

ST. PATRICK'S PRIMARY SCHOOL AND NURSERY UNIT



Positive Behaviour Policy

‘Make me glad to have known and met you.’

Our Shared Vision

To create a learning environment where we celebrate the achievements of every child and encourage all to reach their full potential.

To live out the Gospel values and foster a community inspired by our Catholic faith.

Introduction

In keeping with the school's ethos it is important 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 and our Christian values are built on mutual trust and respect for all. The school's Positive Behaviour Policy is designed to help everyone work together in the best interests of all children attending our school.

Positive behaviour is fostered by encouraging a sense of respect for oneself, for others and for the world we live in. Parents, pupils and staff all want the same thing: to ensure that our school is a happy, safe environment in which to learn and play.

This revised policy document is based on our previous policy, best practice guidance from Pastoral Care in Schools: Promoting Positive Behaviour', 2001, 'The MASTS Strategy Manual,' Northern Health and Social Care Trust and from 'A Resource File for schools to support children with Special Educational Needs,' DENI.

Rationale

Partnership in education between governors, teachers, pupils and parents has become commonplace and accepted practice in education over recent years. Nowhere is this partnership more desirable than in the promotion of a positive school environment, which is dependent upon the goodwill and co-operation of all those involved.

At St. Patrick's Primary School and Nursery Unit, we have adopted a collaborative approach to promoting positive behaviour, i.e. one that is shared among all those who work within our school community.

While sanctions for misdemeanours do exist, our key belief is that we will achieve best results in maintaining good behaviour by (a) placing great emphasis on rewards and praise, (b) being positive and (c) fostering good relationships at all levels.

We aim to 'catch the person being good', then use praise and rewards frequently, which in turn encourages others to imitate these behaviours.

In dealing with 'disruptive behaviour' staff will apply the 3 'Rs' approach.

REGULATE \Longrightarrow RELATE \Longrightarrow REASON

Ethos

The ethos of our school is a major factor in establishing and maintaining high standards of behaviour and discipline. This positive environment is based on the quality of the relationships within school and our positive approach permeates all activities, helping to form the strong sense of community that is enjoyed by everyone.

Underlying Principles

The United Nations Declaration on the Rights of the Child asserts that: 'All actions should be in the best interests of the child'.

It further declares that:

Children have the right to:

- (1) 'education aimed at developing personality, talents, preparing the child for an active adult life and that the administration of school's Positive Behaviour policy reflect the child's human dignity'.
- (2) 'love, understanding and care'.
- (3) 'protection from all forms of physical or mental violence'.

We, the community of St Patrick's P.S., agree with these declarations and affirm with that through good practices outlined in our policy, we will always act in the best interests of our children.

Aims

The main aim of the whole school Positive Behaviour policy is to maintain an orderly school environment based on Catholic principles and values so that the school in close co-operation with parents and pupils can fulfil its motto, 'Make Me Glad To Have Known and Met You.' We will achieve this by promoting the spiritual, social, emotional, academic and physical development of all our pupils. We promote self-discipline and responsibility for an individual's actions and respect for others, their property and the environment.

Only in an orderly environment can effective learning take place and where effective learning is taking place, behavioural problems will be minimized. This orderly environment is further sustained when there is an appropriate balance between an individual's rights and respect for the rights of others. To facilitate this balance, pupils, parents, governors and school staff have contributed to the development of this policy and are collectively responsible for its promotion.

Therefore, when a child is admitted to St. Patrick's P.S. his/her parents should recognise that acceptance of admission to the school includes acceptance of the school's Positive Behaviour policy.

Rights and Responsibilities of All Stakeholders

(Promotion of Positive Behaviour) taken from 'Pastoral Care In Schools: Promoting Positive Behaviour', 2001.

Governors will:

- Ensure that the Positive Behaviour policy and procedures are adopted at the school
- Make and keep under review, a written statement of general principles about

pupil behaviour and discipline which the principal will have in regard to determining school rules and behaviour policies

- Before making its statement of general principles, consult the principal and the parents, and consider any guidance from the department, the Education Authority or CCMS
- Decide and set out that aspects of discipline/behaviour should be a matter for the principal, and give him any guidance on these aspects which they feel is appropriate.' ('Pastoral Care In Schools: Promoting Positive Behaviour', 2001, Pg. 3).

