

St. Oliver Plunkett Primary School
and Nursery Unit

Positive Behaviour Policy



September 2022

St. Oliver Plunkett P.S is a caring, inclusive school and we aim for every member of our school community to feel valued and respected. We all have the right to be treated well and fairly. The school **Positive Behaviour** policy is therefore designed to encourage the way in which all members -pupils, staff, parents and governors, can work together in a mutually supportive way. It aims to promote an environment where everyone feels safe and secure and where the health and well-being of individuals is paramount. Relationships should be based on fairness, honesty, courtesy and consideration.

Aims

Our aims are:-

- To create an ordered and caring environment, where every member of the school community feels valued.
- To ensure the environment allows the teachers to teach and pupils to learn.
- To create an atmosphere in which pupils respond positively in class, take pride in their work, show attention and share interests;
- To provide well planned, activities which meet the needs of all children.
- To encourage pupils to be independent and teach them to take responsibility for their behaviour,
- To encourage success in pupils and have that success acknowledged.
- To provide guidelines to deal with inappropriate or unacceptable behaviour e.g. school code of behaviour, classroom contract which will reflect and support the school rules and expected conduct.
- To have the support of parents
- To equip our pupils with skills to make informed and responsible choices and decisions.

- To provide opportunities for pupils to develop their own self- esteem and mutual respect.
- To encourage self-discipline and the notion that we all have rights but we also need to take responsibility for our actions

RIGHTS AND RESPONSIBILITIES

Rights of Pupils	Responsibilities of Pupils
<ul style="list-style-type: none"> • To feel safe and secure within the school environment. • To be valued equally and to be treated with respect. • To receive an appropriately planned and resourced curriculum. • To be acknowledged for effort and achievement in their classwork and homework. • To be positively affirmed for abiding by the school's rules and code of conduct. • To be listened to sympathetically. • To have opportunities to pursue and develop interests, talents and abilities. 	<ul style="list-style-type: none"> • To come to school on time and to be suitably prepared. • To show respect for people and property - both inside and outside the school. • To behave in a safe and responsible manner. • To co-operate with teaching and non- teaching staff and with peers. • To ask for help when experiencing difficulties.

Rights of Parents	Responsibilities of Parents
<ul style="list-style-type: none"> • Parents are entitled to expect that: • Their child will be educated in a safe and caring environment. • Their child will be provided with a broad, challenging and appropriate curriculum. 	<ul style="list-style-type: none"> • Parents have a responsibility to: • Ensure that their child attends school regularly and punctually. • Support school staff by encouraging their child to abide by the school rules.

<ul style="list-style-type: none"> • They will be informed about school rules and procedures. • They will be informed about their child's physical and emotional well-being. • They will be regularly informed about their child's academic performance. • They will be involved in key decisions about their child's education. • Their child will be taught in a well-resourced and well maintained classroom. • They will have reasonable access to school and staff. 	<ul style="list-style-type: none"> • Ensure that the necessary books /equipment are brought to school. • Ensure homework is completed satisfactorily. • Show interest in school work, meetings and functions. • Inform school of changes in home circumstances where they impact on their child's ability to perform well at school. • Inform the school of their child's special medical needs. • Encourage independence in their child.
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Rights of Non-teaching Staff	Responsibilities of Non-teaching Staff
<ul style="list-style-type: none"> • To be valued as members of the school community. • To be treated fairly and with respect by pupils and all members of the teaching staff. • To have adequate facilities and resources to enable staff to perform their duties effectively. • To be well informed about school rules and procedures. • To have opportunity to contribute ideas and have them taken into consideration when decisions concerning the smooth running of the school are being taken. 	<ul style="list-style-type: none"> • To come on time, well-prepared for the day ahead. • To co-operate with colleagues and teaching staff. • To act in ways which aim to secure the safety of all pupils at all times. • To share with teaching staff and Senior Leadership Team any concerns they have about pupils. • To be aware of school rules and procedures. • To handle sensitive information in a confidential manner at all times. • To seek support from colleagues and Senior Leadership as and when required.

Rights of Teachers	Responsibilities of Teachers
<ul style="list-style-type: none"> • To work in an environment where the rights of all are respected. • To play a constructive role in policy making. • To express their views freely. • To have adequate and appropriate resources and accommodation. • To have a suitable career structure and opportunities for professional development. • To provide positive support and advice from senior colleagues and external bodies. • To feel valued. 	<ul style="list-style-type: none"> • To behave in a professional manner at all times. • To prepare and resource lessons thoroughly, taking the ability and aptitude of pupils into account. • To show interest and enthusiasm in pupils' work and learning. • To expect high standards and to acknowledge effort and achievement. • To ensure that class work and homework are appropriately marked. • To share with parents any concerns about their child's progress and development. • To recognise the individuality of each pupil.

SCHOOL RULES

At all times the safety of pupils is paramount and is implicit in all the rules. Below is a summary of our school rules.

LEARNING Pupils will arrive at school on time - 08.40 - 08.50 am, prepare themselves for class with necessary materials, work quietly and to their best ability, will complete and present homework of an acceptable standard, on time (signed by parent/guardian)



RESPECT Pupils should be polite, kind, thoughtful and considerate to everyone, display good manners at all times, have respect for their own and each others' belongings, wear the school uniform which must be clearly labelled, not wear jewellery to school (a watch or stud earrings will be permitted if allowed by parent)

COMMUNICATION Pupils should listen attentively when the teacher/ visitor/ other pupil/ staff are talking, listen to instructions and follow them carefully, speak respectfully to adults and peers alike and tell the truth



Class Contract

Each teacher negotiates a **CLASS CONTRACT** with their new pupils at beginning of school year and will produce a set of classroom rules and routines. This contract will then be displayed. Teachers will then refer to contract, discuss, explain and practise its rules and routines frequently until established.

Mrs Kearney will address the whole school at assembly looking at the rules which need adhered to on a daily basis.

Rules for leaving school premises/ end of day

- Pupils must always have parental permission to leave school premises
- School must be informed if child is to be collected during school hours
- Parents must inform school in advance of appointments - written letter.
- Parents/adults must not access classes; should speak to secretary or wait at reception
- Pupils await the teacher on duty to safely leave the school premises
- Pupils in Nursery, Years 1 and 2 and those attending Fun Buddies must be collected by a responsible person who is aged 16 or over
- Parents are expected to park safely when collecting children from school and are asked to refrain from parking in disabled spaces or on double yellow lines.



Managing Positive Behaviour

Positive behaviour is achieved in two ways:

1. Prevention - Preventative strategies which encourage each pupil to develop a sense of personality and self-discipline.
2. Management - When negative behaviour occurs we need to be able to respond positively and effectively.

Our behaviour management plan has three key aspects: rules, recognition and consequences.

Recognition Pupils should learn to expect recognition for positive behaviour and fair and consistently applied consequences for inappropriate behaviour. All systems are flexible to take account of individual circumstances.

The emphasis is on positive behaviour

- Praise and positive individual or group recognition
- Positive written comment
- Stickers
- Traffic Lights system as a way to manage the behaviour
- Star charts in classes where children receive points for very good work or behaviour and receive a prize for every tenth star
- Positive recognition to parents at the end of the session/ day
- Sharing positive effort, work, attitude to another adult/ class/ headteacher
- Certificates (presented in assembly) for Care and Kindness and Pupil of the Month
- End of Month Treat (Watching DVD, Bouncy Castle, entertainer performs in school etc.)
- Annual written and oral reports to parents
- End of Key Stage School cups, formally presented, to pupils who are particularly dedicated to practising the school ethos in their behaviour.



Dealing With Unacceptable Behaviour

Despite positive responses as a means to encouraging good behaviour, it may be necessary to employ a number of consequences if the child chooses to engage in unacceptable behaviour. It may be necessary to apply the school rules, and to ensure a safe and positive learning environment.

We operate a hierarchy of corrective interventions and consequences, working from the least to most intrusive. The hierarchy is made explicit to the children as is the link between the behaviour and consequence.

<p>Low Level Misbehaviour LEVEL 1 Low intensity <input type="checkbox"/> Out of seat <input type="checkbox"/> Fidgeting <input type="checkbox"/> Teasing <input type="checkbox"/> Telling tales <input type="checkbox"/> Pushing</p>	<p>Sanctions LEVEL 1 - least to most intrusive may include • Look • Hand sign • Verbal Rule reminder</p>
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<ul style="list-style-type: none"> <input type="checkbox"/> Interrupting <input type="checkbox"/> Name calling <input type="checkbox"/> Sulking <input type="checkbox"/> Cheekiness <input type="checkbox"/> Answering back <input type="checkbox"/> Meddling Not following instructions 	<ul style="list-style-type: none"> • Warning countdown • Move place • Move pupil • Time out / Thinking Time • Traffic Light System
<p>Moderate Level Misbehaviour LEVEL 2</p> <ul style="list-style-type: none"> <input type="checkbox"/> Swearing at anyone <input type="checkbox"/> Offensive gestures <input type="checkbox"/> Spitting <input type="checkbox"/> Throwing things <input type="checkbox"/> Arguing back <input type="checkbox"/> Defiance <input type="checkbox"/> Rudeness <input type="checkbox"/> Minor scuffles <input type="checkbox"/> Disobedience <input type="checkbox"/> Hurting others' feelings/ 'Put Down's' <input type="checkbox"/> Continuously not completing work <input type="checkbox"/> Lack of respect for school resources or others' possessions <input type="checkbox"/> Continuously late in the mornings <input type="checkbox"/> Continuously forgetting PE gear, books etc. 	<p>Sanctions LEVEL 2 may include</p> <p>Sent to the Principal/Vice Principal and behaviour recorded</p> <ul style="list-style-type: none"> <input type="checkbox"/> Related sanction e.g. completing work at home or at lunchtime. <input type="checkbox"/> Additional work <input type="checkbox"/> Cleaning up the mess created <input type="checkbox"/> Loss of privilege <input type="checkbox"/> Time Out <input type="checkbox"/> 'Fix it' Strategies such as apology <input type="checkbox"/> When appropriate, parents and principal will be informed
<p>Serious Level Misbehaviours LEVEL 3 BEHAVIOURS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fighting; physical or verbal <input type="checkbox"/> Stealing <input type="checkbox"/> Lying <input type="checkbox"/> Vandalism <input type="checkbox"/> Physical abuse of pupils or staff <input type="checkbox"/> Extortion (blackmail, bribing) <input type="checkbox"/> Running out of school <input type="checkbox"/> Verbal abuse of pupils or staff <input type="checkbox"/> Serious/repeated bullying behaviour <input type="checkbox"/> Smoking <input type="checkbox"/> Drug/Solvent abuse <input type="checkbox"/> Serious and Persistent Misbehaviour 	<p>Sanctions LEVEL 3</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sent to the Principal/Vice Principal and behaviour recorded <input type="checkbox"/> Parents will be informed and may be requested to attend a school meeting <input type="checkbox"/> Time Out <input type="checkbox"/> Removal of child from school premises <input type="checkbox"/> Child placed on Code of Practice and school procedures followed <input type="checkbox"/> Removal of privileges for agreed time <input type="checkbox"/> Referral to outside agencies if necessary <input type="checkbox"/> Suspension <input type="checkbox"/> Expulsion