**Positive Behaviour Policy**



**Foreward**

This document outlines Holy Family Primary School’s aims and strategies for promoting positive behaviour. Its main function is to provide practical guidance for all those employed within our school and those external agencies working with the pupils within the school environment.

This policy is aimed to promote good behaviour and we believe that this is best done through the promotion of the following values in all our staff and pupils:

* Respect for ourselves
* Respect for our school and the surroundings
* Respect for our own and other peoples belongings/property
* Taking pride in our work

This Policy should be used in conjunction with a range of other school policies and guidelines including:

* Child Protection
* Code of Conduct
* Pastoral Care

Whilst individual sections of this document will be salient depending on a given situation, it is essential to note that Holy Family’s commitment and holistic approach to the personal safety of all pupils, staff and visitors is the lynchpin connecting all sections.

**Positive Behaviour Policy**

**Rationale**

Holy Family primary School is taking positive steps to ensure that all aspects of school life value both staff and pupils as individuals. The school sees it as important that pupils are provided with a secure and ordered environment which will allow for their spiritual, emotional and intellectual growth. To this end the Governors aim to work with both the staff and parents for the benefit of all the children in the school.

This school’s behaviour Policy focuses on the concern for the safety and well being of all the pupils, staff and visitors and seeks to provide an orderly community were pupils learn to accept and recognise responsibility for their own decision, actions and consequences. The school views parents as partners in this process and recognise that the support, encouragement and co-operation of parents is crucially important in implementing this school discipline policy. We also believe that parents and teachers are partners in promoting responsible behaviour from our children.

**Aims**

To provide a safe, ordered, caring and happy environment conducive for effective learning to take place.

To develop a sense of self discipline through positive acknowledgement and reinforcement of good behaviour.

To encourage courtesy, manners, self- respect, respect for others and their environment.

To involve children and parents actively in discussions relating to acceptable and non-acceptable behaviour which will be incorporated in the school rules and of the rewards and sanctions operating in the school.

To encourage a degree of understanding of Christian and moral standards and a regard for the law of the land.

To administer all discipline procedures impartially, fairly and consistently.

**Rights and Responsibilities**

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| --- | --- |
| **Pupil Rights** | **Pupil Responsibility** |
| * To be treated with respect
* To be educated in a safe and stimulating environment
* To be listened to and have problems taken seriously
* To be happy and have work and efforts valued
 | * To treat other children and property with respect
* To treat all staff with respect
* To work to the best of their ability
* To obey class and school rules
* To develop self-discipline and honesty
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| **Staff Rights** | **Staff Responsibility** |
| * To be treated with respect by all members of the community
* To work in a safe and healthy environment free from confrontations and abuse.
* To be informed and consulted on matters associated with the school.
* To receive support from management at the Board.
* To be encouraged to develop professionally and have job satisfaction.
 | * To prepare well, teach thoroughly and continually assess pupils’ progress.
* To inform parents of children’s progress
* To create a stimulating and happy learning environment.
* To develop children’s confidence and self-worth through positive acknowledgement.
* To endeavour to meet the needs of individual children.
* To listen to and try to establish a positive relationship with the children
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| --- | --- |
| **Parents’ Rights** | **Parents’ Responsibility** |
| * That their children will have the opportunity to learn in a safe and secure environment
* To be consulted on matters concerning their child.
* To be kept informed of their child’s progress and perceived difficulties.
* To be kept informed of the mechanisms the school uses for day-to-day issues.
* To be listened to and have their concerns dealt with fairly.
 | * To ensure that their child attends school regularly, are punctual and fully equipped to learn.
* To ensure the children are dressed smartly in the agreed school uniform.
* To promote good manners, routines and socially acceptable behaviour at home.
* To support the school by fostering a positive attitude to school and its staff.
* To provide a suitable environment where homeworks can be completed to the agreed standard with supervision and guidance.
* Where appropriate, to ensure homeworks are signed.
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**School Rules**

We believe our rules at Holy Family School are:

* Consistent
* Fair
* Firm

Each class has rules on display, made by and accepted by the children. In addition to these pupils should be aware of the School Rules (**See Appendix 1**).

1. Note that in the interest of Child Protection, the school is made aware of absences on the first day before 9.30am
2. Always call at the office on arrival at school.
3. Inform the school of an impending absence by letter.
4. Submit a letter on return to explain an absence from school.
5. Dress children in the agreed school uniform.
6. Encourage healthy eating at school.

We acknowledge that parents need to be involved, in partnership with the school, in securing and maintaining their children’s good behaviour.

