**ST. PATRICK’S PRIMARY SCHOOL, HILLTOWN**



**promoting Positive behaviour**

**Policy**

**March 2021**

**Progress through partnership**

**Rationale**

Partnership in education between governors, teachers, pupils and parents has become 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, we have adopted a collaborative approach to promoting positive behaviour, that is, one that is shared among all those who work within our school community. Our key belief is that we will achieve best results in maintaining good behaviour by placing great emphasis on rewards and praise, being positive and fostering good relationships at all levels. We aim to ‘catch the children being good’, then use praise and rewards frequently, which in turn encourages others to imitate these behaviours.

**Mission Statement**

St Patrick’s Primary School, Hilltown, will provide a well ordered and caring environment in which the children can work and play. As part of a believing community committed to a Catholic way of life, we believe that all are equal in the sight of God and that each child should have the opportunity to ‘walk tall’ within themselves, knowing that they are important, whatever their individual talents and abilities. We strive to work in conjunction with the home and parish so that children can reach their full potential as well as growing in their own self-esteem, confidence and self-discipline. Children will be helped to develop an attitude of caring for and sharing with others, as well as cultivating a healthy tolerance for everyone’s beliefs and respect for their property and environment. We encourage shared responsibility among our pupils and reinforce good behaviour by actively encouraging and promoting qualities like patience, gentleness and a sense of ‘fair play’. We recognise the need for pupils to progress through a well-defined programme for work in all areas of the curriculum. Pupils will have access to relevant teaching and learning through a variety of teaching approaches. We will provide pupils with stimulating, enjoyable, rewarding and demanding experiences. We will match the curriculum to individual needs, with provision being made for more able children and those with special needs. Pupils will be encouraged to produce their own personal best, dependent on individual ability and aptitude. Resources in the school will be of a high standard and renewed as appropriate. The teaching and non-teaching staff, along with the principal and pupils will work in harmony to maintain a high standard of work, personal achievement and good behaviour. Our school motto is ‘Progress through Partnership’.

Our school is a UNICEF Rights Respecting School and Article 29 of the United Nations Convention on Rights of the Child (CRC) underlines our school’s vision:

‘Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.’

As a school committed to promoting the rights of our children, our work in this aspect of school life promotes Article 28 which states that: ‘Discipline in schools must respect children’s human dignity.’

**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.

**Aims**

We have adopted a positive approach to managing behaviour in order to:

• Ensure that each child reaches his/her full potential in an orderly school environment that

is firmly focused on the Catholic values of respect, fairness, inclusion, the promotion of self-discipline and the importance of listening to the needs of others

• Meet the aspirations and expectations set out for all children in our Mission Statement in relation to raising achievement and becoming independent, motivated life-long learners.

**Rights and Responsibilities**

**Governors will**

• Have overall responsibility for ensuring the Positive Behaviour policy is in place and up to-date

• Ensure that the school is safe for pupils, teachers and all other members of the school community

• Review the effectiveness of strategies promoted in the policy

• Support the Principal in following the guidelines agreed in the policy

**The Principal will**:

• Ensure this policy is implemented consistently throughout the school

• Facilitate any necessary staff development in relation to behaviour management

**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 school’s Code of Behaviour

• 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 and 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 when necessary

• 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 learn from them

• Have positive behaviour affirmed

• Develop and extend their interests, 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

**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/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, PE uniform and other materials as required throughout the week

• Be familiar with the Parent/School/Pupil Agreement

• Co-operate with teachers in instances where their child’s behaviour is causing difficulties for others

• Communicate to the school problems that may affect a child’s behaviour

**Strategies for promoting Positive Behaviour**

Our staff and pupils identified a sample of some of the most frequently used strategies at work within St Patrick’s to help us in our continuous promotion of good behaviour:

• Class negotiated rules - these are collaboratively drawn up at the start of each new school year. The pupils promise to do their best to adhere to them. Class rules are revisited on a regular basis throughout the year, through class prayer time, circle time and discussions. If there are instances of inappropriate behaviour pupils are referred to the class rules and are asked to articulate where their behaviour has lapsed

•Parent/School/Pupil Agreement: this is discussed with pupils at the start of each year, then agreed and signed by parent, teacher and pupil

• Good visualisation strategies in class, for example, a visual timetable, clear display of ‘learning intentions’ and ‘success criteria’. These are proactive strategies which explicitly remind children what is expected from them

• Acknowledging and praising good behaviour – verbal praise by class teacher, other teachers, other staff members, Principal and at Assembly

• A quiet word of praise; an encouraging smile; thumbs up

• Appropriately pitched curriculum with well-planned differentiation and extension

• Circle time (group discussion opportunities)

• Role play/puppets/story boxes to model good behaviour

• Buddy roles

• Class jobs

• ‘Star Pupil’ of the week

• Class reward chart/individual reward charts

• Stickers

• Formative assessment strategies (e.g. 2 stars and a wish)

• Open prayer (for example, ‘Thank you God for our happy class’)

• End of week treats (Golden time/Marbles in the jar/Extra playtime on a Friday)

**Strategies used at whole school level**

**School code of behaviour**

Pupils, governors, parents and staff have collaboratively created this. It is prominently displayed and referred to throughout the school day.

