

*St Columba's Primary School
Positive Behaviour Management Policy*

St Columba's Primary School Newbuildings.
Positive Behaviour Management Policy.



Presented to BOG for ratification January 2016

Reviewed by Staff March 2017

Reviewed by Staff February 2018

Review due: Prior to June 2019

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Positive Behaviour Management Policy*

All young people, from whatever background, have a right to be valued and respected, to be educated in a secure and caring environment, and to have their abilities and talents nurtured and developed to their full potential. (DOE: Pastoral Care in Schools -Promoting Positive Behaviour)

In St Columba's Primary School, we aim to create a happy, caring, stimulating and secure environment for each child to grow. We develop in each child Christian values, self-esteem and respect for others, and provide quality education with the co-operation of the wider community.

In particular, our staff aims to promote and nurture the children's spiritual and personal development by helping them to:

- Respect each other
- Feel valued and supported
- Do their best always and feel a sense of belonging and pride in their school
- Grow together through their experiences
- Develop confidence, self-esteem and the self-discipline that will guide them throughout their lives.

To assist staff in fulfilling these aims we expect the children to:

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- Come to school on time, with homework completed and suitably equipped for activities in the day ahead.
- Respect the views, rights and property of others and behave safely in and out of class.
- Co-operate in class with teaching staff/adults and their peers.
- Work and play safely within clearly defined class and school rules.
- Work as hard as they can in class, both independently and co-operatively.
- Ask for help/support/advice, with their work or with personal worries/concerns.
- Respect the right of other pupils to learn and the teacher's right to teach.
- Treat other pupils/adults with respect and not bully.
- Respect all staff and visitors to the school.
- Respect school property.
- Tell the truth and be responsible for their own behaviour.

Our policy on Positive Behaviour Management is an integral part of the Pastoral structures within the school and has been informed by a whole-school audit

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focusing on behaviour (self-evaluation of discipline and behaviour), and a whole-school approach to developing and promoting positive behaviour in consultation with all members of the school community. It will be subject to regular review and updated as the need arises.

... when given clear expectations and consistent follow through, most children, are able to choose appropriate behaviour, thereby increasing their opportunities for greater success in school.

(Lee Canter: *Assertive Discipline*)

At St Columba's we acknowledge that an orderly school is necessary for high quality learning and teaching. We believe that pupils can be helped to become more successful learners and valued members of society by viewing their behaviours in terms of their right to be educated and their responsibilities towards other members of the school community.

The concept of the children awareness of their responsibilities is introduced at an early age and is reinforced throughout school life. As a result our pupils will know how to go about making informed decisions and become confident, active citizens.

These responsibilities are developed through a system of rules and specific directions that emphasise the **positive** aspects of behaviour, while recognising the need to eliminate inappropriate behaviour. It reflects a sense of justice, forgiveness and respect for the needs and rights of pupils, parents and staff. It requires the

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promotion and practice of positive behaviour by *all* members of the school community and includes a system where each child is given praise and encouragement to reinforce desired behaviour.

Pupils at St Columba's should be able to:

- Be treated fairly and with respect consistently.
- Be consulted about matters that affect them and have their views listened to and as far as is reasonable, acted upon.
- Work and play within clearly defined and fairly administered procedures for Rules, Rewards and Consequences.
- Experience a broad, balanced curriculum that meets their needs.
- Develop and extend their interests, talents and abilities.
- Have their Religion/Cultural Identity respected and valued.
- A Catholic Education
- Confidentiality

Parents and school staff have discrete and complementary roles in the education of young people. At St Columba's we recognise the need for a harmonious and productive partnership between parents and our school in the best interest of the children. We are very conscious of the importance of establishing good parent/staff relations as early as possible and are most grateful for the support and commitment shown by parents to our school. Parents

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are involved in many areas of the school community and are a very valued part of it.

In order to facilitate this important home/school partnership the school recognises the rights of parents to:

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

Parents have a responsibility to:

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- Ensure that their child attends school regularly and arrives in good time, in full uniform, with homework complete, suitably equipped for lessons in the day ahead and collected promptly.
- Accept all school rules and procedures and ensure that their child abides by them.
- Show interest in and support their child's learning and provide a suitable place for completing homework.
- Act as positive role models for their child in their relationship with school staff, pupils and parents.
- • Attend **planned** meetings with teachers and support school events.

