

# St. Columba's Primary School Straw



## Positive Behaviour Policy

Where there is little love there is little hope of learning...

# POSITIVE BEHAVIOUR POLICY

## Introduction

At St. Columba's Primary School, Straw we value and respect all our pupils equally and we believe that an orderly working environment is necessary to ensure effective teaching and learning.

To achieve this we aim to establish a positive, Catholic, caring ethos, which is conducive to learning and in which each individual pupil is respected. We recognise that each child is unique and gifted differently. Through the provision of a caring and effective Catholic education in St Columba's Straw all pupils are encouraged and enabled to make the most of their potential for academic, religious, physical and social development.

We believe that each pupil can be helped to develop further and learn more, provided each plays his/her part.

Reflecting this ethos, we expect our pupils to work hard, to keep the school rules and to co-operate fully with all staff.

We expect our pupils to share responsibility within the school and to participate in its life and work, using and developing all their talents to their full potential in a happy and supportive environment where pupils can learn effectively.

Our Positive Behaviour Policy is closely linked with and supportive of our general school ethos which is based on Catholic values and beliefs. It seeks to set guidelines that support our pupils within a caring framework and lead them to a position of self-discipline and personal responsibility.

We encourage parents to be active partners in the education of their children, we expect parents to accept the school's positive behaviour policy. We shall implement our policy fairly and consistently.

*In the unlikely event of the need for pupil suspension/expulsion, we shall follow the procedures laid down by CCMS/NEELB.*

## **POSITIVE BEHAVIOUR POLICY**

### **Aims of the Positive Behaviour Policy in St Columba's Primary School**

1. To maintain and build good relationships within the school between pupils, teachers, ancillary staff and parents and outside with the local community and other agencies.
2. To create and maintain a safe and ordered school environment in which teachers can teach and pupils can learn and that an atmosphere in which pupils respond positively in class, take pride in their work, show attention and share interests will be fostered. A school environment where Catholic principles are practiced.
3. To promote behaviour that conforms to the reasonable expectations and requirements of the school and is based upon mutual respect for the needs and aspirations of all in the school and upon care for its environment
4. To develop in pupils a sense of self discipline and the notion that all have rights but they also need to take responsibility for their own actions and behaviour.
5. To provide guidelines to deal with inappropriate or unacceptable behaviour
6. To keep agreed rules to a minimum.
7. To establish close links with external support services so that provision of appropriate support can be acquired if and when needed.

## **POSITIVE BEHAVIOUR POLICY**

### **Basic School Rules**

***At all times the safety of pupils is paramount and is implicit in all the rules***

- Arrive on school on time 9.00 am - 9.10 am. All children enter the school building via the side door under the covered area. All pupils leave their school bags and coats in their room and then proceed independently to Assembly Hall and sit in their class line; ( Primary One have a 'settling in' period first few weeks of September and gradually join others in Assembly Hall each morning). All will be supervised by the teacher on duty from 9.00 am - 9.10 am
- Children will walk quietly at all times on corridors and in classrooms, and behave in a mannerly and appropriate fashion in cloakrooms and toilets
- Children will be polite, kind, thoughtful and considerate to everyone
- Children will have respect for their own and each other's belongings; take care of books, equipment, and have respect for our school building and school grounds as well as that of places we might visit.
- Children will wear their school uniform with pride. School jumpers should be clearly labeled with child's name. Jewellery should not be worn to school (a watch or stud earrings will be permitted if allowed by parent)
- Children should refrain from bringing personal possessions into school unless asked to do so.
- P1 and P2 children will be collected at 2pm from side door while P3-P7 pupils will be brought by their class teacher to the front of the school building at 3 pm, from where they are collected.
- P1 and P2 children must be lifted promptly, as the teachers have other duties commencing at 2.15 pm. Any P1 or P2 children remaining after 2 .10 pm may be collected from the Principal's classroom or Office, where they are supervised until collected. Young children often worry when they are not collected on time.

### **Classroom Routines**

Each teacher will consult with his or her class to devise a set of routines for their class, which will be displayed in each classroom.

