

St Teresa's Primary School Lurgan



Positive Behaviour Policy

St Teresa's Primary School Mission Statement










We, in St Teresa's Primary School
aim to provide
a happy, caring, secure
and child centred environment
where each person is valued
for their efforts and achievements.

In the words of St Therese:

“Doing ordinary things extra-ordinarily well.”

Aims

We aim to:

-  Encourage good relationships among all members of the school community
-  Promote pupils' self-confidence and self-esteem.
-  Inform parents of school policy and involve them as fully as possible in the school's Pastoral Care arrangements.
-  Develop respect for self, others and the world in which they live.
-  Recognise the dignity of each child as an individual whose contribution to the school community is respected and valued.
-  Be watchful for signs which may indicate a child may be experiencing difficulties by being abused or bullied.
-  Provide a safe environment in which all members of the school community can participate to the full.
-  Develop the skills which children will need to cope with potential dangers or threats.
-  Encourage a sense of personal accountability for their own learning and actions.

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Introduction

The Governors must ensure that all aspects of school life are firmly rooted in Christian principles and that both staff and pupils are valued as individuals. It is essential therefore that pupils are given a secure, well ordered environment which will allow for their spiritual, emotional and intellectual growth. To this end the Governors aim to work with both the staff and parents for the benefits of all children in the school.
(Our Catholic Schools, CCMS p.16)

Underpinning the educational process of teaching and learning is the promotion of positive behaviour which encompasses behaving well towards each other, towards the school teaching and non-teaching staff, visitors and parents.

We believe that positive behaviour needs to be carefully developed. Children learn best when they are clear about what they are supposed to do and when they are continuously and consistently encouraged to do it.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.






The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

The school rewards good behaviour, as it believes this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.




It is intended that our positive behaviour policy will be reflective of the ethos of our school as portrayed in our mission statement and school aims.

Positive Behaviour Policy Aims





-  We, in St Teresa's Primary School, aim to promote positive behaviour by using a range of rewards and sanctions appropriate to the situation and the child's age.
-  By promoting self esteem children will be intrinsically motivated towards positive behaviour.
-  Our aim is to clarify behaviour which will ensure good order and discipline within school, taking account of individual's rights and responsibilities.
-  To make clear how all staff can best instil positive behaviour within the children of St Teresa's Primary School.
-  To create an environment to allow for effective teaching and learning.

Rights and Responsibilities





Each child has a right to:

-  a safe, caring environment
-  access learning at his/her level
-  be treated with respect




Each child has a responsibility to:

-  respect others
-  come to school each day
-  not disrupt other children's learning
-  adhere to class rules





Each teacher has a right to:

-  a safe, caring environment
-  be treated with respect
-  teach effectively without hindrance
-  have the cooperation of all stakeholders





Each teacher has a responsibility to:

-  respect others
-  be well prepared and organised
-  be a positive role model




Auxiliary & Ancillary Staff have the right to:

-  a safe, caring environment
-  be treated with respect
-  carry out their duties effectively
-  be aware of school procedures



Auxiliary & Ancillary Staff have the responsibility to:

-  respect others
-  be positive role models
-  communicate
-  read relevant school documentation




Management have a right to:

-  a safe, caring environment
-  be treated with respect
-  expect each person to fulfil his/her role




Management have a responsibility to:

-  create a well ordered, safe learning environment
-  lead by example

Parents have a right to:

-  be kept informed of their child's progress
-  their child being given every opportunity to learn
-  be shown respect

Parents have a responsibility to:

-  attend school meetings and keep school fully informed
-  support their child in his/her learning
-  be well mannered and respectful






Procedures

Where an incident of unacceptable behaviour is reported the teacher/assistant/supervisor will respond immediately. Any complaint made by a child or by a parent will be investigated and appropriate action taken.

A parent making a complaint will have a personal reply (telephone call or letter) from the school within one week.










The response to and the sanctions imposed will depend on the seriousness of the incident but behaviour will be monitored until staff are satisfied that there is no further concern.

Teachers are responsible at all times for the behaviour within sight or sound of them. It may not always be the class teacher who is involved in a matter of discipline.

-  We expect children to listen carefully to instructions in class. If they do not do so, we ask them to move to a place nearer the teacher, or to sit on their own.
-  We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
-  If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we move the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others
-  The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
-  If a child threatens, hurts or bullies another pupil, the class teacher records the incident and appropriate action is taken. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

Outline of Rules

Each class will have its own set of rules. These rules will be:

-  short
-  positively phrased
-  personalised
-  generated in a whole school context
-  taught
-  consistently applied
-  circulated to all
-  easily understood
-  have agreed consequences when breached

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class as appropriate. The teacher may use PDMU, Circle Time and the Religion curriculum to deal with these matters.

Each class (Class Charter) have rules which are discussed and displayed.

In Primary 1 and Primary 2 pictures and photographs are used for display. These rules are teacher led.

In Primary 3 photographs and writing are used for display and the rules are negotiated with the children.

In Primary 4 and Primary 5 the rules relate to behaviour and work and are negotiated with the children.

In Primary 6 and Primary 7 the rules relate to behaviour and teaching and learning and are negotiated with the children.









Class rules are displayed in the classroom and a copy is sent home at the beginning of October each year for parents' information.

Rewards for Positive Behaviour

Children are praised and rewarded for positive behaviour in a variety of ways.

The school acknowledges all the efforts and achievements of children. All P7 children are presented with their Record of Achievement at the end of their P7 year.