**We DO NOT tolerate**

* Bullying Behaviour
* Stealing
* Fighting
* Destruction of property
* Bad language

IMPLICIT IN ALL OUR RULES AT HOLY FAMILY PRIMARY SCHOOL IS THE SAFETY OF THE CHILDREN IN OUR CARE

**Rewards**

It is the aim of Holy Family Primary School to positively acknowledge the good behaviour of all the pupils. In rewarding this behaviour we aim to encourage children to behave well all of the time. We discourage unacceptable behaviour and endeavour to create a climate within the school which is conducive to sound relationships and effective learning and teaching.

Rewards may be both material and non-material. The rewards will vary depending on the class; but will always strive to be consistent and to promote self-esteem.

Rewards used for Good Behaviour and Good work in Holy Family Primary School in individual classes may include:

Verbal praise and recognition

Written praise

Stickers

Stamps

Certificates

Table rewards

Class pupil of the week awards

Treats/prizes

Work on display

Homework Passes

**KS1 & KS2**

|  |  |
| --- | --- |
| **Non Material/Oral** | Wow |
| Well done | Great work |
| Good for you | Thumbs up |
| Good try | Smiles and eye contact |
| Super thinking, counting | Whole class praise |
| I am so pleased with you | Tap own back |
| You have worked so hard | Private praise |
| Brilliant | Visit to other teachers/Principal/ Vice Principal |

**Sanctions** – Time out, withdrawal from specific activity for thinking time

**Group Rewards may include**: Table points, Friday treats, Stickers, Trophy

**Whole School/ Individual Rewards**: On Friday each class allocates 2/4 ‘Pupil of the week’ school sticker which is awarded for effort, improvement and enthusiasm during the week. During assembly the Principal presents their achievements. Also some classes reward an individual Star Pupil each week for outstanding work or improvement.

**Whole School Sanctions**

‘Traffic Light Scheme’ (used mainly in KS1 classes). KS2 follow the stages of the sanctions.

1. All children start on green
2. If an individual misbehaves they move to amber and then to red. They will be spoken to by their class teacher.
3. If it is of a serious nature, the principal is notified and will visit the classroom to chastise or speak to individuals.
4. Parents will be informed of the behaviour.

Pupils who are on an IEP on the Special Needs register will follow the school rules accordingly and may need further incentives to develop good behaviour. This may include;

* Positive comments- both oral and written
* Praise and encouragement
* Report back positive behaviour and good work to class teacher for reinforcement
* Visit to Principal
* Treats and sweets
* Stickers on books or work
* Stamps on work
* Weekly challenges for individual children – targeting specific tasks e.g behaviour, organisation, homework, etc.

**Lunchtime Behaviour**

Lunch play time is extended for an extra 5 minutes on a Friday if behaviour has been good during the course of the week for each class or a specific class.

**Lunchtime Rules**

1. Obey the supervisors
2. Sit properly on your seat in the classroom
3. Remember your manners
4. Talk quietly when not eating
5. Once the bell rings, all pupils should move quickly to their lines and stand quietly waiting for their teacher to dismiss them.
6. Board games, books or a dvd will be permitted on wet days only.

**Rewards**

Class Teachers will be informed by supervisors of good and helpful behaviour and will be rewarded accordingly.

Various rewards may be given to children behaving well.

**Sanctions**

Children who are being ill mannered or behaving in a way which is deemed unsuitable may be sent to the Principal or Vice Principal by the Class teacher.

Parents may be telephoned to discuss their child’s behaviour.

When children are playing in an unsafe or disruptive manner in the playground they may be given time out (sitting on the bench) for a period of time initially. Their class teacher will be informed immediately and if required the parent may be informed.

Inappropriate Behaviour will be dealt with, in a level appropriate to the behaviour. There are three levels in the hierarchy of seriousness.

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| --- | --- | --- |
| Level 1 | Level 2 | Level 3 |
| Fidgeting | Arguing back | Hitting |
| Not staying in seat | Throwing things | Kicking |
| Teasing | Rudeness to staff | Fighting |
| Telling tales | Rudeness to peers | Swearing |
| Hiding work | Defiance | Stealing |
| Pushing in the line | Destroying own/others work | Lying |
| Interrupting teacher | Spitting | Leaving school without permission |
| Tapping Pencil | Offensive gestures | Extortion |
| Crying | Intimidating others | Physical abuse- staff |
| Answering Back  |  | Physical abuse- pupil |
| Name Calling |  | Bullying |
| Sulking/huffing/muttering |  | Vandalism |
| Inappropriate questions |  |  |

**Sanctions and procedures**

‘While rules and procedures protect rights and define responsibilities, rewards and sanctions are necessary to encourage and maintain the rules in class and throughout the school’.

