

St Mary's Primary School Derrymore

POLICY FOR PROMOTING AND SUSTAINING POSITIVE BEHAVIOUR



POSITIVE BEHAVIOUR AND DISCIPLINE POLICY

Vision Statement

To seek, strive, learn

Our vision is that all members of the school community are inspired and motivated to achieve their full potential.

Today's pupils, tomorrow's citizens.

In our school we all matter.

In our school we all belong.

In our school we all try to be the best we can be.

Mission Statement

Here at St Mary's we work together to live like Jesus;

Our vision is to enrich the life of everyone that passes through our school;

Praising and celebrate effort and success;

Ensuring fairness where every child matters and fulfills their potential to become the best they can be;

Inviting our school, parish and locality friends to support us on our journey of faith;

Nurturing spiritual growth through our Catholic ethos;

Giving each other the opportunity for development in learning, worship and serving others;

Offering a safe and happy school where every person is valued;

Doing our best to see Jesus in one another.

This policy has been developed in line with Department of Education guidance: “Pastoral Care in Schools: Promoting Positive Behaviour” (2001), DE Circular 2021/13 (Interim Guidance on Restrictive Practices), DE Circular 2021/12 (Addressing Bullying), DE Circular 2024/14 (Mobile Devices), and EA Scheme for Suspension and Expulsion of Pupils. It also reflects CCMS expectations for Catholic maintained schools.

Aims of Positive Behaviour

At St Mary's Primary School we aim to:-

- Establish a safe and secure environment where everyone is valued and supported at all times.
- Create an acceptable level of order and behaviour so that effective teaching and learning can take place.
- Develop a sense of self-esteem and self-worth in all children.
- Encourage self-respect, self-discipline, respect for others and property in the school and community.
- Help children become courteous, well-mannered, tolerant and understanding of others.
- Work in partnership with home encouraging the co-operation of parents to support the successful promotion of positive behaviour.
- Begin to develop the skills necessary to resolve conflict and differences of opinion with sensitivity.

Principles underpinning Behaviour Management

The Principal and Staff of St Mary’s Primary School firmly believe that effective learning cannot take place without a requisite standard of good behaviour. In the context of this school good behaviour is defined as conduct which assists the school to fulfil its function namely the full development of the potential of all its pupils.

Conversely, unacceptable behaviour would be defined as conduct which prevents this, either when an individual prevents his/her own development by misbehaving or when unacceptable conduct disrupts the school community.

As per the Addressing Bullying in Schools Act (2016), socially unacceptable behaviour becomes bullying type behaviour when, after clarifying facts and perceptions, **TRIP** is confirmed:

T	When the behaviour is TARGETED at a specific pupil or group of pupils.
R	When the behaviour is REPEATED over time.
I	When the behaviour is deliberately INTENDED to cause harm.
P	When the behaviour causes PSYCHOLOGICAL/EMOTIONAL and/or PHYSICAL harm.

All incidents will be recorded in the Bullying Register and managed according to DE Circular 2021/12. Following any incidents, the staff will use restorative practices, nurture groups, and EA Behaviour Support services where appropriate to promote emotional wellbeing and positive relationships.

The school will access CCMS guidance and EA Behaviour Support Team resources for staff training and pupil support as and when required.

It therefore follows that good behaviour is that which conforms to the reasonable expectations and requirements of the school and is based upon mutual respect for the needs and aspirations of all in the school and upon care for its environment.

It is our desire to cultivate in pupils an acceptance and recognition of their own decisions, their actions and consequences. We hope to educate and guide children to behave in a socially acceptable way, whilst in the care of teachers and others in the education process.

Roles within our Positive Behaviour Policy

1. Role of Pupils

We would expect the children who attend St Mary's Primary School to enjoy their education and to have their needs met. At the same time, we wish to encourage children to realise that other children deserve and must enjoy the same treatment as they do.

