

St Mary's PS Killesher



Positive Behaviour Management Policy

“Article 28: Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child’s human dignity and in conformity with present convention”

Chair of BOG: Mr Fergal Cleary

Principal: Mr Cunningham

Date: September 2024

Review: September 2026

Our Vision: To be a community inspired by the Catholic faith, living out Gospel Values and reflecting the traditions of our Irish Cultural Heritage. To create a learning environment which gives every pupil the opportunity to develop their full potential and so be prepared for the challenges and opportunities of their lives ahead.

Mission Statement: St. Mary's Primary School Killesher is committed to the nurturing of the individual child to reach their full potential, celebrating the effort and success together. We strive to achieve this by working in partnership with parents to create an atmosphere of a believing community, reflecting Catholic values.

School Motto: Love, Learn and Grow.

School Aims: As a Catholic School, we aim to:

1. Ensure that the teachings, example and values of Jesus Christ influence every area of school life.
2. Enable all our pupils to achieve their full potential through the development and education of the 'whole' child - intellectually, physically, spiritually, morally and emotionally.

Aims of policy

This policy aims to develop the conditions where:

1. Effective learning will take place in a safe environment.
2. Self-discipline, self-respect and good personal relationships will be developed.
3. People will grow in a spirit of consideration for the whole community.

We do not view behaviour management simply in terms of sanctions. These can have a part to play in managing children's behaviour. Positive behaviour management strategies are used extensively to promote, improve and moderate behaviour through encouragement and praise.

OUTCOMES OF AIMS

1. Pupils will respond positively in class working successfully through a planned curriculum.
2. Pupils will take pride in their work and surroundings.
3. Pupils will show mutual respect for others.
4. Staff will act as appropriate role models.
5. Staff use positive classroom management by delivering well prepared differentiated lessons.

6. Staff use a fair and consistent approach in all aspects of classroom practice.
7. Staff reward and give positive feedback to enhance self-esteem.
8. Staff encourage independence of thought and action and develop an appreciation of responsibility.
9. Staff apply appropriate sanctions in accordance with agreed school policy.

ROLES AND RESPONSIBILITIES

Board of Governors: The Board of Governors have a legal responsibility for the school's Positive Behaviour Policy and as a body must ensure that the school fulfils its responsibilities in keeping with current legislation and Department of Education (DE) guidance. The Board of Governors must:

- Ensure good behaviour and discipline policies are pursued in school.
- Make and keep under review a written statement of 'general Principals' about pupil behaviour and discipline, which the Principal will have regard to in determining school rules and behaviour policies.
- Consult with Principal and parents and take guidance from Department of Education, Education Authority and CCMS prior to making a statement of 'General Principals'.
- Decide and set out what aspects of discipline /behaviour should be a matter for the Principal.

Principal

School Leaders have the primary responsibility for ensuring that their school's ethos, the expectations it has for its pupils; its pastoral care arrangements and its teaching and curricular provision, support, motivate and provide pupils with the opportunities to succeed.

The Principal must:

Determine the measures which the school will take to:

1. Promote among the pupil's self-discipline and respect for authority.
2. Encourage good behaviour and respect for others.
3. Secure an acceptable standard of behaviour among the pupils.
4. Act in accordance with the Board of Governors statement of general principles and any guidance given by them.
5. Prepare a statement of measures which form part of this policy and provide copies for parents.

6. Ensure that copies of this Positive Behaviour Management Policy are made available in the school foyer , upon request from the office, on the school website.

The Role of School Staff in Promoting Positive Behaviour

The attitude of all staff is of great importance as it is, they, who in the end determine the environment where good relationships can develop. There is a shared responsibility for positive behaviour. Staff should never disregard inappropriate behaviour. It is recognised however that the best strategy to put in place may not always be direct correction but rather for example an approach such as proximal praise, distraction or cool down time. One of the key factors is a consistency of approach among staff towards the children.

Good teaching practice and positive teacher pupil relationships are major contributors to good classroom behaviour. Positive behaviour enables effective learning to take place and in order to achieve this goal the following strategies should be implemented: • The encouragement of genuine involvement of all pupils in classroom activity by recognising their different abilities and matching tasks to those abilities so that pupils can regularly achieve success.

- The recognition of children's individuality and the importance of self-esteem
- Restorative discussions using positive language to communicate expectation, feedback and to encourage reflection and resolution. (Appendix 1)
- Regular praise and encouragement of pupils' positive behaviour.
- The Golden Rules are to be implemented, displayed throughout the school and regularly discussed with pupils to encourage ownership.

