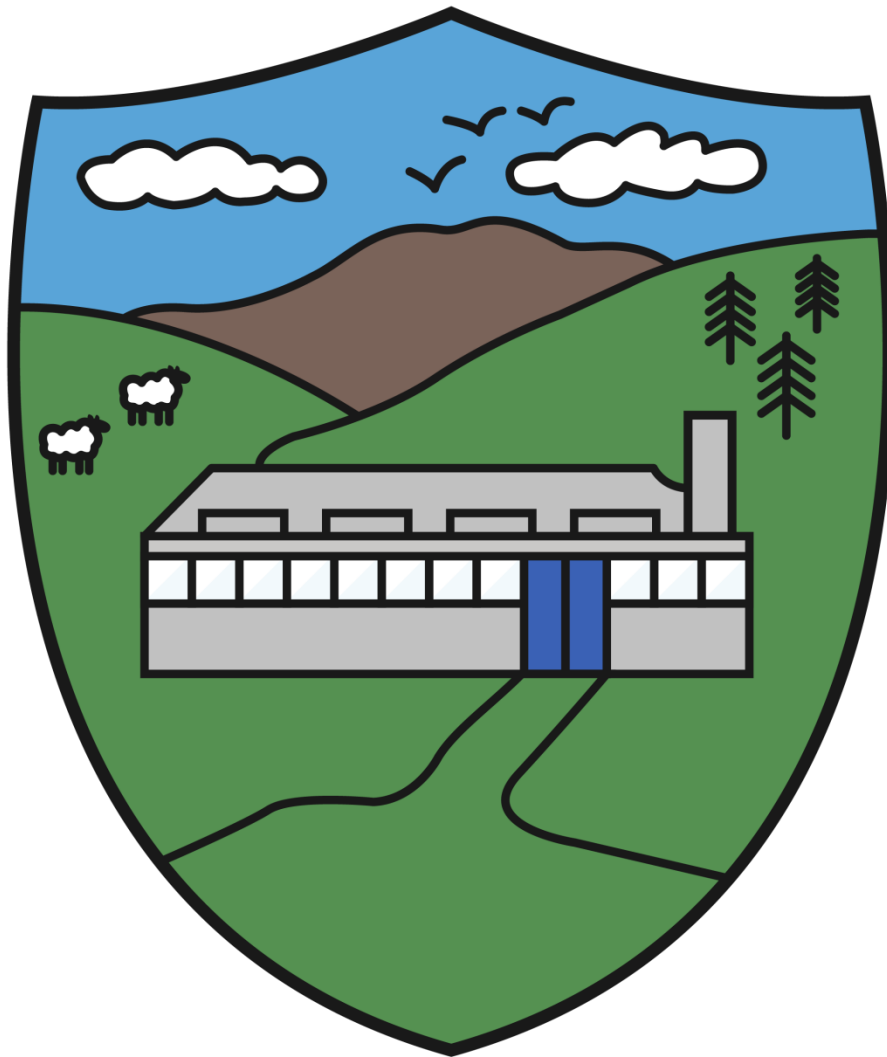


St. Paul's P.S



Positive Behaviour Policy

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Mission Statement

St. Paul's P.S is a Catholic school committed to the education of the whole child. We endeavour to create a happy and secure environment, unlocking the full potential of all individuals, thereby developing confident and independent learners.

At St. Paul's we aim to:

- Create an ethos that actively promotes Catholic values, with the support of parents and the parish community
- Embrace diversity and promote respect for all
- Celebrate our self-worth and understand our individual talents and achievements
- Develop an environment where children feel secure to express their feelings
- Provide a curriculum which promotes independent thinkers, creativity and a love for learning
- Establish positive, friendly relationships with the children in our care, their families the parish and the wider community

General Aims of Our Positive Behaviour Policy

We in St Pauls aim to promote a caring school which values everyone who is part of it.

We aim to provide a safe, calm, supportive and welcoming learning environment.

To create an atmosphere of mutual respect, in which the children feel secure and happy and all staff work together as a team, supportive of one another and sensitive to each other's needs.

Aims of the Positive Behaviour Policy

- To provide a safe, calm supportive and welcoming learning environment
- To encourage each pupil to fulfil his/her moral, intellectual spiritual, physical, social, aesthetic and emotional potential.
- To provide support and guidance for staff, pupils and parents
- To develop a consistent approach to behaviour by all school staff
- To ensure that parents and guardians are aware of acceptable behaviour and the methods used in school to promote positive behaviour
- To actively teach the skills of self-management
- To promote and model positive behaviour, respect and tolerance
- To encourage and develop a sense of self-esteem and an awareness of the needs of others through self-discipline
- To enable pupils to respect themselves, others, property, the wider community and the environment
- To enhance the whole school environment.