The principal will determine the measures which the school will take to:

- Promote among the pupil self- discipline and respect for authority
- Encourage good behaviour and respect for others
- Secure an acceptable standard of behaviour among the pupils

Parents and Guardians have the right to:

- Be treated with respect
- Have a safe and welcoming environment for their child
- Have fair and consistent procedures applied to the school's dealings with pupils
- Have contact at an early stage to discuss difficulties/problems
- Receive progress reports in accordance with agreed school policy
- Receive information on school policies and procedures
- Be consulted in relation to the school's Code of Conduct

Parents and Guardians are expected to:

- Encourage children to have a sense of respect for themselves, for others, for their own property and that of others
- Ensure that children attend school regularly and punctually
- Be interested in, support and encourage their children's school work
- Ensure that their children have the correct books and other materials as required throughout the week
- Be familiar with the Code of Conduct
- Co-operate with teachers in instances where their child's behaviour is causing difficulties for others
- Communicate to the school, problems which may affect a child's behaviour

Teachers have the right to:

- Be treated with respect
- Teach in a safe, well-maintained physical environment, relatively free from disruption
- Support and co-operation from colleagues, ancillary staff and parents in order to achieve the school's aims
- Appropriate support services to cater for the psychological, emotional and physical needs of the pupils
- Be listened to, and to participate in decision-making which affects their own work and that of the school in general
- An atmosphere that encourages professional development

Teachers are expected to:

- Support and implement the 'Code of Conduct' that has been agreed with pupils.
- Be consistent in their duty of care
- Create a safe, welcoming environment for each pupil
- Develop and nurture a sense of self-esteem in each pupil
- Praise desirable behaviour - 'catch the pupils being good'
- Guide and assist pupils to reach their full academic potential
- Recognise and provide for individual talents and differences among pupils
- Be courteous, consistent and fair

- Keep opportunities for disruptive behaviour to a minimum, through thorough planning, appropriate lesson pace & delivery
- Deal appropriately with misbehaviour
- Keep a record of serious or repeated instances of misbehaviour
- Support colleagues in maintaining high levels of good behaviour from pupils
- Communicate with parents as part of their duty of care
- Provide reports on matters of concern

Pupils have the right to:

- Be treated fairly, consistently and with respect
- Learn and be educated in a calm, safe, well-managed and stimulating environment
- Have their individual differences recognised and catered for
- Be consulted about matters that affect them and have their views listened to
- Make mistakes and to learn from them
- Have positive behaviour affirmed
- Develop and extend their interest, talents and abilities

Pupils are expected to:

- Come to school on time, suitably equipped for their day and with any homework done to the best of their ability
- Work quietly, safely and to the best of their ability at all times
- Listen to their teachers and act on instructions/advice
- Listen to other pupils
- Show respect for all members of the school community
- Respect the right of other pupils to learn
- Care for their own property, the property of other pupils and all school property
- Avoid behaving in any way which would endanger others
- Include other pupils in games and activities
- Move quietly around the school
- Keep the school clean and tidy
- Follow school and class rules

Reward System

In St. Patrick's P.S. we the staff and pupils have agreed to Code of Conduct to ensure good behaviour for the school in general, the canteen, the playground and the school buses. Rules have been kept to a minimum and have been expressed in positive terms. Staff and pupils have agreed that rules should be enforced fairly and consistently by anyone acting in a supervisory capacity within the school i.e. teaching staff, ancillary staff.

Additionally, each class works together to draw up class rules/charter at the beginning of each academic year. Each teacher has a reward system that has been agreed with their class.

We recognise that rewards and consequences are necessary to encourage pupils to follow classroom rules and rules throughout the school.

We believe that a system of rewards, applied consistently, will help to maintain a climate in which our pupils will come to appreciate what constitutes good behaviour. Additionally, it is important that our pupils are aware that their good behaviour is noted and acknowledged. We aim to ensure that all rewards are commensurate with the behaviour displayed and provide incentive for the child to continue to display positive behaviour.

