

**Our Lady's P.S.**



## **Positive Behaviour Policy**

**Signature – Principal:** \_\_\_\_\_

**Signature – Board of Governor Chairperson:** \_\_\_\_\_

**Date ratified by Board of Governors:** \_\_\_\_\_

**Date of Review:** \_\_\_\_\_

## **Our Lady's Primary School Ethos Statement**

Our Lady's Primary school is a focal point for the community. We want our school to be a caring environment which effectively develops the academic, personal, social and spiritual potential of each child.

We are a Catholic school and as such we have a distinct ethos, but we welcome children from all faiths and none.

Catholic Education takes place in communities inspired by the spirit of Christ. Christ's commandment to love God and neighbour inspires a caring ethos which is expressed in relationships within and beyond Catholic schools.

The education in our school is person centred. It promotes the dignity, self-esteem and full development of each person who is made in God's image and uniquely loved by God.

Catholic Education is inclusive. It is respectful of, and engages with people of all beliefs; it encourages the religious development of all in their own faith.

Catholic Education is rooted in the gospel values of respect for life, solidarity, truth and justice; it aims to harmonise faith and culture, build a better society and pursue the common good.

Together we aim to provide high quality rounded education for all our children so that they develop their full uniqueness and potential.

In our school the person and message of Christ find expression in:

- Communities of Faith, Service, Prayer and Worship;
- The development of each person's full potential in a climate of joy, freedom, respect, challenge, co-operation and celebration;
- The enrichment of pupil life-intellectual, physical, spiritual, moral, social and emotional;
- The promotion of a spirit of charity, social justice, global awareness and concern for others leading to practical outreach and partnerships;
- A cultural of tolerance where people of diverse identities are recognised welcomed respected and cherished;
- Listening, mutual understanding, trust, reconciliation, healing and peace;
- The preparation of pupils to lead fulfilling and purposeful lives which will contribute to the common good;
- Promotion of family life.

## **INTRODUCTION**

Our Lady's school community aims to provide a happy, safe environment in which our pupils will thrive and make good progress academically, creatively, physically, socially and morally. We have a duty therefore to promote good behaviour with mutual respect between all members, and an agreed code of conduct which provides the background against which all activities take place. Pupils, parents/guardians and teachers have been consulted in the review of this policy.

Our Positive Behaviour Policy focuses on the concern for the safety and well-being of all the pupils, staff and visitors and seeks to provide a community where pupils learn to accept and recognise responsibility for their own decision, actions and consequences. The school views parents/guardians as partners in this process and recognises that the support, encouragement and co-operation of parents/guardians is crucially important in implementing this positive behaviour policy.

The United Nations Declaration on the Rights of the Child asserts that:

“All actions should be in the best interests of the child”.

It further declares that:

“Children have the right to:

- Education aimed at developing personality, talents, preparing the child for an active adult life” and that the “administration of school behaviour is to reflect the child's human dignity”
- “Love, understanding and care”
- “Protection from all forms of physical or mental violence”.

We agree with these declarations and affirm that through the good practices outlined in our policy, we will always act in the best interests of our children.

## **AIMS**

1. To have a positive, safe, caring and happy environment conducive to learning.
2. To enhance the pupils' self-esteem and foster self-respect and respect for others.
3. To encourage the pupils to develop independence by accepting the need for self-management and self-control and taking responsibility for their own behaviour.
4. To develop the pupils' interpersonal skills and their ability to work co-operatively with others to resolve problems and conflict.
5. To treat all children fairly and apply this policy in a consistent way.
6. To ensure that children are aware of the 'School Rules'.
7. To teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self- management and respect for self, others and the world around us.

## **GUIDELINES**

All adults working on the premises are responsible for behaviour, setting a good example and ensuring good patterns of behaviour throughout the school.

Children will be encouraged to work and play together showing consideration for the needs and feelings of others.