Rights and Responsibilities

Pupils

Rights: Pupils	Responsibilities: Pupils
To be valued, listened to and acknowledged.	To follow school rules and to listen and cooperate
Has the right to access education within a safe environment.	To attend school and come prepared for lessons
Has the right to be treated equally and fairly.	To treat school property and all in the school community with respect.
To feel happy and secure.	To contribute to school life to the best of their ability
Have opportunities to develop morally, culturally and academically.	To remain focused on tasks they have been set.
To be recognised and valued for their efforts.	To work to their full potential
To be free from verbal, physical and emotional abuse	To complete and return homework to the best of their ability
	To display appropriate and safe behaviour in the classroom and the playground

Parents

Rights: Parents/Guardians	Responsibilities: Parents/Guardians
<p>To be informed of all aspects of their child's progress in school, through consultation with the class teacher and end of year report</p> <p>To be informed if their child is ill or has an accident</p> <p>To be verbally informed of incidents of unacceptable behaviour.</p> <p>To know that their child is safe in school.</p> <p>To feel that they can approach members of staff to discuss any concerns.</p> <p>To be involved in the process and review of Individual Education Plans and Individual Behaviour Plans (these may be subject to change of title)</p> <p>To have access to school policies.</p>	<p>To ensure that their child attends school regularly and arrives in good time with homework completed and equipped for lessons</p> <p>To ensure that the basic needs of the child are met i.e. sufficient sleep, food, appropriate clothing.</p> <p>To support the school rules.</p> <p>To ensure that their child is well enough to attend school.</p> <p>To attend meetings with the teachers</p> <p>To ensure that the school is kept informed of any changes in circumstances that may impact on the child's performance or emotional health.</p> <p>To act as positive role models and show interest in their child's learning</p> <p>To be supportive of the school and staff</p>

Staff

Rights: Staff	Responsibilities: Staff
<p>To be treated equally, fairly and with respect</p> <p>To be valued and listened to</p> <p>To work within a safe and supportive environment</p> <p>To perform their duties to the best of their ability</p> <p>To be free from verbal, physical and emotional abuse</p> <p>To avail of opportunities for professional development</p> <p>To have the support of the Principal and the Board of Governors.</p> <p>To have the support of parents and guardians.</p>	<p>To be punctual, professional and to perform their duties to the best of their ability</p> <p>To promote and model positive behaviour, respect and tolerance</p> <p>To create a safe, calm supportive and welcoming learning environment</p> <p>To listen to, value and respect each child</p> <p>To treat each child with unconditional positive regard</p> <p>To be aware of and follow all school policies</p> <p>To access opportunities for continued professional development</p> <p>To treat shared information with respect and confidentiality</p>

Positive Behaviour Management

Our emphasis in school is on positive behaviour management. Where possible, children will be rewarded for good behaviour. However, on the occasions that positive management strategies do not work, we will use agreed sanctions. Children who are undergoing psychological assessment, have a statement of Special Education Need or who are on the Special Needs Register, although not exempt from sanctions will have their needs taken into account when applying sanctions. We have agreed as a staff a hierarchy of behaviour management strategies which are listed below:

Step 1: Ignore (if appropriate)

Step 2: Praise positive behaviour of another child in close proximity.

Step 3: Verbally remind child of task-perhaps quiet reprimand

Step 4: Rule reminder (consequences)-perhaps give choice of compliance or consequence

Step 5: Redirection-divert /distract/redirect from negative behaviour

Step 6: One to one positive handling techniques (age appropriate)

Step 7: Opportunity for child to discuss incident and reflect on how better to cope next time.

Step 8: Depending on behaviour, repetition of work to an acceptable standard, withdrawal of privileges

Step 9: Home school liaison book, listing positives and then negatives and how they were dealt with.

Step 10: If persistent bad behaviour use of incident book and help of parents enlisted to achieve good behaviour

Rewards and Sanctions

Aims:

- To acknowledge the good behaviour of all pupils.
- To move towards pupils developing positive attitudes and being motivated to display good behaviour.