Contact the Secretary's Office to arrange a meeting with teacher and/or principal at a mutually convenient time. (**All initial contact regarding any queries/concerns about your child must be in consultation with the class teacher**).

- Provide the school with **all** the necessary background information about their child, including telling the school promptly about any concerns they have, or any significant change in their child's medical needs or home circumstances.
 - Ensure that someone is **always** available for school to contact in the event of an emergency at all times. (**Valid Tel No essential**).
 - Ensure that their child behaves in an appropriate manner.
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- Provide a written explanation for child's absence.

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- Report to the Secretary's Office on arrival in school.
- Support Teaching Staff in teaching Catholic Education (if appropriate).
- Park only in designated areas.

This policy recognises that staff within the school should be given the opportunities:

- Be consulted, kept informed and to be treated courteously.
- A safe, happy, working environment; where common courtesies and social conventions are respected.
- Teach with the minimum of disruption.
- Establish rules/procedures and to ask for assistance / support from parents in ensuring their child adheres to these.
- Voice opinions/views freely and openly.
- Be treated fairly and with respect consistently.
- A suitable career structure and opportunities for professional development.
- Support and advice from colleagues and external agencies.
- Adequate and appropriate accommodation and resources.
- Confidentiality.

Staff have a responsibility to:

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- Behave in a professional manner.
- Be well prepared, making use of available resources and that all work is appropriately set and constructively marked.
- Show interest and enthusiasm in their pupils' learning and teaching.
- Create and sustain a safe, stimulating learning environment.
- Listen to pupils, colleagues and parents and value their contributions and respect their views.
- Be sympathetic, approachable and alert to pupils' needs.
- Identify and seek to meet pupils' Individual Educational Needs.
- Share with parents any concerns they have about their child's progress or development.
- Pursue further opportunities for personal and professional development.
- Expect high standards and acknowledge effort and achievement.
- Work together as a team.
- Be confidential.

The promotion of positive behaviour and the reduction in inappropriate behaviour is achieved through establishing agreed rules and routines that are applied fairly and consistently by all staff, are made clear to the pupils with regular reinforcement, supported by clear guidelines for staff and reinforced by a positive reward system.

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As a result of the children and adults considering their roles in managing behaviour the following statements were drawn up in consultation with the children:



FOUNDATION STAGE:

- We are kind to each other
- We keep hands, feet and objects to ourselves
- We listen carefully and follow directions
- We always do our best and allow others to do their best
- We always walk

When outside:

- We take care of ourselves and our friends
- We climb, jump and slide with care
- We always look where we are going
- We ride our bikes in the bike area
- We tell the teacher if someone gets hurt

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KEY STAGE 1

- We keep hands, feet and objects to ourselves
- We listen carefully and follow directions
- We always do our best and allow others to do their best
- We show respect and good manners to all
- We always walk
- We take pride in our classroom
- We work together to keep our classroom/learning environment a safe and happy place

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KEY STAGE 2:



- We keep hands, feet and objects to ourselves
- We listen carefully and follow directions
- We always do our best and allow others to do their best
- We respect ourselves, others, and all property
- We always walk
- We take responsibility for our actions
- We treat others as we would like to be treated ourselves
- We work together to keep our classroom/learning environment a safe and happy place



These are displayed as in the form of Classroom Charters They will be discussed, monitored, evaluated, reviewed and agreed as a way of behaving for both adults and pupils in each school year, and reinforced on a regular basis throughout the three terms. While each of the Key Stages (Foundation, KS1 & KS2) in the Primary school cover the same basic content, staff recognise the need to introduce the charters in a developmentally appropriate manner for each Stage.

In addition there is a need for Specific Directions that will be in effect for the duration of a specific activity and may change based on the needs of the teacher and maturity level of the pupils. Staff has identified Academic Activities, Routine Procedures and Special Procedures that require specific directions and will teach these to the pupils as the need arises.
(Appendix 2)

We at St Columba's recognise that while agreed charters and specific directions help the children manage their behaviour, rewards and consequences

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are necessary to encourage and maintain the rules in class and throughout the school.