Clear communication, good classroom organisation and management are essential to good order. Good staff/pupil relationships are essential. Children must feel able to approach staff with their problems.

Children, staff, parents and governors must understand and be fully aware of the defined codes of behaviour (rules), sanctions and rewards structure.

Parents should have the opportunity to voice any concerns with staff.

## **CLASSROOM BEHAVIOUR**

Behaviour is the responsibility of every teacher in the school. Each teacher shares the responsibility for behaviour throughout the school and is solely responsible for the behaviour in his/her classroom.

Good behaviour is essential for effective learning to take place. For this goal to be achieved we will strive to implement the following strategies:

1. Ensure that pupils of different abilities are given appropriate tasks where they can achieve success.
2. Make lessons enjoyable and challenging where children feel able to concentrate.
3. Use positive rather than negative language to communicate expectations and feedback to pupils.
4. Give regular praise and encouragement to pupils including proximal praise.
5. To ensure children enter and exit the classroom safely and calmly.
6. Praise disruptive children when their behaviour becomes acceptable.
7. Establish some classroom rules / Charter of rights and responsibilities.
8. Class charter/PDMU/Circle time, Religious programmes will be used as an opportunity to consider group and individual behaviour and its effect on others.

## **PLAYGROUND RULES**

Whole school rules are in operation during lunchtimes and breaks. These periods are influential and important times in a child's school day. Here children are free to form friendships, to structure their own play and to exert appropriate behaviour and responsibility towards others. A variety of play equipment is provided, children are encouraged to play a range of games and line up safely when play time is finished.

Occasionally lunchtimes and breaks can be a source of stress for some children. These stresses and concerns must be aired and addressed to avoid adverse effects on relationships, behaviour and learning in our school. Children are able to air concerns directly to playground supervisors / class teacher / Student Council or during Circle Time.

## **REWARDS AND SANCTIONS**

This policy is based on consensus, incorporating an agreed rewards and sanctions procedure, which is understood, owned, and consistently applied throughout the school by everyone acting in a supervisory role. All staff are aware of the need to create a climate in which positive behaviour is encouraged and commended and in which the pupils feel secure and equally valued.

While rules and procedures protect rights and define responsibilities, we realise as a staff, that rewards and sanctions are necessary to encourage and maintain these rules in class and throughout our school. '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' (EA Pastoral Care in Schools: Promoting Positive Behaviour paragraph 51).

### **REWARDS**

A system of rewards and incentives are applied with consistency by all the staff. This helps to establish and maintain a climate in which pupils come to appreciate what constitutes acceptable behaviour and positive attitudes. All pupils have a need for positive affirmation and therefore acceptable behaviour and positive attitudes are regularly celebrated within our school.

Praise can be given in many ways:

1. An encouraging smile, quiet word, handshake, thumbs up, fist pump or 'high five'.
2. Words of praise from staff to pupil and older pupil to younger pupil.
3. A written comment on pupils' workbooks.
4. Class reward systems including Golden Time (optional).
5. Use of reports to comment favourably on children's behaviour.
6. A visit to the Vice-Principal or Principal for commendation and a small award may be given (for example – sticker, pencil, bookmark, treat).
7. A public word of praise in front of a class by class teacher or during assembly.
8. Proximal praise.
9. Recognition at Merit Assembly.
10. Communal rewards for good behaviour and effort in school (extra play, class treats or whole school rewards).

## SANCTIONS

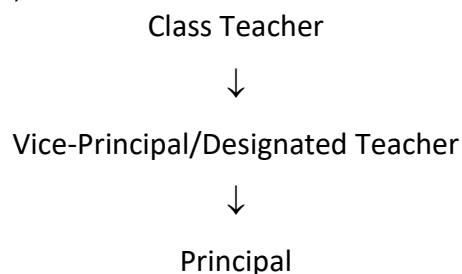
Sanctions are an integral part of our school's positive behaviour policy. They provide pupils with the security of clearly defined boundaries and, in so doing, they encourage appropriate and acceptable behaviour. We as a staff believe that sanctions should not be applied to entire classes when the guilty parties have not been identified.