## POSITIVE BEHAVIOUR POLICY

### Playground Rules and Routines

*The following playground rules were devised after consultation with pupils and staff:*

- We play together safely and look after each other always being polite, kind and friendly towards one another.
- We will only play in our designated areas ~ Circular playground for P1 and P2, pond/garden area for P3 and P4, P5, P6 and P7 play on football/rounder's pitch.
- We always speak to others in a friendly way.
- We look after and show respect for our playground, toys and equipment
- We always tell an adult if we feel worried or frightened or have an issue to be resolved
- We line up quickly and quietly when we hear the bell
- We show respect to and listen to every adult on duty and always follow the adult's instructions straight away
- Children are encouraged to play with their own year group
- Children who need to go to the toilet do so before going to the playground.

### **Bicycles in school grounds**

- No bicycles should be ridden in school grounds unless as part of Road Safety Cycling Proficiency training

## **POSITIVE BEHAVIOUR POLICY**

### **Dining Hall Routines**

#### **Canteen Rules**

We want to be safe in the Canteen, so:

- Those children having dinner line up in an orderly way at the serving area
- Children having packed lunches go straight to a table and eat their lunch
- We sit safely on our seats and remain there until fully finished dinner or lunch
- We always walk quietly and talk softly to our friends
- We handle all equipment safely

We want to be happy and enjoy our food so:

- We ask politely for the food we want
- We show good manners to all staff in the Dining Hall
- We show kindness and care for each other
- We eat our own food and let others enjoy their meal.

When we finish our food:

- We tidy our place and return used plate and cutlery carefully to the appropriate area
- We walk safely from the canteen
- We return our lunch box to our cloak room.

#### **Rules for Break/Dinner Time during inclement weather**

- P1 and P2 children are supervised in P2 classroom
- P3 and P4 children are supervised in P4 classroom
- P5, P6 and P7 children are supervised in Assembly at break time and in P6 classroom at lunchtime.
- Children **MUST** eat all their dinner or lunch in Dining Hall prior to returning to class.
- Pupils remain in their classrooms unless they have permission to leave
- Pupils obey the adult staff on duty at all times, with respect

## POSITIVE BEHAVIOUR POLICY

### Positive Behaviour Strategies

The adult staff will make every effort to promote, support and reinforce positive behaviour and a sense of achievement. Therefore a range of strategies will be used to encourage a positive constructive attitude.

#### Supporting Positive Behaviour

- 'Catch' the children doing the right thing and acknowledge it publicly and privately (notice positive behaviour; describe it; tell the pupil why it is good and encourage them to repeat it).
- Separate the behaviour from the child; identify the undesirable BEHAVIOUR (e.g. running in the corridor is unsafe.)
- Teacher will use their own discretion when reprimanding children.
- Try to resolve conflicts promptly; monitor prolonged grudges/resentments
- Help children make right choices; (Use 'First...Then...'; 'When...Then...'; 'If...Then...')
- Empathize with pupils, listen to all sides; give your time; show concern; be fair; be flexible;

At St. Columba's, we believe that children should be encouraged to behave well and work hard. We use many positive strategies to do so. Whilst our aim is that children should work and behave well for the pleasure of the task, we recognize that rewards are sometimes necessary and appropriate.

#### Rewards for good behaviour

- **Ticket award** - Children may be awarded tickets for good behaviour, good work, thoughtfulness etc by all staff. These tickets are used in regular whole school draws for various prizes.
- **Verbal praise** - individual , group, class or whole school
- **Encouragement**- quiet word of encouragement/ public words of support
- **Positive written comment** - in their book / homework or drawing
- **Visit to another teacher** - to share positive effort/ work/ attitude
- **Visit to Principal** - for commendation/ merit sticker/signature
- **Positive feedback** - chat to parents about their child's positive behaviour
- **Class treats** - Each class has their own appropriate whole class reward system.
- **Annual report** - teachers comment on positive contribution child has displayed throughout the academic year.

## **POSITIVE BEHAVIOUR POLICY**

### **Managing Negative Behaviour**

At St. Columba's we believe that inappropriate behaviour should be dealt with fairly and consistently by a range of strategies and consequences related to the behaviour.

There may be occasions when a sanction is necessary to focus a child's thinking and to demonstrate to others that certain behaviour has been unacceptable.

Appropriate sanctions will be applied according to the nature of the offence; the age of the child and any pattern of negative behaviour displayed by the child.

It must be noted that a one off lapse in conduct will not be dealt with in the same manner as a continuation of persistent, unacceptable behaviour.