We believe that *all* pupils have a need for positive affirmation, and therefore do not take the positive behaviour of the majority of children for granted. Similarly, we feel it is important that pupils realise that their positive behaviour is noted and acknowledged, just as instances of inappropriate behaviour are challenged and responded to by consequences.

At St Columba's we believe that positive behaviour should be recognised, encouraged and celebrated. Staff will actively seek out and highlight those behaviours they wish children to employ and by doing so, they will recognise the efforts of the child (ren) and give appropriate positive recognition.

All rewards will be commensurate with the behaviour exhibited, and provide just enough incentive for the behaviour to be repeated.

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REWARDS

Staff in St Columba's has agreed to use the following range of rewards to promote positive behaviour:

- Non-verbal praise - smile, nod, thumbs up...
- Verbal praise - acknowledgement from peers, staff / report to parents / praise at Stage "Get-togethers"
- Behaviour awards
- Class clap / take a bow / first in line...
- Earn points/stars/smiley faces...
- Age appropriate treats/homework pass/extr play/extra ICT/day-trip/movie/show//Golden time
- Stickers/stamps/badges & certificates
- Positive comment/note sent home
- Responsibilities/privileges e.g. Weekly Helper

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Within the school environment staff will draw upon these rewards to effectively manage pupils' behaviour, offering as wide a variety of rewards as possible to keep pupils' motivation high. (For more specific details regarding Rewards/Positive Recognition see Appendix 3).

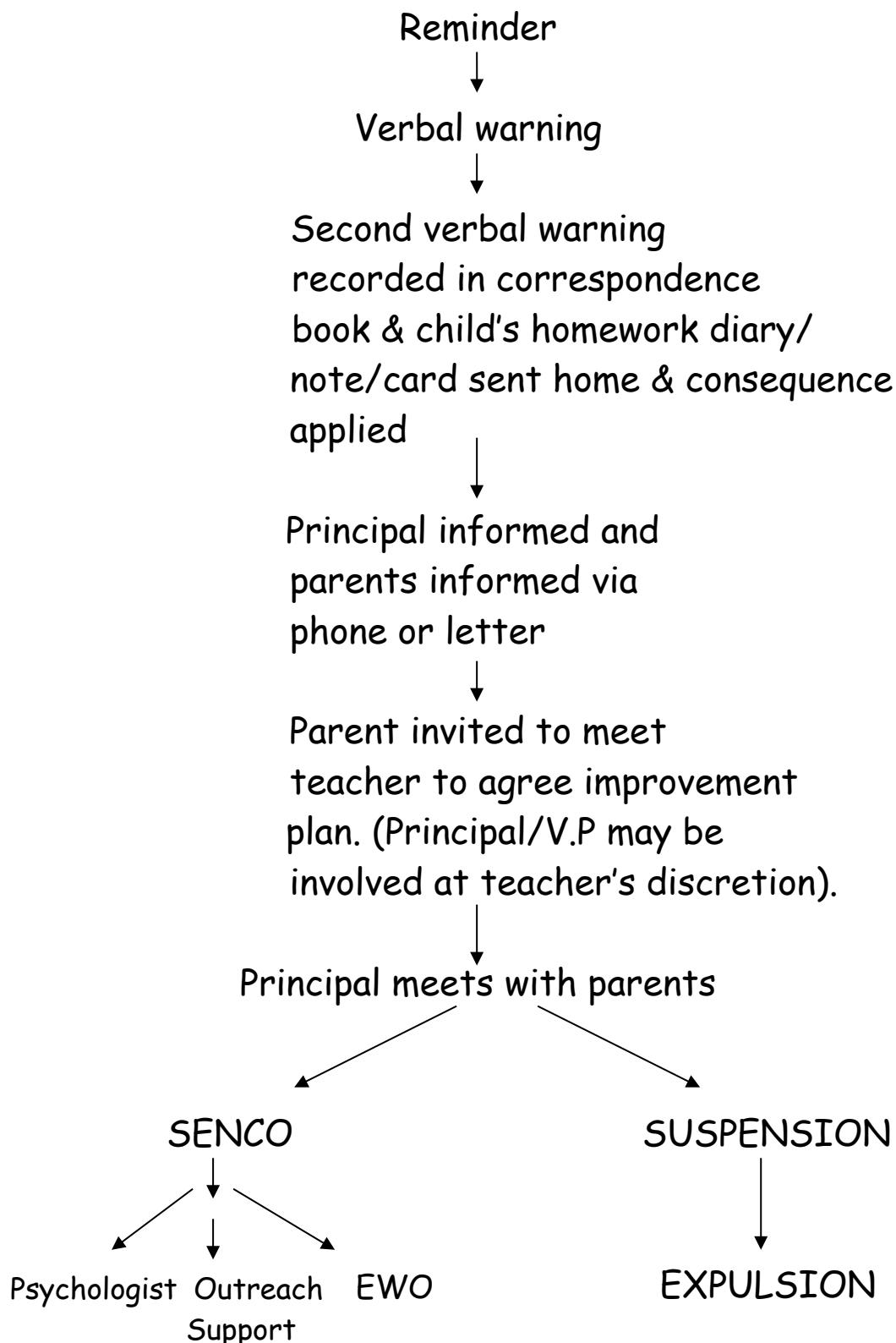
Managing Inappropriate Behaviour

While a positive system of rewards and reinforcement will attempt to guide children towards self-discipline, it is important that strategies exist to assist staff in dealing with challenging and disruptive behaviour. To assist staff, we in St Columba's will employ a positive behaviour management strategy using stepped consequences. These consequences are an integral part of our School's Positive Behaviour Management Policy. They help to uphold the rules and specific directions, they provide pupils with the security of clearly defined boundaries and, in doing so they ensure that pupils are fully aware of the conditions which will lead, in all likelihood, to the imposition of consequences.

The agreed stepped consequences offer a sliding scale of intervention in the pupil's behaviour requiring the pupil to take more responsibility for his/her own actions. While these agreed consequences are stepped, if a pupil puts himself/herself or others at risk, staff can fast-track the stages notifying the Principal/Vice-Principal and contacting the child's parents without delay.

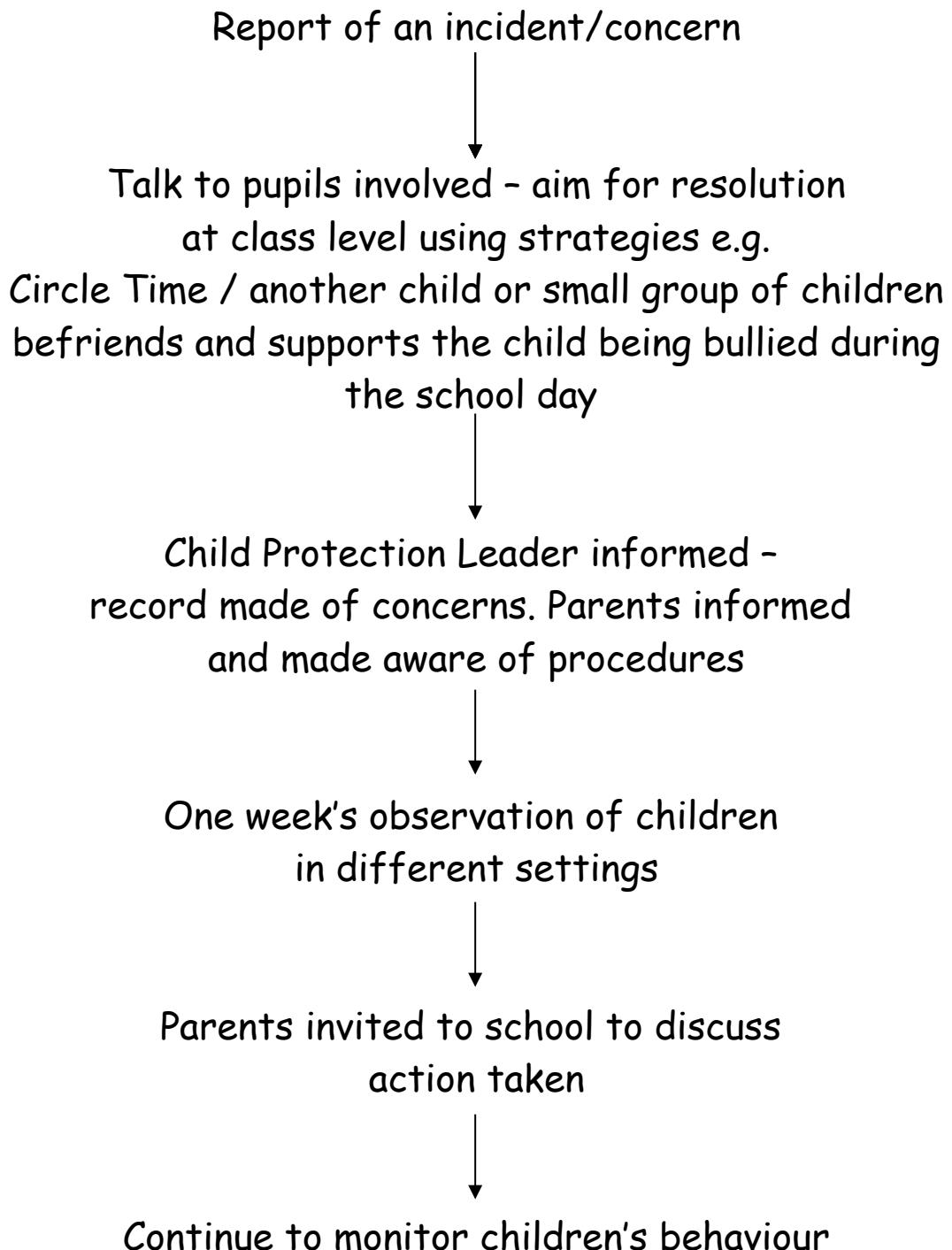
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Stepped Consequences



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Procedures for Dealing with Bullying



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Where possible, staff will bear in mind that prevention and intervention are crucial to managing conflict situations. As a result of the children considering their rights and responsibilities the following consequences were drawn up in consultation with the children and will be used by staff in a fair and consistent manner in order to diffuse a potentially difficult situation by encouraging pupils to reflect on their behaviour and to take more responsibility for their actions:

Consequences

- **Time out** away from an activity to reflect on poor choice - use of 'Think Sheet' (developmentally appropriate) for reflection to be kept by the teacher as a record.
- **Time out** away from the class - Open Area
- **Time delay** - in the classroom at break/lining up at lunch/home time (Foundation 1/2 mins / KS1 2/3 mins / KS2 3/4 mins)
- **Loss of privileges** - e.g. lose 5-10 mins of Special Activities / Golden Time etc. (time will be allocated by staff as appropriate)
- **Note in Diary system** whereby staff keep track of concerns and when the third 'offence' occurs, a note is recorded in their diary and is sent home to be signed by the parent

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- **Phone call to parent**
- **Verbal Apology**
- **Written apology**
- **Planned Removal** with a partner colleague for seriously disruptive behaviour using agreed procedure
- **Detention at Break/Lunch time**, using agreed procedure (Time will be allocated by staff)

Involvement of Outside Agencies

In cases where a pupil's needs are not being met by the above framework, the school will seek advice and support from outside agencies, e.g. School Psychologist, EWO, Behaviour Support Team, Outreach, NSPCC, Young Minds 'Chance for Change' Team etc.

Communication with Parents

In order to promote positive behaviour in our school and maximise the effectiveness of the school's Positive Behaviour Management Policy, we welcome continued parental involvement and support. To this end, the school will issue annually to parents and carers, information about the school's Pastoral issues, e.g.

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policies on Child Protection, Anti-Bullying, Positive Behaviour Management etc.

At the beginning of each school year class teachers will inform parents and carers of their Positive Behaviour Management Classroom Plan outlining, Rewards & Consequences, and in turn parents/Carers will discuss this with their child and all children sign their class rules agreement which is displayed in the school hall.

The Role of the Board of Governors

The Board of Governors fully supports the school in the implementation of the school's Positive Behaviour Management Policy, and will be kept informed of policy updates and relevant circulars relating to behaviour management.

Monitoring Evaluation Review

This policy will be reviewed with staff annually.