

**POSITIVE BEHAVIOUR POLICY
FOR
SAINT COLUMBAN'S P.S.
BELCOO**



Signed:

Gerry McAloon

12-04-2022

Chair of Board of Governors

Date

Liam Magee

12-04-2022

Principal

Date

RATIONALE

At St Columban's Primary School we believe that: -

- each child has a right to the best education, which can be provided in a partnership between school, parents, pupils and the community.
- good discipline is an essential pre-requisite for effective learning. We therefore aim, through strong consistent and fair management of pupil behaviour, to establish a happy, secure and purposeful environment in which each child may develop to his or her full potential.
- providing an effective learning environment is essential to enable pupils to achieve the highest possible levels of attainment. Each child is therefore asked to conform to the rules of the school, whether on the school premises or on school trips or outings, and parents are informed so they can support the systems in use.

AIMS

The main aim is to maintain an orderly school environment based on Catholic principles and values so that the school in close co-operation with parents can fulfil its mission statement.

In order to achieve this we promote and develop:

- Good relationships amongst all in school, based on mutual respect, caring trust and consideration for each other.
- In pupils a sense of discipline and an acceptance of responsibility for their own actions.
- A pleasant and caring atmosphere in which children are encouraged and stimulated to give of their best.
- Positive assertive discipline which protects:
 - Teacher's right to Teach: Pupil's right to Learn
 - Everyone's right to feel safe, physically and psychologically in school.

THE SCHOOL DISCIPLINE POLICY;

- Should be based on a whole school approach;
- Should be widely disseminated to and readily understood by staff pupils and parents;
- Should have clear stepped procedures for dealing with breaches of discipline;
- Should be applied fairly and consistently if it is to be effective;
- Should have effective links with relevant external agencies;
- Should endorse appropriate use of rewards, sanctions, suspension and expulsion.

ROLE OF THE PARENTS

Parents have a major influence on their children's education. The home and family are the child's first educator and they are the most important influence on his or her development. The term 'parent' includes all those who have parental responsibility under the Children (NI) Order 1995.

What children learn in their earliest years shapes their personal and social development, their values, standards of behaviour and attitudes towards schooling. This places a large responsibility on parents and family in their upbringing.

Parents should;

- Ensure their child attends school regularly and arrives on time, with homework completed and suitably equipped for their lessons.
- Be aware of the Golden Rules / Playground Rules / Dining Hall Rules and procedures and encourage their child to abide by them. **(Appendix 1)**
- Act as positive role models for their children in their relationship with the school.
- Maintain links with the school through Introductory meetings, teacher meetings, Monthly Newsletter, information letters and Homework diaries.
- Provide the school with all the necessary background information about their child, including informing the school if they have any concerns about their child's education or behaviour or if there has been any significant change in their child's medical needs or home circumstances.

THE ROLE OF THE PUPIL:

- Come to school on time, with homework done
- Follow the Golden Rules / Playground Rules / Dining Hall Rules (**Appendix 1**)
- Respect the views, rights, and property of others, and behave safely in and out of class
- Co-operate in class with the teacher and with their peers
- Work as hard as they can in class
- Draw up their own classroom rules
- Conform to the conventions of good behaviour and abide by school rules
- Accept ownership of their own behaviour and learning, and to develop the skill of working independently
- Seek help if they do not understand or in difficulties

THE ROLE OF STAFF:

- States clearly and consistently his/her expectations to students.
- Has a plan of action for responding to student behaviour appropriate and inappropriate
- Consistently uses positives
- Consistently applies appropriate consequences
- Creates a positive classroom environment where students are encouraged to make appropriate choices
- **See appendix 1, 2 and 3**

Teaching Classroom Behaviour Plan (Regularly and particularly beginning each term.)