**Star Pupil Award**

We award a star pupil certificate for the first four weeks in each term to recognise and reward positive behaviour, thereby reinforcing to children how highly we value good behaviour.

**School Council/Eco Council**

We have a thriving School Council which comprises of elected representatives from P.4 – P.7 classes. The secret of success with our council is that it is given a genuine job to do rather than being a ‘token body.’ The tasks undertaken by the council are linked closely to objectives in the SDP and fundraising. Our School Council sets targets each half term, for example, fundraising for Trócaire and improvement of playground provision through choice and purchase of sports equipment. Our Eco Council works in a similar way.

**Rights Respecting Steering Group/Anti-Bullying Ambassadors**

These two teams are another well-established aspect of our ‘pupil voice’ in action. Both teams work to promote respect for others and for property. They are actively involved in helping to promote positive behaviour in school through their actions and example.

**P.7 Prefects/Bus Prefects**

Prefects are appointed termly and their badges are presented at assembly. They have a job description with a list of duties to fulfil and high standards of behaviour are expected from them.

Bus Prefects are chosen from P.6 or P.7 each year. They act as a good example to all other children who travel by bus thereby encouraging appropriate behaviour on the bus at all times.

**P.7 Buddies**

All P7 pupils are given the opportunity to assist at break time and lunch time in their role of buddy. This is highly successful and much appreciated by the younger children.

**Weekly Assembly**

Assembly is held each Friday afternoon from 1.10pm – 1.50pm. It is a time when we come together to pray and celebrate. We pray together, taking the opportunity to give thanks to God for all the good things in our lives and our school and to ask for His help when things are not going well. We celebrate the positive things in our school community at each assembly including:

• Any good behaviour that was observed during the week, for example, politeness to visitors, kindness in the playground: ‘catching them being good’ in action.

• Star Pupil award

• Pupil achievements (where children share their good news with us).

If there are extra achievements to celebrate in any particular week an extra Assembly is arranged mid-week.

**Strategies used to address inappropriate behaviour:**

Good communication underpins each strategy and every effort is made to separate the child from the inappropriate behaviour in which he/she is engaging. Staff recognise that different strategies work best with different children and will use their knowledge of each child to establish the best way of dealing with the situation. In many instances a quiet word or a reproving look is sufficient, however where this is not the case:

**Generally**

**•** Carefully selected behaviours may be ignored

• If the behaviour persists the adult will remind the child of the rule that he/she is breaching and he/she will then be redirected to the task in hand.

• If this does not work ‘time out’ will be used

•An adult will speak to the child reminding him/her that this is unacceptable behaviour and asking him/her to explain what happened and how he/she should have handled the situation. (If this is a one-off situation, or the child has been honest, the teacher will make reference to these).

• Where there are whole class issues to be addressed ‘circle time’ and class discussion or prayer is used to provide opportunities for talking about problems, consequences of these and possible solutions. Staff are committed to avoiding ‘whole class’ punishments for the misdemeanours of individual or groups of children.

Great emphasis is placed on enabling the child to move on from the situation and start afresh once it has been dealt with and the sanction has ‘run its course’. Therefore sanctions must be ‘time bound’ and allow time for the pupils to rectify his/her inappropriate behaviour. This ties in very closely with the ‘restorative’ approach we have promoted within our ‘Anti-Bullying Policy’. Care is also taken to ensure that there will be no public humiliation or gloating by other pupils. The sanctions must always ensure that the E.A. and Health and Safety Policies are fully adhered to and all strategies must be in accordance with those recommended by E.A. Behaviour Support Team and the Special Educational Needs Resource File.

**Consequences for Undesirable Behaviour**

The school employs a number of sanctions to enforce the school rules and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. When discussing class and school rules teachers will discuss the need for sanctions with the children.

Teachers may use a variety of sanctions:

* Non-verbal reminder
* Verbal reminder
* Simple redirection, for example, ‘face this way please’
* Rule reminder
* Apology
* Partial agreement
* Change seating
* Redirection/Tactical ignoring/Letter of apology signed by child and parent
* Target setting/Behaviour plan
* Time out
* Behaviour chart (for a specific time)
* Behaviour points or star chart
* Individual pupil daily recording chart
* Completion of additional work to complement/ reinforce current studies
* Loss of time for play at break or lunch
* Loss of privileges
* Recording incident and date by teacher
* Report to principal
* Contact parents
* Consequences as a choice
* Referral to E.A. Behaviour Support Team
* Parents to meet with sub-committee of Board of Governors

**Suspension and expulsion**

In the highly unlikely event of a child deliberately and persistently not adhering to our Behaviour Policy guidelines and if all other strategies have failed, the Board of Governors follow the prescribed guidelines laid down by CCMS and E.A. which will result in the pupil being removed from the school on a temporary (Suspension) or permanent basis (Expulsion).