Rewards may take the form of:

- Golden time-choice of activity
- Pupil of the week /month
- Golden Book of Courtesy
- Sticker or stamp
- Non-verbal praise-positive written feedback on work
- Verbal positive reinforcement
- Positive affirmation from another member of staff
- Responsibilities
- Achievement awards from teachers/classroom assistants/supervisors
- Public acknowledgement
- Principal's award
- Displaying work to other children in other classes as well as their own peers

Sanctions may take the form of:

- Eye contact
- Change in tone of voice
- Verbal reminder
- Change of seat
- Time out strategy
- Redirection
- Picture prompt
- Temporary loss of privileges
- Time to model sensible behaviour
- Discuss feelings and ways to improve behaviour for future school life
- Contacting parents/guardian-informal and formal
- Expectation of an apology

Sanctions and Procedures

On implementing procedures for dealing with inappropriate behaviour, we believe sanctions should be:

- Be immediate
- Have a hierarchy appropriate to the behaviour
- Aim for the least intrusive methods first
- Be consistent
- Be appropriate to meet individual needs
- Keep self-esteem intact

The following table sets out examples of inappropriate behaviour ranging from low level to very serious misbehaviour and the array of sanctions ranging from the least to the most intrusive. Teachers, Classroom Assistants and Supervisors will use their professional discretion, judgement and training with regard to all children, including those holding a Statement of Special Needs, undergoing psychological assessment or on the Special Needs Register, always aiming to make the sanction appropriate to the misbehaviour and to the child.

Parents may be consulted at any stage during the sanction procedure.

In the case of a major incident warranting suspension, this will take place at the discretion of the Principal, in consultation with the Chairperson of the Board of Governors. Parents will be contacted and asked to return with their child to the school after the period of suspension. In serious instances, expulsion may be considered, but only after consultation with the Board of Governors. The recommendation would then be made to the Education Authority (EANI).

Procedures for dealing with serious situations e.g. confrontations/fights

The staff present or on duty will deal with these situations. Prevention of situations where physical restraint has to be considered is always preferable. However, if physical restraint cannot be avoided, it should only be in the case of having to intervene:

- Where there is danger of injury to the child or others
- To avoid serious damage to property

Misbehaviour	Range of sanctions
<p style="text-align: center;"><u>Low level misbehaviour</u></p> <p>Any behaviour which is not regular, persistent or deliberate For example</p> <p>Talking out of turn Shouting out/interrupting Leaving seat at the wrong time Distracting others Teasing/ name calling Cheekiness Not doing their best work Not listening/paying attention Not doing homework</p>	<p>Age appropriate response. Use of visual rule reminder A look A hand signal verbal reminder to class rules Verbal reminder Modelling positive alternatives to misbehaviours in circle time Chat about expectations of conduct and in particular to the class rules. Change of seat Reflection on their behaviour/time out Redirection Expectation of a verbal or written apology. Temporary loss of privileges/golden time</p>
<p style="text-align: center;"><u>Medium level misbehaviour</u></p> <p>Persistent disobedience of school and classroom rules. Regularly not completing /doing their homework. Not cooperating with teacher or peers. Persistently shouting out/interrupting /arguing back. Deliberately destroying others and</p>	<p>Verbal reminder Apology</p> <p>Note in homework diary or workbook (older children) Parent to oversee and sign homework</p> <p>Time out space for reflection or completion of task</p> <p>Principal informed</p>

<p>their own work. Persistently pushing and shoving others in a line. Persistently and deliberately distracting others from their work. Persistently not listening or paying attention. Regularly excluding others from play and interaction and encouraging others to do likewise. Persistently not doing their best work.</p>	<p>Parents contacted verbal invitation/request to a meeting. Principal, Teacher and Parent meeting re: Behaviour strategies, placing on Special Needs register for Behaviour Stages 1 & 2 Referral to outside agencies for advice.</p>
<p style="text-align: center;"><u>Very serious misbehaviour</u></p>	<p>Principal informed</p>
<p>Being aggressive physically or verbally (swearing) to any member of the school community.</p>	<p>Incident recorded in School Incident Book. Apology.</p>
<p>Causing physical or emotional harm to a child or an adult.</p>	<p>Parents informed.</p>
<p>Intentionally causing damage to the property of others, school property or the environment of the school.</p>	<p>All Staff informed. Referral to Behaviour Support Team (if behaviour persistent)</p>
<p>Leaving school premises without permission during school hours.</p>	<p>Board of Governors informed</p>
<p>Stealing.</p>	<p>Supervised break and lunch playtime</p>
<p>Bullying cf. Anti-Bullying Policy.</p>	<p>Temporary loss of privileges - i.e. access to after school clubs</p>
<p>Persistently and deliberately telling lies.</p>	<p>Time bound daily report with parental involvement.</p>
	<p>Suspension</p>
	<p>Expulsion</p>

To be reviewed in September 2021