

# ST PATRICK'S PRIMARY SCHOOL, LOUGHGUILLE



## POLICY ON THE PROMOTION OF POSITIVE BEHAVIOUR

Reviewed and updated: March 2023

Ratified by governors: \_\_\_\_\_

Chair of Governors: \_\_\_\_\_

Review date: \_\_\_\_\_

In St Patrick's, we believe that the "creation and maintenance of an orderly working environment is a basic pre-requisite to effective learning and teaching" (DENI School Improvement Programme 1998)

We strive to provide a quality education so that our pupils can reach their full potential. In doing this, we seek the support of parents and all within our school community.

We provide a caring and secure learning environment which promotes self-discipline, fairness, motivation and prepares our children for adulthood.

Good behaviour conforms to the reasonable expectations and requirements of our school. It is based on mutual respect for the needs and aspirations of all in the school and upon care for its environment.

Our guiding principal is RESPECT

R respect for all God's people and his world

E endeavour to always do your best

S safety first

P play fairly

E example is best

C courtesy

T treat others as you would like them to treat you

All our school rules are based on the 3 C's

CARE for ourselves, for each other and for our school

CAUTION in our actions, in our words and in our thoughts

COURTESY towards each other, towards staff and towards guests

In St Patrick's we believe that

- A robust and effective positive behaviour policy is central to the pastoral wellbeing of both pupils and staff in our school
- A whole school partnership must be agreed and adopted by all staff, pupils, parents and governors - Parental support is fundamental to the achievement of good behaviour
- The promotion of good behaviour and positive reinforcement is essential to maintain an ordered learning environment
- Children must know that they are cared for, respected and treated fairly
- Strategies for the promotion of good behaviour are often more effective than punishment of unacceptable behaviour
- Clear parameters and procedures must be set, explained and adhered to by all concerned
- Pupils exhibiting unacceptable behaviour should be identified early and their needs addressed through relevant channels e.g., Pastoral Care, SEN
- Effective links with relevant external support agencies should be maintained and advice and support sought where necessary eg., School Psy., RISE, EA Behaviour Support Service, REACHH
- The procedures within a discipline policy should be stepped, with each successive tier of the hierarchy dealing with fewer but more serious cases of discipline
- Good behaviour can be achieved by a combination of praise and reward for acceptable behaviour and a system of sanctions to discourage unacceptable behaviour.

## RIGHTS AND RESPONSIBILITIES

All members of the school community have rights and corresponding responsibilities. All classes draw up a class charter at the beginning of each school year based on rights and responsibilities. As members of the school community of St Patrick's Primary School, we value:

- Mutual respect
- Respect for property
- Fairness and honesty
- Care and consideration for others
- Self respect
- Self -discipline

Each member of the school community has:

- The right to be safe
- The right to be heard
- The right to fair treatment
- The right to be treated with respect
- The right to be able to learn and teach without unnecessary interruption.

We have worked together as a school community to draw up a Code of Conduct for St Patrick's Primary School. Our current school council, consisting of pupils from P4 - 7, and representing all of our pupils, has worked extremely hard to ensure that the voice of the child resonates through both the rules and the disciplinary procedures included.

Children, teachers, parents, governors and ancillary staff have agreed the following system for positive discipline in our school.

# **St Patrick's Primary School & Nursery Unit, Loughguile - Responsibilities**

## **(An outline of responsibilities of the key stakeholders)**

### **Responsibilities of the School:**

1. To develop each individual pupil's talents as fully as possible
2. To teach effectively and to set high standards in work and behaviour
3. To care for each child at the school
4. To help pupils to leave the school able and willing to make the best possible contribution to the community at large
5. To encourage regular communication with parents as a basis for close co-operation between school and home

### **Responsibilities of Parents:**

Standards of behaviour will vary from home to home and family to family but conflict arises when the expectations of school are different from those at home. It is essential that parental acceptance of school rules and active cooperation with staff is in place for high standards of behaviour to be achieved.

1. To treat staff with courtesy and respect
2. To show by their example that they support the school in setting the high standards in all it tries to do
3. To make sure that their children come to school regularly, on time, refreshed, alert ready to work and fully aware of the arrangements for getting home.
4. To take an active supportive interest in their children's work and progress
5. To support the authority and discipline of the school, helping their children to achieve maturity, self-discipline and self-control
6. To make the school aware of any problems being experienced by their child so that staff are best placed to make appropriate provision.

## **Responsibilities of Pupils:**

1. To attend school regularly and on time, ready to learn and take part in school activities.
2. To aim for the highest standards in all aspects of school life
3. To cooperate with the staff and to accept the Code of Conduct of the school
4. To respect and consider the feelings and property of other people both in school and in the wider community
5. To care for the grounds, buildings, furniture, equipment and books provided for the school.