Pupils should expect to:

- Be valued as a member of the school community.
- Work and play in a calm, well managed and safe environment.
- Receive a broad, balanced and suitably differentiated curriculum.
- Be treated with respect and dignity.
- Get help when they seek it.
- Be listened to in a sensitive manner.
- Be made aware of the school's standard of expectations regarding work and discipline.

Pupils have a responsibility to:

- Know and obey the school rules.
- Show respect for staff, visitors and other pupils in school.
- Be equipped and ready to learn.
- Learn from their mistakes.
- Work to the best of their ability.
- Take responsibility for their behaviour and actions.
- Show respect for own and others' property.
- Show respect for the school building and school property making sure that it is kept clean and tidy.
- Follow the directions of staff both teaching and non-teaching.

2. Role of Parents

Standards of behaviour are well established in children before they come to school. Accepted standards of behaviour may vary from home to home and from family to family. Behaviour which can be tolerated at home may not always be acceptable at school because of the large numbers involved in the school community.

We believe in the principle of partnership and therefore encourage parents and guardians to establish and maintain a relationship with the class teacher and principal.

Active co-operation with staff is essential if an acceptable standard of discipline is to be achieved. The co-operation of parents is sought in relation to maintaining high standards of pupil attendance, punctuality, pupil appearance, wearing of school uniform, caring for learning materials (particularly those belonging to school) and supervision of homework.

Parents have a right to:

- A safe, stimulating and happy learning environment for their child.
- The delivery of a well balanced, broad and suitably differentiated curriculum.
- Be kept well informed of the life and work of the school and the progress of their child.
- Up to date information on the school behaviour policy and procedures.
- Be kept informed should their child not meet the standards of behaviour set.
- A consistent and fair approach to behaviour with sanctions matching the seriousness of the misdemeanour.
- A school community which is sensitive to the needs of the individual child and respectful and courtesy to parents.

Parents have a responsibility to:

- Ensure good attendance, punctuality and to send children to school, equipped and ready to learn.
- To promote good behaviour and respect at home.
- Act as positive role models for their children in their relationship with the school.
- Support the school in implementing the behaviour policy and in maintaining a high standard of discipline.
- To inform the school of circumstances which might affect the child's life in school?
- Allow the school time to follow procedures and investigate issues.
- Encourage children to complete schoolwork and homework to an acceptable level.
- To support the work of the school.

3. Role of the staff

A teacher's role is to provide education for the children in his/her care. 'A climate which fosters effective learning, both within the classroom and about the school, is at the heart of the education process.' (Promoting Positive Behaviour, pg.6 Dept of Ed. Publication). Staff may only use reasonable force in exceptional circumstances to prevent harm, in line with DE Circular 2021/13. Seclusion is not permitted. All incidents must be recorded and reported to the Principal and parents.

When the teacher and pupil understand their different roles a positive, well ordered learning environment can be achieved. Children at different stages in education require instruction and guidance and our school rules form the framework of our expectations as teachers for the children in our care. The standard of behaviour is discussed, agreed upon and clearly displayed where appropriate and commented on, at regular intervals, by the teacher. Teachers will enforce acceptable behaviour in their class in a positive manner, having regard to the positive nature of the school policy, consulting with Senior Management and the Principal when necessary.

Staff have a right to:

- Have a safe, clean, healthy environment in which to work.
- Expect courtesy and respect from colleagues, parents and pupils.
- Expect opportunities for professional development.
- Be valued as part of the school team.
- Discipline all pupils in the school according to school procedures.

Staff have a responsibility to:

- Behave in a professional manner at all times.
- Provide children with a broad, balanced and suitably differentiated curriculum.
- Be approachable, sympathetic and alert to pupils in difficulty.
- Recognise the individuality of children.
- Have high but realistic expectations for each child and strive to cater for their needs.
- Acknowledge effort and achievement.
- Consult with parents about a child's progress and behaviour.
- Enforce the school's behaviour policy in a fair and consistent manner.
- To take account of problems children may have at home.

4. Role of the Principal

The Principal has a key role in formulating and reviewing the positive behaviour policy and establishing the ethos of the school. The principal must ensure that pupils, parents and staff play a vital role in the life and organisation of the school.