**Managing Children with Emotional or Behavioural Needs**

If a child is identified as having an emotional or behavioural need, then that child’s specific needs will be addressed through the 5 stages of the Special Educational Needs Code of Practice. Advice will also be sought from the appropriate outside agencies, such as our school’s nominated educational psychologist, the E.A. Behaviour Support Team or Child Protection Team.

**Continuing Professional Development**

This policy is kept under review and is in line with all current recommendations. The school’s management will take up, and also actively seek out, any appropriate training being offered by E.A. or other outside agencies. This may take the form of whole school training or the specific up-skilling of individual teachers/classroom assistants when required.

**Physical Restraint**

It is possible that staff may have, on rare occasions, to restrain a child who is intent on deliberately hurting others or themselves. In any such instance, the school’s ‘Safe Handling and Use of Reasonable Force Policy’ will be followed.

**Relationship with other Policies**

This policy for Promoting Positive Behaviour forms part of our overall Pastoral Care provision which includes the following policies:

1. Safeguarding and Child Protection Policy
2. Positive Behaviour Policy
3. Anti-Bullying Policy
4. Safe Handling and Use of Reasonable Force Policy
5. Special Educational Needs Policy
6. Relationships and Sexual Education Policy
7. Mobile Phone Policy
8. Intimate Care Policy
9. Attendance Policy
10. Treatment of Head Lice Policy
11. Health and Safety Policy
12. Drugs Education Policy
13. Educational Visits Policy
14. Complaints Policy
15. First Aid Policy
16. Administration of Medicines Policy
17. E-Safety Policy
18. Staff Code of Conduct
19. Confidentiality Policy
20. Rights Respecting Policy
21. School Council Policy
22. Non Smoking Policy
23. Critical Incident Policy
24. Fire Safety Policy
25. Internet Safety Policy
26. Policy for Educational Visits
27. Policy for the Treatment of Head Lice
28. Road Safety Policy
29. School Care Policy
30. Staff Well-Being Policy
31. Use of Private Car Policy
32. Visitors Code of Conduct
33. Religious Education
34. Special Needs
35. Personal Development and Mutual Understanding

Copies of these policies are available on request from the Principal and may also be viewed on the school website: www.stpatrickspshilltown.com

**Arrangements for monitoring the effectiveness of this policy**:

The Pastoral Care Team and Senior Leadership Team will monitor the effectiveness of the policy by discussing behaviours of worrying pupils with relevant staff and establishing how implementation of this policy is helping with the management of same. Monitoring the instances of behaviour referrals that are made to the principal/vice-principal will also be used to assess the effectiveness of the strategies. This policy will be reviewed and up-dated bi-annually.

**Our School Code of Behaviour**

**GOLDEN GOAL**

**“TREAT OTHERS AS YOU YOURSELF WOULD LIKE TO BE TREATED AND TREAT PROPERTY WITH RESPECT”**

**The children in our school will:**

**1.** Walk calmly at all times when moving throughout the school. (Class lines to right of the corridor or path).

**2.** Be obedient and have respect for all the adults in the school.

**3.** Take good care of school property, particularly books issued to them.

**4.** Arrive at school on time and have a note signed by a parent/guardian or a phone call to account for any absence from school.

**5.** At all times, behave in a manner which will not cause injury to themselves or others.

**6.** Have homework completed, signed and handed in on time.

**7.** Wear proper school uniform (P.E. gear must be worn only on P.E days or when sporting activities are scheduled).

**8.** Follow the Dinner Hall Code and School Safety Guidelines.

**Our Dinner Hall Code**

* We enter and exit the Assembly Hall in an orderly manner at dinner time
* We talk quietly in the dinner hall
* We walk quietly in the dinner hall
* We stay quietly in our seats until we are asked to move
* We show good table manners at all times

**Safety Guidelines**

* Pupils line up in the playground promptly when the bell rings
* Pupils walk in a quiet orderly manner in the school building, in single file on the right hand side
* Pupils walk in a quiet orderly manner in the school grounds (except when playing outside under supervision)
* Pupils keep to designated play areas and stay off banks, steps and ramps
* Pupils should not be on the school premises before 8.30am as there is no supervision available. Pupils who arrive between 8.30am and 8.45am must sit in the Assembly Hall quietly
* Parents must sign a permission slip (available at the office) if they wish to take their child out of class during the school day. Adults must wait in the foyer until their child comes to them
* All absences must be explained in writing or by phone call from parents