## **A SYSTEM OF POSITIVE DISCIPLINE - The Voice of the Child**

Within our school community pupils are provided with opportunities to participate in various leadership and pupil voice roles:

**School Council** - Pupils from P4 - 7 are democratically elected onto the School Council and represent all pupils and classes from P1-7

**Digital Leaders** - Primary 6 pupils take up the role of digital leaders. They help and support younger pupils to develop ICT skills and lead whole school assemblies to help our young people learn how to stay safe on line

**Eco Council** - Our Eco Council is currently made up of Primary 7 pupils. They promote recycling and care for our environment and uphold the ethos of our position as bearers of the Green Flag.

### **Circle Time:**

In St Patrick's P.S every class participates in Circle Time activities to enhance positive discipline and promote personal development.

Circle time sessions encourage everyone's views and ideas and promotes a caring and supportive environment. This enables the children and adults to feel secure and respected.

### **School Rules**

Each class has a reward system and Class Rules based around the School Rules outlined in the Code of Conduct. They outline specific behaviours that show respect and care towards one another in the classroom. School Rules also incorporate physical safety measures.

## **Code of Conduct:**

The rules laid down and the standard expected in this policy are considered reasonable, acceptable and within the capabilities of the pupils. They are designed to develop in each pupil a sense of self-discipline and responsibility.

## **As a pupil of St Patrick's Primary School & Nursery Unit, Loughguile**

### **I will:**

- Arrive to school on time
- Enter and leave the grounds by the specified gates
- Line up quickly and quietly as instructed by the teacher/ supervisor before entering school (morning, break, lunch)
- Walk in a quiet and orderly manner within the school
- Take proper care of school books, equipment and property
- Take pride in our school building and grounds
- Follow instructions given by teachers and supervisors including those occasions when involved in school activities off the school premises
- Be kind and helpful
- Be honest
- Be gentle
- Set a good example for others
- Be well mannered and use nice words and language
- Be positive in interactions with others
- Behave responsibly on way to and from school- on foot, by bus

For their own safety, children are not permitted to:

1. Run inside the school
2. Exit the school perimeter fences without permission from a member of staff
3. Engage in rough play
4. Enter classrooms without permission

5. At the end of the school day children may only leave the school via the main gate

The safety of the child is PARAMOUNT.

### **Sanctions and Rewards;**

When dealing with challenging behaviour the school will in the first instance employ a positive and restorative approach..

### **POSITIVE BEHAVIOUR WILL BE REWARDED WITH:**

Foundation Stage - Pupil of the Week

P4/P5 operate weekly behaviour reports, class and whole school recognition of achievements.

P3-7 have a system of Golden time

Within each individual classroom, teachers may reward pupils at their own discretion.

Sanctions are detailed in the table that follows, depending on the level of misconduct.

St Patrick's stepped approach to implementing this policy and so meeting the needs of all pupils and staff:

Stage 1 Minor Incidents

Stage 2 Note Worthy Incidents

Stage 3 Serious Indiscipline

All noteworthy incidents will be recorded in teachers' behaviour files and any incidents at Stages 2 and 3 will be discussed with the Principal / Vice Principal and an appropriate response agreed.

Support and Ancillary staff will be aware of the policy and procedures to follow. They will liaise with the class teacher, Principal and Vice Principal in all issues regarding behaviour and discipline.

STAGE	RESPONSE
<p>Stage 1 - Minor incidents (examples of and not a definitive list)</p> <ul style="list-style-type: none"> <li>• Interruption when teacher is speaking</li> <li>• Not listening in class</li> <li>• Showing indifference to work</li> <li>• Distracting other pupils</li> <li>• Negative interaction with other pupils</li> </ul>	<p>After re-offences and verbal warnings (examples of and not a definitive list)</p> <ul style="list-style-type: none"> <li>• Loss of some free time at break or lunch for offending pupils only</li> <li>• Removal of privileges e.g., football times for offending pupils only</li> <li>• Change of seating arrangements</li> <li>• Discreet discussion with teacher/parent</li> </ul>
<p>Stage 2 - Note Worthy Incidents (examples of and not a definitive list)</p> <ul style="list-style-type: none"> <li>• Persistent offenders from above</li> <li>• Being insolent to teachers and other staff</li> <li>• Refusal to complete work</li> <li>• Displaying defiance and non-cooperation e.g., repeatedly bringing mobile phones to school</li> <li>• Challenging authority</li> <li>• Physical fighting</li> <li>• Horseplay / rough play with peers e.g., hitting or kicking</li> <li>• Use of inappropriate / offensive language</li> <li>• Deliberate destruction of school or other's property</li> <li>• Promotion and sharing of unsuitable and unacceptable information e.g., websites Apps,</li> </ul>	<ul style="list-style-type: none"> <li>• Withdrawal of privileges for a fixed period for offending pupils only</li> <li>• Restriction of extra-curricular activities for offending pupils only</li> <li>• Referral of pupil to Vice Principal/Principal to discuss behaviour</li> <li>• Removal of child to work under supervision of Principal/Vice Principal</li> <li>• Incident(s) recorded in Behaviour Book in office</li> <li>• Formal meeting with parents and class teacher (record kept)</li> <li>• Behaviour closely monitored by class teacher and parents kept informed</li> </ul>
<p>Stage 3 - Serious Indiscipline (examples of and not a definitive list)</p> <ul style="list-style-type: none"> <li>• Persistent offenders from above</li> <li>• Outright refusal to obey staff</li> <li>• Truancy</li> <li>• Bullying, including cyber bullying</li> </ul>	<ul style="list-style-type: none"> <li>• Formal meeting between Principal and pupil and Principal and parents</li> <li>• Child is put on a PLP/Report Card for a determined length of time, parents will be asked to sign this</li> </ul>