The principal must ensure that the rules of the school are administered fairly and consistently to all pupils. The principal should support staff where appropriate and furnish the Board of Governors with a report on the discipline within the school or on the behaviour of an individual pupil where necessary.

The Principal must also ensure that the school behaviour policy is processed in accordance with and alongside all other relevant school policies i.e. SEN Policy, Pastoral Care Policy, Anti-Bullying Policy and Code of Practice etc.

5. Role of the Board of Governors

The Board of Governors have legal responsibility for the school's positive behaviour policy and it is their role to maintain a policy for the school which is current, being implemented, positive in nature and reflective of the school ethos.

If or when a case of indiscipline should come before them they must act upon it, having considered the views of the principal, other interested parties and any reports forwarded to them. Where appropriate they should support the principal and his teaching staff.

Rewards and Sanctions

The following is an agreed list of sanctions and rewards, which we employ in our efforts to promote positive behaviour in St. Mary's.

Rewards

We aim to encourage and praise positive behaviour in school. Some of the following strategies may include...

- Immediate reinforcement through verbal praise or written comments to acknowledge the efforts of children in their work and behaviour.
- Smiley faces, stars, stickers on good work.
- Individual sticker/reward charts
- Class group point systems to encourage co-operation
- Individual point system
- Special awards such as class certificates at weekly assemblies
- Visiting other classes to "show off" good work.
- Displaying children's work eg...This week's best handwriting,
- In class Golden Time...a special reward of free play/ games /extra outdoor play for the whole class group.

Sanctions

The ethos of the school is to create a positive and happy environment. While all staff will endeavour to acknowledge and reward the positive behaviour of pupils, it may be necessary at times to use a range of sanctions to address inappropriate behaviour. It is essential that pupils understand it is the behaviour that is not acceptable and not the pupil him/herself.

Minor Breaches of Discipline

The class teacher generally deals with minor breaches of discipline in a caring, supportive and fair manner with some flexibility regarding the age of the child as sanctions are concerned. Each case is treated individually according to the maturity of the pupil. Generally, children will be made aware of the behaviour expected of them at school and that they are responsible for their own actions. Persistent misbehaviour will ultimately lead to sanctions.

Sanctions aimed at improving behaviour may include:

- A look of disapproval.
- A quiet firm word to warn the pupil and give them the opportunity to modify their behaviour.
- Reminder of rules
- Withdrawal of classroom privileges.
- Withdrawal of class group points
- Loss of individual points
- Time out in designated area in playground.
- Supervised detention during break/lunch time. (This will also be used to address repeated incomplete homework or unsatisfactory class work due to misbehaviour)
- Parent/carer informed.
- Principal informed.

Behaviour Log

When appropriate, parents will be kept fully informed with regard to 'Individual Behaviour Log' where this joint strategy is necessary to improve behaviour which will be agreed by class teacher and parent.

Major Breaches of Discipline

Major breaches of discipline include deliberate, malicious physical assault, deliberate damage to property, stealing, verbal abuse (including swearing), abusive gestures, leaving the school grounds without permission, refusal to work and constant disruptive behaviour in class.

This type of behaviour is generally rare and it is the responsibility of any member of the school community to report it.

- Verbal warnings by Principal as to future conduct which will be recorded as a breach of discipline in the school's Discipline File.
- Withdrawal from the classroom for part of the day
- A letter/phone call to parents informing them of the major breach of discipline.
- A meeting with the parents, and/or a warning given about the next stage unless there is an improvement in the child's behaviour.

- If the problem is severe or recurring, then temporary exclusion procedures are implemented after consultation with the Chairman of the Board of Governors.

Suspension/Expulsion

Where a situation arises of a serious nature because of the unacceptable behaviour of a pupil, the school will adopt the EA Scheme for the Suspension and Expulsion of Pupils.

We as a staff recognise that a small number of children need more guidance and support in the management of their behaviour. We are fully committed to implementing individual behaviour management plans for children and seeking all support available to the child, parent and staff from EA's Behaviour Management Support Team.