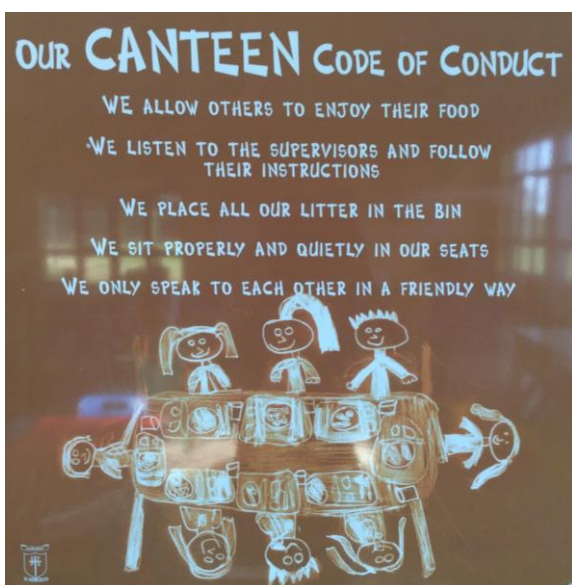
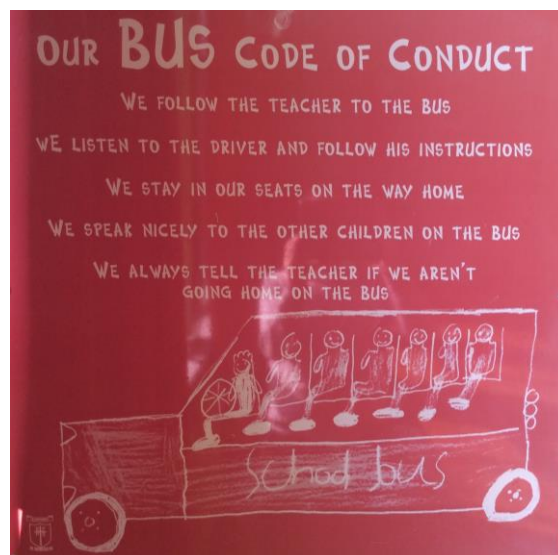
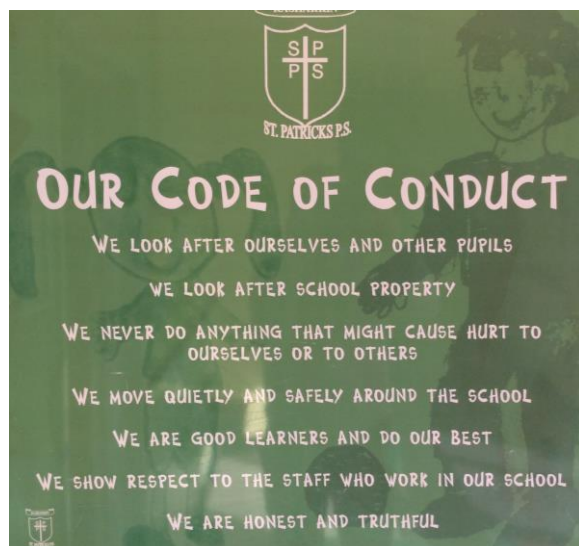
Similarly, it is important that our pupils realise that unacceptable behaviour will be challenged and stepped consequences will be applied. Consequences provide pupils with the security of clearly defined boundaries and thus encourages pupils to make positive choices regarding their behaviour. As

with rewards, we aim to apply consequences fairly and consistently and the consequence applied will be in proportion to the offence. They will be applied in a calm manner as soon after the offence has occurred as possible. The use of consequences is aimed at defusing rather than escalating the situation. Additionally, when applying consequences, staff will as far as possible take account of the age and degree of maturity of the pupil, any special needs he or she may have, the home background as well as any other relevant circumstances.

If a child is identified as having Social, Emotional And Behavioural difficulties, appropriate assessments will be carried out and provision will be made in accordance with the school's policy on 'Special Educational Needs'. The school may call on one of the following outside agencies for support where a pupil with emotional and behavioural difficulties.

- Advisory and Support Service
- Educational Psychology Service
- Education Welfare Office
- Child Protection Officers (CCMS & EA)
- Behaviour Support Team
- Social Services
- Alternative Education Provision specified in statements of Special Educational Needs
- If a child who is identified as having SEBD is behaving in a way that puts themselves and others at risk, their parent/guardian will be contacted to support de-escalation.