**NB** At St. Columba's, we recognise that some children have Additional Needs which have behavioural implications. For this small minority of pupils positive behaviour strategies/implications will, on occasions be flexibly applied by the teacher in consultation with the SENCO / Principal and if necessary appropriate outside agencies. Pupils presenting with SEN, SEBD, ADHD and ASD may require a phased induction/reduced timetable to meet their needs in order to access the curriculum.

### **Sanctions**

- Appropriate 'look' from teacher expressing his or her disappointment with the child's behaviour.
- Verbal warning from teacher
- Time out
- In FS use is made of sunny, cloudy and rainy pictures.
- Teacher shadowing at break time
- Sent to Principal /Vice-Principal and behaviour recorded when appropriate
- Where appropriate parents informed



# POSITIVE BEHAVIOUR POLICY

## Rewards and Sanctions Levels

Good/Positive Conduct Choices		Poor Conduct Choices	
Level 1	Verbal praise In class rewards and privileges In class points	Level 1	Verbal reprimand Loss of privileges
Level 2	Note to parents Tickets Stickers Good note to parents Reading record notes In class rewards	Level 2	Sorry/reflection note Note to parents Reading record notes
Level 3	Praise from other adults Golden book in Principal's office Great work sent home with positive note	Level 3	2W/3W/4W form Behaviour Book in Principal's office Meeting with parents Pupil go on report Individual Behaviour Plan Referral to SENCO Referral to External Agencies
Level 4	Assembly Prizes and Certificates Formal Rewards	Level 4	Formal meeting with Principal/VP -formal intervention programme Suspension/Expulsion

## **Record Keeping**

Class observation books, class charts, notes home
Behaviour Book and Golden Book, 2W,3W 4W forms
IBP's and Home School Book
Records of meetings with parents

## POSITIVE BEHAVIOUR POLICY

### Roles and Responsibilities

<b>Rights Of Pupils</b>	<b>Responsibilities Of Pupils</b>
<ul style="list-style-type: none"><li>• To feel safe and secure within the school environment</li><li>• To valued equally and to be treated with respect</li><li>• To receive an appropriately planned and resourced curriculum</li><li>• To be acknowledged for effort and achievement in their class work and homework</li><li>• To be positively affirmed for abiding by the school's disciplinary code</li><li>• To be listened to sympathetically</li><li>• To have opportunities to pursue and develop interests, talents and abilities.</li></ul>	<ul style="list-style-type: none"><li>• To come to school on time and to be suitably prepared</li><li>• To show respect for people and property - both inside and outside the school</li><li>• To behave in a safe and responsible manner</li><li>• To co-operate with teaching and non-teaching staff and with peers</li><li>• To ask for help when experiencing difficulties.</li></ul>
<b>Rights Of Non Teaching Staff</b>	<b>Responsibilities Of Non Teaching Staff</b>
<ul style="list-style-type: none"><li>• To be valued as members of the school community</li><li>• To be treated fairly and with respect by pupils and all members of the teaching staff</li><li>• To have adequate facilities and resources to enable staff to perform their duties effectively</li><li>• To be well informed about school rules and procedures</li><li>• To have opportunity to contribute ideas and have them taken into consideration when decisions concerning the smooth running of the school are being taken</li></ul>	<ul style="list-style-type: none"><li>• To come on time, well-prepared for the day ahead</li><li>• To co-operate with colleagues and teaching staff</li><li>• To act in ways which aim to secure the safety of all pupils at all times</li><li>• To share with teaching staff and Senior Management any concerns they have about pupils</li><li>• To be aware of school rules and procedures</li><li>• To handle sensitive information in a confidential manner at all times</li><li>• To seek support from colleagues and Senior Management as and when required</li></ul>