The Role of Parents

Parents are the first and most important teachers that children have. An ethos of positive behaviour is set at home. A school is a much larger community where it is not possible to accommodate a large diversity in standards of behaviour. Parental support is an important factor in gaining a child's acceptance of any system of rules laid down within a school. Parental acceptance of the school's expectations and co-operation with the staff are essential if an acceptable standard of behaviour is to be achieved. The influence of parents is far greater than that of the class teacher.

The school asks that parents:

- Ensure that their child/ren attend school and arrive in good time.
- Are aware of the school's rules, and procedures and encourage their child to abide by them.
- Show interest in their child/ren's class and homework.

- Act as positive role models for their child in their relationships with the school.
- Attend planned meetings with teachers and support school events.
- Provide the school with the necessary information about the child, including telling the school promptly about any concerns, or any significant needs or home circumstances.

Opportunities to build parental involvement are promoted through our rewards system e.g., written communications (reports, letters), by their child earning certificates.

Code of conduct for pupils

Pupils should not perceive the school rules as limitations on their freedom, but rather as guidelines for keeping the whole school community and environment safe, for fostering tolerance and respect for others and their own self-discipline.

The Role of School Council

The School Council consists of children from Year 1 – Year 7 and meets approximately once a month. Each class has two elected members on the council, one male and one female representative. The Councillors wear special badges that identify them throughout the school. There is a noticeboard dedicated to the School Council. As part of their duties, the School Council discusses rules and their implementation. They also play a major part in deciding on activities to promote a positive school ethos. School Councillors are expected to be good role models who encourage their peers to support and adhere to the school rules. All staff, pupils and parents will appreciate school and classroom rules to enable a consistent and fair approach to promoting positive behaviour.

Promotion of Positive Measures

We believe that the use of encouragement and praise is vitally important in shaping children's behaviour. Our aim is to acknowledge good behaviour of all children. Effective rewards should:

- Promote self-esteem and confidence.
- Motivate pupils to achieve.
- Encourage pupils to take responsibility for themselves and for others as well as property.
- Be appropriate to meet individual needs.

Reward Systems to Promote Positive Behaviour

We feel that using a positive system of rewards will increase children's self esteem and thus help them to achieve more. Encouragement can be given in many ways. Reward systems are developed in consultation with pupils and can be on whole school, Key Stage, Class or individual basis. This is done through:

- A preventative curriculum which develops respect and empathy for others. This is specifically addressed during Religion, PDMU and Circle time lessons, however it is also integral within the whole curriculum and ethos of our Catholic School.

- Promoting the Golden Rules and Golden Time.

Praise by teacher

- Non-verbal rewards including e.g., smiling, nodding or thumbs up.
- A written comment on a child's work.
- Display of work
- Display of achievements/celebration of talents
- Incidental prizes issued.
- A public praise of work in front of the class, other classes or the whole school e.g. during assembly
- A visit to another member of staff or Principal
- Use of school report to comment favourably on good behaviour and general attitudes to school life.
- Pupils allocated roles of responsibility. (playground buddy, reading buddy)
- Individual/ whole class reward systems.
- Newsletters celebrating achievements of pupils.
- Use of stickers, stars, smiley faces or small material rewards.
- Website

This is not an exhaustive list.

School Rules

Each class should work together to establish ground rules, which allow the classroom to operate effectively within a safe, happy and busy learning environment.

Playground Rules for all children. (On display in Playground)

- Be Honest and Fair in Games.
- Listen to and Respect Supervisors.
- No Bullying or Exclusion.
- Use Appropriate Language.

- Be a Role Model.

We in St Mary's Primary School promote the following Golden Rules

- I will be helpful, polite and kind.
- I will try my best to do my work and not disturb others.
- I will respect all teachers and classroom assistants.
- I will listen carefully when others are talking.
- I will be honest and always tell the truth.
- I will line up quietly and walk sensibly and quietly around the school.
- I will look after and respect others property.
- I will treat others the way I would like to be treated.

These rules form a basis to the classroom rules which are drawn up on a yearly rotation following consultation with the pupils and teacher in each year group.

The Golden Rules are consistently applied, to encourage children to behave responsibly towards themselves, others and their environment. For health and safety purposes we specifically ask that:

- Children walk in an orderly manner along the corridors, through classrooms, etc so as not to put themselves or others in danger.
- Children are encouraged to remain seated/ and wear their seat belt when provided on the school buses and not to distract the driver.
- Children must play only in the areas permitted.
- No child may leave the school premises for any purpose during the school day without permission. (Class teacher should be informed in writing/telephone).
- Pupils must be logged in and out through the school office when leaving school for an appointment during the school day.
- Children are not allowed to wear hooped or dangling earrings in school in the interests of safety.
- Parent/ Carers should inform the teacher in advance if a different person is collecting young children.