Our Code of Conduct:



Physical Restraint

St. Patrick's PS. acts on guidance from DE – as contained in the 'Regional Policy Framework on the use of Reasonable Force / Safe Handling' to prevent pupils from physically harming him/herself or others or seriously damaging property.

The Role of the Teacher and Other Staff

It is the responsibility of the teachers and other staff to ensure that school rules are applied fairly and consistently to all pupils at all times to maintain the good behaviour already in place. Staff have high expectations for our pupils and work hard to help pupils reach their full potential.

When school rules are broken by a child we expect parents to support the actions of staff when school procedures are applied.

Below is a summary of the stages which will be followed by staff in their application of school procedures when misbehaviour by a pupil occurs.

This is not an exhaustive list and other approaches may be adopted to improve behaviour.

This policy also applies during school visits and trips, at school events and on any occasion when pupils are the responsibility of staff or when pupils are representing the school.

The school rules are in place to ensure that all children feel safe and happy during their school day and also apply to pupils travelling to and from school to ensure their safety and well-being.

School Procedures

Stage 1

Application of positive behaviour management.

Stage 2

If during the application of the procedures misbehaviour continues parents will be informed of the school's concerns. The parents may be invited to the school to discuss how the school and home can work together to improve the situation.

The school may liaise with external agencies, as necessary, to support and guide the progress of the child. This may involve the school's educational psychologist or the Education Authority's behaviour support service.

Within the Code of Practice on Special Educational Needs DENI 1998 it states:

'Persistent misbehaviour represents a special educational need and schools must use the Code of Practice for Special Educational Needs to enable them to tackle pupils' behaviour problems in a more systematic way.'

The pupil may therefore need to be placed on the school's Register for Special Educational Needs and an Individual Education Plan to be drawn up. This will detail targets for improvement and a list of strategies to help address concerns and may include a Daily Report Card. The Individual Education Plan will take account of the child's needs and any reports from outside agencies. This may result in a differentiated approach to the procedures listed in this policy to ensure a successful outcome for a pupil.

At all times parents will be kept informed of efforts being made by the school to help their child.

Stage 3

Should a pupil fail to respond satisfactorily to the above procedures the principal will become involved to consider what further support or action is needed to address the situation.

If warranted the pupil may be suspended from the school for a maximum of five days initially. In cases of suspensions and expulsions the school will follow the Council for Catholic Maintained Schools' Policy. A suspension can also be applied as a result of a single serious incident involving gross misconduct for example abuse of staff, substance abuse, assault and for other serious offences.

Suspension and Expulsion

Only in the most exceptional circumstances, will the school authorities consider the agreed procedures for the exclusion of pupils (CCMS Scheme For Suspensions And Expulsions – February 2002)

The development of the school's Positive Behaviour Policy is continually on-going. Opportunities to attend professional development courses regarding issues connected with the promotion of positive behaviour will be made available to teachers, learning support assistants and supervisors as they become available from external agencies and/or developed from within the school.

Damage to School Property

Damage to school property such as the fabric of the building, books, equipment which is the result of misbehaviour will be reported to parents and where appropriate a request will be made for a contribution towards the cost of repair or replacement.

Role of Parents

The school works collaboratively with parents so that children receive consistent messages about how to behave at home and at school. As parents play an essential role in the implementation of our rules, we would ask parents to discuss the rules with their children and explain their importance.

The atmosphere of a school is based in part upon good relationships between staff and pupils and we expect pupils to show respect for teachers at all times (including out-of-school hours) while they attend St. Patrick's P.S. If a pupil engages in an act of violence against the person or property of a member of the school staff, or to an immediate member of the member of staff's family, at any time whether inside or outside school, disciplinary action may be taken against the pupil which may include consideration of the option to apply the Scheme for the Suspension and Expulsion of Pupils.

The close co-operation between teachers and parents is vital in helping children develop for life and the full support of parents helps to ensure that the years children spend at school are happy and rewarding. When a child is enrolled in St. Patrick's P.S. parents are expected to support the ethos, policies and procedures of our school.

This Positive Behaviour Policy is implemented to create an atmosphere where all members of the school community, through their relationships with each other, experience God's love and to ensure that all pupils achieve their full potential.