Review and Evaluation

This policy will be reviewed annually or sooner if DE/CCMS guidance changes. Next review: January 2027. During this review we will endeavour to evaluate the effectiveness of our provision for Pastoral Care.

Chair of the Board of Governors _____

Date _____

School Rules

1. Respect yourself, others and school property at all times

- Spitting, fighting, stealing, name calling, bullying and bad language will not be tolerated.
- Respect each other, teachers and all those who work in the school.
- Do not drop litter. Take pride in the school environment.
- Keep the toilets clean and tidy.

2. Pupils must never do anything that would injure themselves or others

- No rough play.
- Keep within allocated areas during break and dinner time.
- Use equipment safely and for its intended use.

3. Wet Days

- Behave in a quiet and sensible way so there will be no accidents.
- Stay in designated area.

4. Eating in School

- No eating during class without permission.
- Do not leave the dining-hall until you are finished and told to leave.

5. At Doors Give Way to Adults

- Pay particular attention to visitors.
- Children should not open the front door to anyone.

6. Leaving School

- At the end of the day leave the building quietly and orderly.
- Never leave the school or your classroom without permission.

7. Punctuality

- Always arrive and return to class at the correct times.

8. Uniform

- Wear your uniform at all times in school including black shoes.

9. Mobile Phones

- Do not bring mobile phones to school.

Appendix 1

Whole School Reward System House Points

- We have three houses: Oaks, Elvers and Grebes
- Each child will be assigned to a house for their time in St Mary's
- Points may be earned for the following: this is just a guide as points can be earned for other things at staff discretion.

good manners	neat handwriting	being a good friend	outstanding achievement
good listening	walking around school in an appropriate manner	including others	representing school at an event
being helpful	sharing	completion of online assignments or additional homework	good role model for others
respecting adults	keeping playground rules	good work	positive attitude

- Every child will have an individual reward/sticker chart displayed in class.
- When a child earns a sticker/stamp on their chart, they earn one house point.
- House points will be displayed in each class and collected weekly.
- An overall tally of points will be displayed on the pupil notice board.
- Monthly prizes will be awarded to the house with the most points each month.
- Each child will receive a new chart each month or when their chart is filled.
- A new month will be indicated on each child's chart when the chart is to be used for longer than a month.

PENALTIES

- Each child's sticker chart will have 4 boxes at the bottom.
- If 4 penalty points have been given to a child in the course of any month, that child may not get the monthly house reward.
- Each month, every child will start with no penalties.
- Every opportunity will be given to allow pupils to avoid penalties.

Penalty Points Some examples, not an extensive list.			
1 Penalty Point if any of the below are recorded by the teacher on 3 separate occasions during a month.		2 Penalty Points	3 Penalty Points
not paying attention after warning has been given	repeated talking in class	rough play	bad language
running in class/school	late homework	answering back	hitting
uniform	distracting others in class	disrespecting someone	spitting
talking unnecessarily in class after warning has been given	litter		fighting
Teasing others during play	misuse of play equipment		bullying
Not following rules of games in the playground	going out of bounds		name calling
			leaving class/school without permission
			mobile phone in school

Sanctions	
Stage 1: 1 penalty point	Parents informed and 10min Break or lunch time detention
Stage 2: 2 penalty points	Parents informed and 10 min Break and lunch time detention
Stage 3: 3 penalty points	Parents informed Behaviour Report Book and 3 x 10min Detentions (Lunch/Break)
Stage 4: 4 penalty points	Parents informed Behaviour Report Book and 4 x 10min Detentions (Lunch/Break) and child may not receive monthly house reward when next attained.

REWARDS

- First time win: Certificate, sticker, homework pass and school pencil
- Second time win: Certificate, sticker, homework pass and school wristband
- Third time win: Certificate, sticker, homework pass and sweet treat
- Fourth time win: Certificate, sticker, homework pass and lucky dip
(A Homework Pass is valid for one week of written homework. Key words, reading and spellings must always be completed.)