## POSITIVE BEHAVIOUR POLICY

Rights Of Parents	Responsibilities of Parents
<p>Parents are entitled to expect that:</p> <ul style="list-style-type: none"> <li>• Their child will be educated in a safe and caring environment</li> <li>• Their child will be provided with a broad balanced and appropriate curriculum</li> <li>• They will be informed about school rules and procedures</li> <li>• They will be informed about their child's physical and emotional well being</li> <li>• They will be regularly informed about their child's academic performance</li> <li>• They will be involved in key decisions about their child's education</li> <li>• Their child will be taught in a well resourced and well maintained classroom</li> <li>• They will have reasonable access to school and staff</li> </ul>	<p>Parents have a responsibility to :</p> <ul style="list-style-type: none"> <li>• Ensure that their child attends school regularly and punctually</li> <li>• Support school staff by encouraging their child to abide by school rules</li> <li>• Ensure that necessary books/equipment are brought to school</li> <li>• Ensure that homework is completed Satisfactorily</li> <li>• Show interest in school work, meetings and functions</li> <li>• Inform school of changes in home circumstances where they impact on their child's ability to perform well at school</li> <li>• Inform school of child's special medical needs</li> <li>• Encourage independence in their child</li> </ul>
Rights Of Teachers	Responsibilities Of Teachers
<ul style="list-style-type: none"> <li>• To work in an environment where the rights of all are respected</li> <li>• To play a constructive role in policy making</li> <li>• To express their views freely</li> <li>• To have adequate and appropriate resources and accommodation</li> <li>• To have a suitable career structure and opportunities for professional development</li> <li>• To provide positive support and advice from senior colleagues and external bodies</li> <li>• To feel valued</li> </ul>	<ul style="list-style-type: none"> <li>• To behave in a professional manner at all times</li> <li>• To prepare and resource lessons thoroughly, taking the ability and aptitude of pupils into account</li> <li>• To show interest and enthusiasm in pupils' work and learning</li> <li>• To expect high standards and to acknowledge effort and achievement</li> <li>• To ensure that class work and homework are appropriately marked</li> <li>• To share with parents any concerns about their child's progress and development</li> <li>• To recognize the individuality of each child.</li> </ul>

## POSITIVE BEHAVIOUR POLICY

### **Parental Support for Positive Behaviour Policy**

We, at St. Columba's Primary School, acknowledge the formative influence of parents on their children's conduct and we seek to engage their support in promoting good behaviour.

Parental consultation has the triple advantage of being a sanction -

- \* since many pupils dislike having their parents involved;
- \* parents often can provide some insight on possible reasons behind misdemeanours;
- \* parents provide a joint, consistent action between school and home

Therefore, parents can assist the discipline process by:

- Telling the Principal/child's teacher if there are problems at home which might affect a child's behaviour in school;
- Discussing concerns about major behaviour changes involving their child with the class teacher;
- Contacting the school if there are concerns about something that has happened
- Attending parental interviews

### **Staff Commitment:**

All the teachers in St Columba's will work hard to build good discipline practices so that effective learning can take place. Staff will:

- Organise classroom space and resources carefully.
- Set tasks which enable all pupils to regularly achieve success.
- Give instructions and guidance in clear understandable language.
- Use positive rather than negative language to communicate expectations and feedback to pupils.
- Praise or reward disrupting pupils as soon as acceptable behaviour is observed.
- Be reasonable, firm, fair and positive.

### **External Support**

The main sources to support schools in promoting good behaviour are the Educational Psychology Service (EPS), NEELB Curriculum Advisory and Support Services (CASS), the Education Welfare service (EWS) and the NEELB area Behaviour Support Team and MAST Team. We will take advice and implement as necessary and make appropriate adjustments.

## POSITIVE BEHAVIOUR POLICY

### **Monitoring and Evaluating**

The effects of the implementation of this policy will be monitored by all staff within the school. Where inappropriate behaviour has been identified behaviour will be carefully observed to check for improvement both in the classroom and throughout the school. This policy will be reviewed regularly. We shall examine strengths and weaknesses in the policy and set fresh goals if necessary.

### **Conclusion: -**

We acknowledge that sustaining good behaviour creates a need for continuous assessment of the effectiveness of approaches to behaviour management in our school. We will regularly review and make changes to our Positive Behaviour Policy, encouraging innovation and flexibility in interacting with our pupils.

It is hoped through the adoption of this Positive Behaviour Policy, with the whole school community working together, we will provide a safe, happy, secure and structured atmosphere for effective learning.

As we cannot cover every eventuality within this Policy, the Principal reserves the right to use her discretion to interpret individual incidents and act accordingly in the best interests of all concerned.

Approved by Chairperson of the Board of Governors;

*Mr Brian O'Kane*

Signed: \_\_\_\_\_ (Chairman of Board of Governors)

Signed: \_\_\_\_\_ (Principal)

Date: