page 9 of stars complete, REWARD: school pen, issued by office |
| Stage 5- page 12 of stars complete, REWARD: star badge, issued by office |

Each child in P5-P7/R5-R7 receives a sticker chart at the beginning of the school year (teacher to print). Stickers can be awarded for exemplary behaviour and work by any member of staff in the school via informing the class teacher. When a chart is complete (30 stickers per chart) the chart can be exchanged for a 'homework pass' from either the Vice-Principal Miss Rice or the Principal Miss O'Dowd. A realistic expectation is 1/2 completed charts per term. On the completion of a 3rd sticker chart, in addition to a homework pass, the pupils will be awarded a 'behaviour prefect' badge. Behaviour prefects will be called upon to assist Foundation and KS1 pupils e.g. during break time play, assemblies, sport's days etc.

## 4.
## Roles and Responsibilities

Establishing and implementing a school's discipline policy is a shared responsibility involving the Council for Catholic Maintained Schools, The Board of Governors, The Principal, The Teaching Staff, The Parents and EA. All these, as partners, have a responsibility to create the pleasant school atmosphere necessary for children to learn and develop self-discipline and respect for those in authority.

### 4.1
### Role of Parents

Parents exert a major influence on the behaviour and attitudes of children. When their child is enrolled in the school, parents sign to confirm that they have received, read, understood and accepted the school's positive discipline policy and that they are aware of how to access all other linked policies. Ensuring good behaviour at school is ultimately a parental responsibility and the co-operation of parents is therefore expected in relation to the following.

- Maintaining high standards of pupil attendance
- Punctuality
- Personal appearance
- Wearing school uniform
- Caring for learning materials, their own and those of the school
- Supervision of homework

### 4.2
### Role of the Principal/Vice- Principal/Bunscoil Co-ordinator

The Principal is responsible to the Board of Governors for the provision of rules and regulations relating to the discipline of pupils within the school and will be involved in disciplinary matters determined within the structure of this policy.

The Vice-Principal and Bunscoil co-ordinator have a shared responsibility for discipline throughout the school, along with the Principal. They will liaise closely with the Principal on all reported discipline issues. They have the authority to decide if formal contact with parents is required.

### 4.3
### Role of the Class Teacher

The class teacher will play the key role in implementing the school's discipline policy. The class teacher will be mainly responsible for the care of pupils in their own class. Teachers will consider themselves responsible at all times for the behaviour of pupils within their vicinity. Responsibility for behaviour of all pupils in the school is one which all teachers share.

**4.4**
**Role of Ancillary Staff**

Secretaries, caretakers, classroom assistants and supervisory assistants all have a part to play in ensuring that discipline is fair and consistent throughout the school. All will be fully aware of school rules in their contact with pupils and all should expect the respect which our pupils should accord to every adult in St Francis' P.S. A meeting will be held in early September between Principal and all ancillary staff to establish and clarify their roles within the disciplinary process in the school.
When an instance of indiscipline arises outside the classroom and a member of ancillary staff is present, it shall be their duty to address the matter and to determine whether a class teacher or Vice Principal should be informed. It would be expected that in the majority of such instances the latter should not be necessary.

## 5.
## Applying the Policy

**5.1**
**Disciplinary Procedures and Structures *(refer to Appendix 1 and Appendix 2)***

It is important for pupils, staff and parents to understand the disciplinary structure within the school so that it is clear to everyone precisely what we consider to be both within and beyond the remit of the classroom teacher. The following should be considered as that which should be dealt with under classroom discipline, i.e., within the classroom.

- talking in class
- not completing work
- irregular completion of homework
- distracting other pupils in class
- minor misbehaviour
- name calling

It should be emphasised that **serious incidents or frequent misbehaviour** will be considered as worthy of moving into the structure below -

1. Teacher will complete a Home-School Support Form which will be shared with parents, signed by class teacher and parent and saved on CPOMS.
2. On the occurrence of a 3rd incident (within 6 weeks for FS/KS1 and 8 weeks for KS2) and only after the completion of 2 Home-School Support Forms a VP/Bunscoil Co-ordinator Home-School Support Form will be completed in the school offices. This might involve an interview with the pupil, conferring with the teacher, speaking to the child's parents or in-school detention. The Home-School Support Form will be saved on CPOMS. The

Vice-Principal/Bunscoil Co-ordinator will report to the Principal who will intervene when appropriate.

3. Any serious incident - **immediately** contact the Vice-Principal or Principal to assist. Consideration will be given to informing parents, in-school detention, or suspension where appropriate.
4. In the case of constant repetition of misbehaviour, even after in-school detention has been given, parents will be invited to a meeting in the school to consider how to resolve same.
5. In the case of the school being unable to deal with a behavioural problem the appropriate outside agencies will be contacted and the Board of Governors kept informed and involved at each stage. If necessary, exclusion will be employed in accordance with the CCMS scheme of Suspension and Expulsion.

**5.2**
**The Positive Side of Discipline**

In any disciplinary system the emphasis must always be on the positive approach of encouragement and praise rather than the negative one of criticism and punishment. It is the school's policy to encourage effort and achievement and to positively promote good behaviour by developing a system of praise and rewards. Class teachers will draw as appropriate from the range of suggestions listed below.

- a quiet word or an encouraging smile
- a positive comment on pupils' work
- use of stickers, certificates
- pupil of the month/week
- table of the day
- prefect system
- visit to other classes, the Vice-Principal or Principal for praise
- given responsibility

**5.3**
**Pupil Support Systems**

We recognise that children can behave in ways that are challenging and disruptive for many reasons and we therefore place a high value on the pastoral support systems for children who have emotional and behavioural issues. Our support systems include:

- Class teachers/supervisors can refer pupils for additional pastoral support and pupils can also refer themselves. This is facilitated through the 'open door' and listening ear policy of the offices of the Vice Principal and Principal.
- We have, through a joint funding arrangement with the children's charity Barnardos, access to a qualified child's counsellor working 2 days per week. The 'Time 4 Me' counsellor offers a period of one-to-one sessions with those in most need of support. The service accepts referrals from

children, their parents, or staff. The service also provides 'drop in' slots, accessed on a confidential self-referral basis.

- All staff are also aware of the referral threshold for external support services such as RISE, CAPS (Child and Parent Support), CAMHS (Children and Adolescent Mental Health Service), Literacy Services, Paediatric Referral via GP, Behaviour Support and Educational Psychology etc. These referrals are approved by the Principal and initiated at teacher/LSCs request by the SEND team and or the Child Protection Team.

## 6.
## Conclusion

We acknowledge that discipline is desired by parents, pupils and staff who recognise that a school must be an orderly community where certain norms of behaviour must be set down and observed. All in our school community must realise that a proper environment for learning must be provided if the educational process is to be successful. We will endeavour to promote good behaviour through our incentives, support systems and disciplinary structure. We believe that a positive approach to discipline, a strong Catholic Ethos and a family approach to Pastoral Care will provide an atmosphere and setting in which each child can fulfil their potential. It will be the school policy to review disciplinary procedures periodically and to keep parents informed of any amendments.

## 7.
## Monitoring and Evaluation

Miss Rice will update this policy and related procedures in the light of any further guidance and legislation as necessary and review. The Board of Governors will also monitor the implementation of this policy through the provision of reports.

Date Reviewed: December 2023

Signed:

_____ (Designated Teacher)

_____ (Principal)

_____ (Chair of Board of Governors)

Next Review: December 2024

***Appendix 1:***

Foundation Stage and P3/R3

| Behaviour | Action/sanctions- | Recording | Discipline level |
|---|---|---|---|
| GREEN LEVEL<br><br>General minor class/yard misbehaviours | Child spoken to by class teacher/supervisor, using appropriate language, highlighting expected behaviours and discussing what other choices could have been made. | CPOMS | Class teacher |
| | Loss of privileges (eg: missing 5-10 mins of a break playtime, holding a supervisors hand for 5-10 mins of lunch play)<br><br>Thinking chair (indoors)/thinking wall (yard play). | CPOMS | Class teacher |
| | Child's parents informed verbally. | CPOMS | Class teacher |
| | Child may be sent to another neighbouring class for "time out" to reflect upon their behaviour. | CPOMS | Class teacher |
| AMBER LEVEL<br><br>Repeated low-level misbehaviour | Completion of class teacher Home-School Support Form detailing unacceptable behaviours sent home. Sanction applied as detailed above. | CPOMS | Class teacher |
| Moderately serious misbehaviour | VP completion of Home-School Support Form. **Only completed when 2 previous class teacher Home-School Support Forms have been issued within the last 6 weeks** OR **for a moderately serious incident.** | VP on CPOMS | Vice-Principal/Bunscoil leader |
| | In-school detention 5/10 mins completed with teacher or CA in class or playground. | CPOMS | Class Teacher |

| | | | |
|---|---|---|---|
| RED LEVEL<br><br>Repeated moderately serious misbehaviour | Case for shortened day brought by Principal to chair of BOG. Supporting documentary evidence from CPOMS included. | Copy of letter from Principal to parents re: shortened day filed on CPOMS. | Principal/Bunscoil leader/BOG |
| Serious misbehaviour | Case for suspension brought by Principal to BOG. Supporting documentary evidence from CPOMS. | All correspondence re: suspension maintained by Principal and BOG. | Principal/Bunscoil leader/BOG |
| | Case for expulsion brought by Principal to BOG. Supporting documentary evidence from CPOMS included. | Exclusion | Principal/Bunscoil leader/BOG |

***Appendix 2:***

P4/R4 and KS2

| Behaviour | Action/sanctions- | Recording | Discipline level |
|---|---|---|---|
| GREEN LEVEL<br><br>General minor class/yard misbehaviours | Child spoken to by class teacher/supervisor, using appropriate language, highlighting expected behaviours in relation to school rules. | CPOMS | Class teacher |
| | Loss of privileges (e.g. break time detention, loss of lunch time play etc.) | CPOMS | Class teacher |
| | Child may be sent to another neighbouring class for "time out" to reflect upon their behaviour | CPOMS | Class teacher |
| | Child's parents informed verbally/informally via phone call | CPOMS | Class teacher |
| AMBER LEVEL<br><br>Repeated low-level misbehaviour. | Completion of class teacher Home-School Support Form detailing unacceptable behaviours sent home. Sanction applied as detailed above. | CPOMS | Class teacher |
| Moderately serious misbehaviour | VP completion of Home-School Support Form. **Only completed when 2 previous class teacher Home-School Support Form have been issued within the last 6 weeks (P4) and 8 weeks (KS2)** OR for a **moderately serious incident.** | VP Home-School Support Form filed on CPOMS | Vice-Principal/Bunscoil leader |
| | Pupil is not permitted to take part in after-school activities due to risk of misbehaviour. | Noted on CPOMS and parents informed via phonecall. | Principal/Vice-Principal/Bunscoil leader |
| | Pupil is not permitted to represent the school on extra-curricular teams due | Noted on CPOMS and parents | Principal/Vice-Principal/Bunscoil leader |

| | | | |
|---|---|---|---|
| | to risk of misbehaviour or go on school trips. | informed via phonecall. | |
| | Pupil is sent to a neighbouring class for an extended period of time as defined by Principal/V-Principal. | Noted on CPOMS and parents informed via phonecall. | Principal/Vice-Principal/Bunscoil leader |
| RED LEVEL<br><br>Repeated moderately serious misbehaviour | Case for shortened day brought by Principal to chair of BOG. Supporting documentary evidence from pastoral file/CPOMS included. | Copy of letter from Principal to parents re: shortened day filed in CPOMS | Principal/Bunscoil leader/BOG |
| Serious misbehaviour | Case for suspension brought by Principal to BOG. Supporting documentary evidence from pastoral file/CPOMS included. | All correspondence re: suspension maintained by Principal and BOG. | Principal/Bunscoil leader/BOG |
| | Case for explulsion brought by Principal to BOG. Supporting documentary evidence from pastoral file/CPOMS included. | Exclusion | Principal/Bunscoil leader/BOG |

*Appendix 3:*

## Teacher Home School Support Form

**Pupil:** _____

**Class:** _____

**Teacher:** _____

**Date:** _____

**Incident:**

**Effective supportive consequences:**

**Teacher signature:** _____

**Parental signature:** _____

Please discuss this incident with your child, sign the form and return it to the class teacher.

*Appendix 4:*

## Office Home School Support Form

**Pupil:** _____

**Class:** _____

**Teacher:** _____

**Date:** _____

**Dates of previously completed forms:**

_____

| **Incident (completed by teacher):** |
| --- |
| |

| **Effective supportive consequences (completed by VP/P):** |
| --- |
| |

**VP/P signature:** _____

**Parental signature:** _____

Please discuss this incident with your child, sign the form and return it to the class teacher.