Teachers may use a variety of the following rewards:

-  Verbal praise by class teacher, other teachers, other staff members, Principal and at Assembly
-  A quiet word of praise; an encouraging smile; thumbs up;
-  Stars, stickers, stamps
-  Table prize (weekly)
-  Class reward chart
-  Pupil of the Week Certificate
-  Monthly certificates
-  Positive letter to inform parents/guardians












Consequences for Undesirable Behaviour

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. When discussing class and school rules teachers will discuss the need for sanctions with the children.











(In relation to COVID 19, a pupil will be isolated in the allocated insolation room until collection by parents if there is evidence of misbehaviour, within a protective bubble/school premises).

Teachers may use a variety of sanctions in **3 Stage** approach:







Stage 1

-  Verbal reminder
-  Non verbal reminder
-  Simple direction eg face this way please
-  Rule/Charter reminder
-  Apology
-  Change seating
-  Redirection/distraction
-  Tactical ignoring
-  Time out (own class)
-  Completion of work
-  1st warning/2nd choice (F/KS1)

Stage 2

-  Children sent to another class
-  Letter of apology signed by child and parent
-  Target setting/Behaviour plan
-  Behaviour chart (for a specific time)
-  Behaviour points chart
-  Individual pupil daily recording chart
-  Loss of time for play at break / lunch /KS1 support
-  Loss of privileges
-  Recording incident and date by teacher
-  Report to principal

Stage 3

-  Contact parents – phone call (1st), if no reply, letter to parents (2nd), if still no improvement with behaviour, a meeting with parents/teacher, child, principal will be held (3rd)
-  Removal from school premises.
-  Removal from school bus/parents informed.
-  Referral to Behaviour Management Team
-  Parents to meet with sub committee of Board of Governors
-  Suspension/expulsion (The Board of Governors follow the prescribed guidelines laid down by CCMS)

Bullying

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

The School's Anti Bullying Policy deals with the issue of bullying.

Use of Reasonable Force

Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions taken are in line with the Policy: Use of Reasonable Force/Safe Handling.

The Role of the Class Teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding. Information kept in Pastoral folders in each class.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the principal.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the Behaviour Management Team, Pupil Personal Development Team, School Psychologist,

Child and Family Development Clinic, Autism Team, Tamnamore Learning Centre and/or Social Services.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. Teachers will Appendix 3 (to inform parents about inappropriate behaviours) and Appendix 4 (to inform parents about good/improving behaviours)

We may also use programmes, e.g. Theatre productions, Bee Safe, to promote positive behaviour. The Personal Development and Mutual Understanding and Religion areas of the curriculum may be used to help develop positive behaviour in school. Teachers will avail of resources available e.g. Living Learning Together, Paths Programme, as appropriate.

The Role of the Principal

It is the responsibility of the principal to implement the school behaviour policy consistently through the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the principal to ensure the health, safety and welfare of all children in the school.

The principal supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The principal keeps records of all reported serious incidents of misbehaviour.

The principal has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the principal may permanently exclude a child. (Both these actions are only taken after the school governors have been notified and in line with guidelines)

The Role of the Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We list the school rules and class rules in the Positive Behaviour leaflet and we expect parents to read these and support them. (see Appendix 1 and 2) This leaflet is updated and distributed to all parents in October each year.

We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. (Appendix 3)

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact

the principal and then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The Role of the Board of Governors

The Board of Governors has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the principal in carrying out these guidelines.

The principal has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the principal about particular disciplinary issues. The principal takes this into account when making decisions about matters of behaviour.

Relationship with other Policies

The Positive Behaviour Policy forms part of our overall Pastoral Policy which includes the following policies:

- Attendance
- Anti-Bullying
- Child Protection
- Health & Safety
- Internet Safety
- Esafety
- Use of Reasonable Force/Safe Handling.
- Pastoral Care
- SEN
- Personal Development and Mutual Understanding

The above policies are distributed to parents at the meeting in June each year for prospective new admissions.

Copies of the policies are available on request, in writing, to the Principal and may also be viewed on the school website: www.stteresaslurgan.com

Monitoring

The principal monitors the effectiveness of this policy on a regular basis. He also reports to the Board of Governors on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of behaviour. The class teacher records minor classroom incidents. The principal records those incidents where a child is sent to her on account of bad behaviour. We also keep a record of incidents that occur at break or lunchtimes: lunchtime supervisors give details of any incident.

The principal keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Board of Governors to monitor the rate of suspensions and exclusions and to ensure that the school policy is administered fairly and consistently.













Review

The Board of Governors reviews this policy as appropriate. The Governors may, however, review the policy if they receive recommendations on how the policy or procedures might be improved.


Signed: _____


Dated: _____


Our School Rules


-  We listen
-  We are gentle
-  We are cheerful
-  We are considerate
-  We are honest
-  We are good at sharing
-  We take turns
-  We are kind and helpful
-  We play well with others
-  We are friends
-  We care for the school environment
-  We keep the playground safety rules


Safety Issues

-  Children line up at the classroom promptly when the bell rings.

-  Children walk in a quiet orderly manner in school grounds.

-  Children should not be on the school premises before 9.00am as there is no supervision available. Children attending the breakfast club must wait in the hall until 9.00am.

-  Parents must sign a permission slip (available in the office) if they wish to take their child out of class during the school day. The slip must be given to the class teacher. A child may only leave when the above procedure has been completed.

-  All absences must be explained in writing to ensure a child cannot play truant.