- Explain why you need rules
- Establish/teach the rules with the children and (display in class)
- Explain how you will reward pupils who behave well
- Explain/ teach the consequences
- Teach routines/procedures of class,

ROLE OF THE BOARD OF GOVERNORS

- Ensure that good behaviour and discipline are pursued at the school.
- Monitor and review the Positive Behaviour policy regularly.

ROLE OF THE PRINCIPAL

- Encourage good behaviour and respect for others.
- Secure an acceptable standard of behaviour among the pupils

STRATEGIES USED TO PROMOTE GOOD BEHAVIOUR.

- Children are greeted and welcomed to school.
- The Golden Rules are agreed by the pupils
- Golden time
- Using stickers and sticker charts.
- Star pupil of the week in class – Homework pass issued
- Positive written comments on work; visit to principal or other member of staff for commendation; a public word of praise in front of class, year or school;
- Praise given to individuals and groups of children who have gained awards or who have been well behaved on school outings.
- Awards in Athletics and Accelerated Reader
- Giving children positions of responsibility.
- Positive Marking policy.
- Circle time.
- Positive note to parent – diary, separate note.
- Positive comment from teacher to class at end of each day

INAPPROPRIATE BEHAVIOUR

Occasionally children may forget to behave appropriately. Some examples of inappropriate behaviour include the following

- Being unkind to their peers, including engaging in any form of bullying.
- Calling out in class, interrupting others, preventing others from learning and being inattentive when others are contributing to the lesson.

- Being unwilling to abide by the accepted conventions of courtesy and good manners.
- Defacing or destroying other pupils' belongings or school property.
- Directing abusive language at other pupils or members of staff.
- Acting aggressively or with violence towards other pupils or members of staff.
- Entering out of bounds areas during school hours.
- Taking others belongings without permission.
- Persistent breaking of the golden rules.
- Moving in an unsafe manner within the school grounds.

BULLYING

Bullying behaviour is a highly damaging and distressing form of abuse and is not tolerated in St. Columban's. All staff are vigilant at all times to the possibility of bullying behaviour occurring, and will take immediate steps to stop it happening, to protect and reassure the pupil experiencing the bullying behaviour and to discipline the pupil engaging in bullying behaviour. (SEE ANTI-BULLYING POLICY)

STOPPING INAPPROPRIATE BEHAVIOUR.

The school will endeavour to stop and prevent inappropriate behaviour from occurring by;

- Reminding pupils about how we behave.
- Noting good behaviour as it occurs.
- Dealing positively with inappropriate behaviour.

Children will be made aware of the sanctions liable to come into effect should they behave inappropriately. Most cases of indiscipline will be dealt with without the need of formal sanctions.

Staff will follow guidance in Appendix 1 - 5

NB A written record of any behaviour issues will be kept in class file. Progress will be reviewed regularly.

SANCTIONS / PROCEDURES

- See Appendix 4 & 5
- Sanctions should be fully understood by all staff;
- They should be applied by the staff in a fair and consistent manner;
- The sanctions should be applied as soon after the offence as possible, not impulsively, but in a calm and measured manner;
- They take account, as necessary, of the age and degree of maturity of the pupil and any special Educational Needs he or she may have, the home background and any other relevant circumstances

Parents will always become involved at an early stage if there are concerns about their child's behaviour. Teachers will keep a record of Incidents.

Suspensions and Expulsions are a last resort if all other strategies have failed. The Board of Governors will refer to the CCMS 'Scheme for Suspension and Expulsion of pupils attending Catholic Maintained Schools' if the need arises

Playground Supervision

Dinner supervisors and classroom assistants Behaviour Strategy:

Staff try to provide a friendly, caring playground for all children to enjoy.

Games/equipment are provided and are to be supervised. Staff need to be vigilant and try to be proactive. Staff to follow this procedure;

- 1 Verbal Warning (State the rule being broken)
- 2 Second verbal warning (State the behaviour expected}
- 3 Removed from group (Stood out) short time
- 4 Reported to Teaching Staff (teacher to follow their strategy)

Serious Misbehaviours include;

Violent conduct, bullying, theft, physical abuse, vandalism, serious verbal abuse

These misbehaviours require the immediate reporting by vice principal/ principal to the parents and an action plan put in place.