(DEN, Pastoral Care in Schools: Promoting Positive Behaviour paragraph 51)

While we will manage behaviour positively there will be times when it is necessary to employ the sanctions.

When using sanctions we will be trying to change the child’s behaviour and attitude.

We acknowledge that it is important that the children should be in no doubt as to why they are reprimanded.

We agree that the sanctions should :

1. Be immediate or as soon as possible and where possible discreet
2. Be consistent
3. Be fair
4. Be appropriate to the child’s personal stage of development
5. Keep self-esteem intact

Below are lists of sanctions, which staff will use in response to incidents of misbehaviour.

Parents may be consulted at any stage throughout the sanction procedure if felt appropriate.

* A simple look
* A gesture or signal
* A rule reminder
* Speak to the pupil or a warning
* Removal from the group in the classroom- can be safety reasons
* Related sanction -tidying up mess on floor/ table if appropriate
* Time out from activity
* Internal referral usually to the Vice Principal or Principal if necessary
* Parent informed
* Challenge sheets with rewards to promote positive behaviour
* Daily or weekly reporting to Parents- written or oral
* Informal interview with Parent and Teacher
* Formal interview with Parent, Teacher, Vice Principal and/or Principal
* Involvement from school SENCO or outside agencies in terms of advice and support
* Suspension
* Expulsion 1986-1989 Education Orders- (NI) also SEELB Procedures for Suspension and Expulsion

**Link with Code of Practice (Special Education Needs Policy)**

If when a teacher recognises inappropriate behaviour and after having used normal classroom management strategies the behaviour:

1. Does not improve
2. Is causing concern
3. Is affecting the learning and teaching in the classroom

Then, following consultation with the SENCO and parents, the child may be placed on a Note for Concern. If inappropriate behaviour continues the child may be moved onto the next Stage of the Code of Practice and placed on the SEN register. An IEP will be drawn up and a parent meeting will take place to discuss and agree upon the effective teaching strategies to promote positive behaviour and to discourage and deal with unacceptable behaviour from the pupil.

If the child needs to move through to the next stage provision will be made accordingly and new IEP drawn up.

Referral may be made to agencies outside of the school such as Educational Psychologist, Outreach Support Services or the Education Board’s Behaviour Support team.

Staff In-Service Training

Each member of staff will receive general training on the Policy and Procedures. The Principal and the Designated Child Protection Teachers will avail of courses offered by the SEELB and other mulit-disciplinary agencies.

**Monitoring and Evaluation**

The Governors will seek the views of all staff, pupils and parents when carrying out a review of the policy and procedures. The Policy will be given to each member of the Board of Governors, staff, parents and volunteers. It will also be available from the Office.

This policy will be reviewed annually or sooner as considered necessary to meet changes in school circumstances and/or SEELB/DENI guidelines and/or new legislation. Participation and consultation with children and parents will be undertaken.

**(See Appendix 1 for the Positive Behaviour- School Rules)**

In drawing up this policy the views of Governors, staff, pupils and parents have been taken into consideration.

The following documents have been taken into consideration when drawing up this policy.

**School Improvement Programme**

* Promoting and Sustaining Good Behaviour
* A discipline Strategy for Schools (DENI 1998)
* Evaluating Pastoral Care (DENI 1999)
* Evaluating Schools (DENI 1998)
* Integrating Personal Safety Programmes into the Curriculum: Child Protection (CCEA 1999)
* Child Protection Guidelines- Pastoral Care in School: Child Protection (DENI 1998)
* Education and Libraries (NI) Order 2003
* Regional Policy Framework on the Use of Reasonable Force/Safe handling May 2004

This Positive Behaviour Policy is an integral part of the school Pastoral Care Policy. It is in agreement and integrated with other policies such as:

* Anti-Bullying Policy
* Special Needs SENCO Legislation
* Child Protection Policy
* Misuse of Substances Drugs Policy
* Health and Safety Policy
* Pastoral Care
* Personal development and Mutual Understanding Policy
* Relationships and Sexuality Education

This policy will be presented to all new parents and they will be informed of any changes to the policy.

**Positive Behaviour School Rules (Always) Appendix 1**

1. Always listen carefully, give your best and co-operate with all school staff
2. Always be on time for the start of school and classes
3. Always be considerate and mannerly to everyone in school and when on school visits
4. Always carefully look after the school, your own and other people’s property
5. Always stay on the school grounds unless you have a teacher’s permission to leave
6. Always stay off the school grounds after school hours
7. Always walk when in the corridor
8. Always avoid chewing gum or other chewy sweets when in school
9. Always tell an adult if you have or see an accident during the school day
10. Always leave your mobile phones at home
11. Always carry school money securely and make sure it is labelled with your name