SANCTIONS

While we shall always try to encourage positive behaviour, it is also necessary to have sanctions to help us deal with behaviour that is not acceptable. Sanctions too are an integral part of a school's positive behaviour policy. The purpose of such sanctions is to make a child aware that his or her behaviour is not acceptable. It is also important that the child is made aware why this is so. In applying sanctions, the following guidelines will operate. Sanctions will-

- Be understood by all staff (teaching and non-teaching), pupils and parents.
- Be constructive, and restorative, with a focus upon achieving behavioural change.
- Be applied with sensitivity and flexibility, in a calm and measured manner as soon after the offence as possible.
- In each case the sanction should be related to the misdemeanour.
- Be specific to the offender and not applied to whole groups (there may be unusual and specific exceptions to this, for example if a group of children run inappropriately through doors at break time, the group may be asked to walk back).
- Take account, as necessary, of the age and degree of maturity of the pupil and any special needs they may have and any other relevant circumstances.

Playground rules are established in the same way so that the playground is a safe, happy and fair place to be.

Links with other Policies

Special Educational Needs Policy

When a teacher recognises inappropriate behaviour and uses normal classroom strategies to deal with the behaviour and finds they are ineffective and that the behaviour is affecting the teaching and learning in the classroom. Advice should be sought from the Special Education Needs Support Teacher. A record of Concern should be completed and discussed with parents/guardians.

This policy supports and complements a range of other school / regional policies and guidance including:

- Anti Bullying Policy
- Safeguarding and Child Protection
- Use of Reasonable Force / Safe Handling
- E-Learning Policy

- Health and Safety Policy
- ICT Policy
- Critical Incident
- Bereavement and Loss
- Teaching and learning.

These policies are available to parents and any parent wishing a copy should contact the School Principal.

External Support

The main sources to support schools in promoting good behaviour are the Educational Psychology Service, Autism Advisory Intervention Service, Primary Behaviour Support and Provision Service, Language and Communication Service, R.I.S.E NI, SEN Early Years Inclusion Service and Intercultural Education Service.

Links with these agencies aid:

- Staff development in aspects of discipline and classroom management.
- Our ability to interpret pupil behaviour and to deal with it in an effective manner.

Outline of consequences of undesired behaviour

At our school we classify unacceptable behaviour into three broad bands

Level 1

Misbehaviour that has been assessed and is perceived to be minor or a first-time occurrence. This can be effectively managed at the time in the immediate environment by a member of staff normally the class teacher.

- Staff should NEVER ignore low level misbehaviour.
- Regarding minor cases of unacceptable behaviour, immediate verbal checking or a look of disapproval may suffice.
- The adult will explain the inappropriateness of the behaviour in relation to the Golden Rules.
- Restorative questioning will be used.
- Think Time Discussion: For repeated level 1 offences. Completing this encourages the pupil to reflect on his/her negative behaviour; identify how to rectify the situation and act accordingly. This sheet should be signed by a parent and a copy retained in school. (This discussion may inform a behaviour plan).

- Identify possible consequences if the unacceptable behaviour continues (eg: loss of Golden Time, loss of other privileges or repeated or extra work where presentation or content is clearly below the child's potential).
- Encourage reparation to be made, if appropriate.
- Monitor the situation carefully.
- The adult who has initially dealt with the behaviour should be prepared to intervene with a higher response level if the situation persists or deteriorates. (In cases where behaviour is outside the classroom the class teacher should be informed at this point).

Level 2

If the pupil is proving somewhat resistant to change and / or the behaviour is considered more severe, he/she may be placed on the COP (A Record of Concern should be discussed with the SENCO and Parents/carers will need to be informed of this decision). The following interventions should be applied as appropriate:

- In order to encourage the pupil to change his / her behaviour, he / she will be formally reminded of the harm his / her behaviour is causing and of the negative consequences (Expectation Discussion: A non-confrontational script requiring the pupil to commit to behaving appropriately and taking greater responsibility for subsequent behaviour).
- Worth a Re-Think: This process helps pupils to develop more appropriate responses to a range of situations through reflecting on happenings, thoughts, feelings, behaviour and consequences.
- Think Time Discussion: Completing this encourages the pupil to reflect on his/her negative behaviour; identify how to rectify the situation and act accordingly. This sheet should be signed by a parent and a copy retained in school This discussion may inform a behaviour plan.
- A home-school behaviour record should be used as appropriate (eg: positive home-school diary). Mood management and anger management strategies may be introduced to the pupil as appropriate.