Professional Development

The development of the school's Positive Behaviour Policy is continually on-going and opportunities to attend professional development courses outside of or within school will be afforded to all staff.

PARTICIPATION AND CONSULTATION PROCESS

- Questionnaires distributed to parents
- Questionnaires distributed to pupils in Primary 5 - 7
- Discussion at school council meeting
- Draft Policy issued to all staff
- Draft Policy issued to parents and Governors – views taken on board before final policy approved.

Policy Review

Review of this policy is continuous and brought to the BOG on a Bi-annual bases.

Responsibility for this will be the Pastoral Care VP in consultation with staff, pupils, parents and BOG.

Appendix1

School Golden Rules

Treat others as you would like them to treat you.

1. We are gentle; we don't hurt others.
2. We are kind and helpful; we don't hurt anyone's feelings
3. We listen; we don't interrupt
4. We are honest; we don't cover up the truth.
5. We work hard; we don't waste our own or other's time.
6. We look after property; we don't waste or damage things

Playground Golden Rules

1. We are gentle
2. We are kind and helpful
3. We play well with others
4. We care for the playground
5. We listen
6. We are honest

Dining Hall Golden Rules

1. We line up calmly
2. We walk carefully and safely inside school
3. We speak quietly to those around
4. We keep our table clean
5. We are polite to everyone
6. We use good table manners.

Appendix 2

Action Strategy;

1. Reason with pupil (a quiet word)
2. Verbal reprimand (including advice on how to improve)
3. Pupil separated from group within class temporarily
4. Loss of privileges/play-time (Short time- start small)
5. Completion of additional work
6. Parent invited to meet teacher
7. Sent to Principal with written record of concerns and interventions.

Repeating of above over designated time with parental support

If further intervention needed;

10. Behaviour Plan / Risk assessment (Teacher, SENCO and Principal)
11. Risk management plan (Teacher and Principal)
12. Child referred to Principal
13. Suspension
14. Referral to behaviour team

Appendix 3

All STAFF

Behaviour is the responsibility of all and at all times.

- Develop class rules early and display in class.
- Develop rewards and consequences and ensure pupils are very aware of them.
- Make pupils aware of the school rules/procedures.
- Full uniform required in school.
- Walking quietly in corridors
- Putting on, removing and hanging coats / toileting.
- Procedure for lunch-boxes / books.
- Tidying classroom floor/resource area, toys, books, crayons equipment etc.
- Manners - please, thank you, may I, greeting visitors and Principal, opening doors, standing to one side for adult, addressing teachers and all staff politely by Mr / Mrs.

Appendix 4

Personal Reflection

What did you do?

What rule did you break?

What is your explanation?

What do you think you need to do to fix things up?

Signed: _____ Date: _____

Appendix 5

The following are examples of each level of behaviour and some of the strategies and sanctions that will be used by staff.

Teachers will keep a record of incidents particularly at Levels 2 and 3.