<ul style="list-style-type: none"> <li>• Assaulting other pupils or staff</li> <li>• Vandalism to school/other property</li> <li>• Theft</li> <li>• Substance abuse</li> <li>• Direct, continuous defiance in relation to other school policies</li> </ul>	<ul style="list-style-type: none"> <li>• Formal behaviour plan may be drawn up with the advice of outside agencies</li> <li>• Pupil may be suspended after advice from the Education Authority and CCMS</li> <li>• Chair of Governors will be informed</li> <li>• Pupil's behaviour will be closely monitored by teacher and Principal</li> </ul>
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Although this is a staged approach, responses to pupil's behaviour may move up and down the 3 staged approach.

The staged approach, in St. Patrick's Positive Behaviour Policy, is a structure devised to assist in delivering the ethos of the school and in maintaining of positive behaviour throughout the whole school.

It does not represent a definitive list of incidents or indeed responses but attempts to list a variety of possible scenarios.

The incidents and responses are not written in order necessarily, and any action taken by the school, will be the response that they feel best suits the incident.

### **Severe Misbehaviour**

In the case of serious or persistent misbehaviour a child will lose the right to proceed through the hierarchy of consequences and will be removed from the classroom situation and sent straight to the School Principal or in more difficult cases the Principal should be sent for. The decision will be taken when a child's behaviour:

- Is not compatible with the provision for the efficient education of other children with whom the child in question is being educated
- Involves serious, actual or threatened violence against another pupil or member of staff
- Put himself/herself, other pupils, members of staff or the wider community at risk of harm or injury

**In such cases the parents will be informed and the child will be sent home with the parents**

**A decision whether to exclude the child for a further fixed period of time or to permanently exclude the child will be taken - however this is regarded by the school as a last resort.**

Staff are aware that behaviour can be influenced by factors outside school and will be sensitive to this when dealing with individual children. (Please note this is providing parents have informed the Principal/class teacher of any sensitive issue which has or is ongoing in their child's life outside school.

On the basis that all behaviour is communication, we at St Patrick's Primary School & Nursery Unit, Loughguile, will always seek to identify and address the underlying causes of misbehaviour and will work closely with pupils and their parents to find resolutions and support.

### **Supervision:**

All children will be supervised by members of staff, teaching and non-teaching, in the soft start morning period in specified playgrounds or in classrooms during inclement weather.

At break times children are supervised in all play areas by teachers and classroom assistants on duty. At lunchtime children are supervised by the lunch time supervisors and the Principal.

Class begins at 8.45 and finishes at 2.45pm for pupils from P3 - 7 and

Begins at 8.45 and finishes at 1.45 for Foundation stage pupils.

When pupils have been handed over to parents/ adults they are immediately regarded as being in the care of their parent/ adult and should be properly supervised by the adult while they remain on school property. Where younger siblings are brought into the school grounds they are expected to be properly supervised by the responsible adult at all times.

### **Role of the Parent**

Parents play a vital role in the education of their children at St Patricks P.S. Parents support their child's learning and co-operate with the school. Strong links with parents and good communication are high priorities. We inform parents if we have any concerns about their child's welfare or behaviour and we would appreciate it, if parents have concerns, that they make these known to the class teacher or Principal.

### **The Role of Governors**

The Board of Governors of St Patrick's Primary School & Nursery Unit have endorsed this policy and with the Principal will review its effectiveness. They will ensure that the policy is administered fairly and consistently and will review and update regularly.

This policy has been shared with and ratified by

St Patrick's Board of Governors:

Signed \_\_\_\_\_ Chair of Governors

Signed \_\_\_\_\_ Principal

Signed \_\_\_\_\_ Co-ordinator involved

Date: \_\_\_\_\_