Level 3

Following assessment, if the unacceptable behaviour is more complex and/or resistant to change. Pupil may have many additional needs and risk factors presenting.

- Principal and SENCO will be consulted and the support of outside agencies will be sought.
- Monitoring by key member of staff.
- Development of mood management and / or anger management strategies.

- Behaviour Management Programmes, including Individual Behaviour Plan (support and strengthening) and target setting with incentives and consequences.
- Individualized strength and emotional well being building programmes eg: play therapy or EA Support.
- A risk assessment will be carried out for behaviour which could endanger the pupil themselves or others. If deemed necessary by the Principal, the school will refer to CCMS regulations on suspension and expulsion.

Parental Involvement

At this level, it is most likely that the parent(s) have already been contacted and are working in partnership with the school and/or with external agencies to effect change.

Policy Review

The Positive Behaviour Policy will take account of current needs and be reflected in current practice. The staff on an annual basis should consider its effectiveness and application. The effectiveness of aims and objectives should be evaluated to determine whether approaches are successful in creating positive learning attitudes, culture and ethos within the school environment. Discussion and audits of the policy will involve parents and pupils through circle time or questionnaires and staff consultation. The findings may in turn help to amend the policy in future where or if appropriate.

The following are examples of each level of behaviour and some of the strategies and consequences that will be used by staff. Teachers will keep a record of incidents. If behaviour is identified as bullying the school's Antibullying Policy will be followed.

Table 1 Behaviours

Low Level	Moderate Level	Serious Level
<p>Telling tales Dropping litter Noisy e.g., talking/shouting Failing to keep on task. Unkind remarks about others Bad language (one off) Time wasting Telling lies Running in school Pushing in line Borrowing without permission Leaving work area untidy</p> <p>Any persistence of low level behaviours would move into the moderate level</p>	<p>Persistently shouting out Persistently leaving seat at the wrong time Persistently not doing homework Persistently not listening Persistently not paying attention Persistently distracting others Persistently making noises Persistently failing to keep on task Persistently leaving work area untidy Hitting/pushing/fighting Refusal to co-operate</p> <p>Repeated incidents of any moderate behaviours – Head teacher informed. Any persistence of moderate level behaviours would move into the serious level.</p>	<p>Disregarding adults within the school</p> <p>Stealing</p> <p>Physically/emotionally/verbally hurting another pupil (bullying behaviour)</p> <p>Serious physical/verbal threat made to staff.</p> <p>Displaying violent behaviour.</p> <p>Leaving school without permission.</p>

Table 2 Sanctions / Procedures

Low Level	Moderate Level	Serious Level
<p>Verbal Warning</p> <p>Move to another seat</p> <p>Complete homework the following night</p> <p>Loss of Golden Time.</p>	<p>Option 1: Think about my actions sheet</p> <p>Option 2: Send pupil to another teacher, noting reason.</p> <p>Option 3: The pupil will be sent to Principal and the parent is invited to a meeting with class teacher and principal.</p> <p>Option 4: Daily Behaviour Report initiated. The pupil may be considered for placement on the SEN register for behavioural issues</p>	<p>Pupil sent to principal/Pastoral Care Coordinator.</p> <p>Parents are invited to a meeting</p> <p>Consider referral to Educational Psychologist</p> <p>Consider Suspension / expulsion</p> <p>Record action in 'Behaviour Record' Folder</p>

STAFF TRAINING All staff will be made aware of any relevant and appropriate training that is available.

Thinking about my actions

What rule did I break?

This means I was not:

- Being Respectful
- Being Responsible
- Following instructions
- Being Kind
- Being Safe

My actions made me feel:

- Happy
- Angry
- Confused
- Embarrassed
- Shocked
- Sad

A different emotion? _____

I will fix my poor choice by:

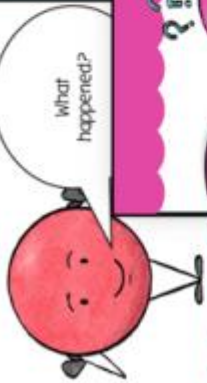
Signed (pupil) _____

Signed (teacher) _____

Date _____

Restorative question cards


1



What happened?

ELSR


2



What were you thinking about at the time?

ELSR

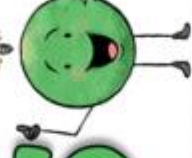
3



What have your thoughts been since the incident?

ELSR


5



What do you need to do now to make things right?

ELSR

4



Who do you think has been affected by your actions? In what way were they affected?

ELSR

Restorative questions



ELSR