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|--|---|
| <p>Level One Behaviours Misbehaviour that can be effectively managed within a classroom environment by the class teacher/ classroom assistant/supervisor – (the class teacher should be informed- Principal may be informed)</p> <ul style="list-style-type: none"> • Infringement of playground and class rules/Code of Conduct. • Disregarding instructions • Speaking out of turn • Minor bad language • Disrupting/distracting another child leading to incompleteness of tasks • Unsafe movement around the classroom/school e.g. running in corridor. • Entering out of bounds areas such as classroom at specified times, without permission • Use of property/resources without asking • Unsafe use of property/resources causing damage. • Insensitivity to others • Not taking instructions • Telling lies/getting others into trouble • Rough play | <p>Level One - Behaviour Modification Strategies/sanctions</p> <ul style="list-style-type: none"> • Verbal warning to individual/whole class • Private discussion with child • Remindpupils of what is acceptable and maintain positive tone. • Reminder of class/school rules/Code of Conduct • Self-reflection • Oral apology • Repositioning of pupil • Withdrawal of pupil from situation (temporarily) • Use of quiet corner/calm box/thinking area (age dependant) • Reduction in play privileges / Golden Time etc. in line with class routines. |
| <p>Level Two More serious behaviour that is not so easily managed within a classroom environment. (Class Teacher/Assistant/Supervisor will notify other staff and involve Principal. Parents may be notified in writing or by phone call)</p> <p>Persistence of Level One behaviours e.g.</p> <ul style="list-style-type: none"> • Deliberate use of bad language to hurt others • Deliberate destruction of another child's piece of work/ Persistent infringement of school rules. Persistently not taking instructions. Persistently telling lies/getting others into trouble/name calling <p>also</p> <ul style="list-style-type: none"> • Bullying behaviours • Answering back/ shouting/ • Refusal to work or cooperate • Stealing/intent to steal • Isolated acts of violence – kicking, hitting, thumping, biting etc. • Threatening behaviour • Working or playing in an unsafe manner • Outburst of anger but pupil regains composure | <p>Level Two- Behaviour Modification Strategies/sanctions</p> <ul style="list-style-type: none"> • Inform parent through diary and /or phone call- • Meeting with parent/s if necessary. • Principal discusses sanctions with pupil if age appropriate. • Ensure work is completed at another time. • Pupils sent in from playground to a supervised area • Stay in at break/lunch-time in a supervised area, as directed by principal • Loss of privileges – football day/golden time/stars/playtime etc. (not curriculum areas) • Written apology or self-reflection using questioning e.g. oral or written (no lines/extra maths) • "Time out" in the classroom or in another classroom / Playground |

| | |
|---|---|
| <p>Level Three</p> <p>Very serious misbehaviour or persistent Level Two behaviours. Formal involvement by the Principal and parents. (Additionally other outside agencies may also become involved).</p> <p>Persistence of Level Two e.g.</p> <ul style="list-style-type: none"> • Persistent bad language (includes racial/verbal abuse) /defiance/ Persistent stealing/intent to steal/ Vandalism of school building or property/ Dangerous refusal to obey instruction. Violent playtime incident Repeated and deliberate incidents of bullying Major disruption of class activity <p>also</p> <ul style="list-style-type: none"> • Leaving school premises without consent • Violent hitting/kicking/fighting – aggressive violent behaviour, causing deliberate injury • Aggressively threatening behaviour towards staff/parents/ pupils | <p>Level 3 - Behaviour Modification Strategies/sanctions</p> <ul style="list-style-type: none"> • Principal informed immediately if crisis occurs-pupil removed from situation and supervised in designated area e.g. office/interview room. Appropriate protection for staff in place • Risk assessment of location/situation • Principal/SENCO involved in monitoring situation from level 2 • Crisis/ anger management and de-escalation intervention • Parents contacted to meet principal along with class teacher (DTCP/SENCO may attend if appropriate) • Note of Concern regarding placement on SEN Code of Practice / Placement on SEN register (EBD) for Social Emotional and Behavioural reasons • Other interventions – Targets, Daily record Card etc. Counselling |
| <p>Level 4</p> <p>Where there is persistence of Level Three behaviours and the above interventions are not supporting the pupil adequately, further agency involvement may be deemed necessary.</p> | <p>Level 4 - Behaviour Modification Strategies/sanctions</p> <p>Continued Placement on SEN Register in line with Code of Practice (EBD) SEBD referral Other agencies e.g. CAMHs, EWO, Psychology, Social and Emotional Behaviour Team involvement. Suspension or exclusion following appropriate procedures</p> |