Sanctions should:

- Be fully understood by all staff (teaching and non-teaching), pupils and parents/guardians.
- Be applied by the staff in a fair and consistent manner.
- Be applied as soon as possible.
- Take account 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.

Sanctions will include:

- A look of disapproval.
- Immediate verbal checking of behaviour.
- Completion of additional work to complement or reinforce current studies (not lines).
- During class or play times; pupils may be asked to have 'Time out' to consider actions. Return to play should be only with permission from an adult on duty.
- Loss of freedom at break or lunch time. Children are supervised appropriately.
- Use of designated spaces to cool down.
- Restriction of access to extra- curricular activities as appropriate.
- Brief (temporary) removal of a pupil from his/her group or class.
- A behaviour plan will be used if necessary. This allows staff and parents/guardian to monitor the behaviour of a particular pupil over a given period and records will be kept (Communication Book).
- Referral system is as follows;



Following consultation with relevant staff, serious discipline problems will be communicated to parents, in writing. This 2 stage procedure is outlined in 'Procedure for parents' section of this policy.

(see appendices 2 and 3).

- Communication (phone call/meeting) with Parent/Guardian and Teacher.
- Meeting with Parent/Guardian, Teacher and/or VP/Principal.

- Daily or weekly reporting to Parents/Guardians

By way of following up and resolving issues between groups or individuals, children will be encouraged to reflect on their behaviour and engage in restorative practices. Appendices 4 - 8 may be used at the teacher's discretion.

## **Strategies to address on-going behavioural issues**

- Involvement from school SENCO or outside agencies in terms of advice and support.
- A pupil whose behaviour in school regularly gives cause for concern may be referred to the SENCO for monitoring. I.E.P.s maybe drawn up which will include behavioural targets. These termly individual targets will be reviewed at the end of each term. The SENCO will discuss these targets with parents/guardians so that they can become actively involved in securing and maintaining their children's good behaviour in school.
- In very difficult cases, after consultation with parents/guardians which can include a risk assessment, advice may be sought from external support services such as Educational Psychologist, Pupil and Personal Development Team or Behavioural Management Team.
- In severe cases the Principal may suspend a pupil in accordance with the procedures set out by CCMS.
- Suspensions and expulsions are a last resort if all other strategies have failed. The Board of Governors will refer to the C.C.M.S. "Scheme for Suspension and Expulsion of Pupils attending Catholic Maintained Schools" if the need arises.

## **THE USE OF REASONABLE FORCE AND SAFE HANDLING**

Our Lady's Primary School has a Safe-Handling Policy which outlines when teachers and non-teaching staff specifically authorised by the Principal are permitted to use safe handling to restrain or control pupils in the following circumstances:

to prevent a pupil from:

- committing an offence
- causing personal injury to, or damage to the property of any person (including the pupil himself/herself); or
- engaging in any behaviour prejudicial to the maintenance of good order and behaviour at the school or among any of its pupils whether during a teaching session or otherwise.

"Safe handling should only be used as a last resort and only after other strategies have proved ineffective." When safe handling has been used, a written report on the appropriate proforma must be supplied to the Principal that day. In his absence the report should be forwarded to the Vice Principal.

## Our Lady's P.S.



### SCHOOL RULES

Pupils and staff have agreed the following rules-

1. Treat everyone in school the way you would like to be treated.
2. Listen to all members of staff.
3. Show respect and consideration for everyone with appropriate language and action.
4. Always have good manners.
5. Try to always do your best work.
6. 'Hands and feet off'- 'Safe/Kind hands' no physical contact prompts.
7. Include anyone who wants to join in your game.
8. If you have a problem in the playground or classroom, tell an adult.
9. When playtime is over walk to the class area and line up quietly.
10. Take care of and appreciate ALL school property.
11. Behave responsibly in the toilet and cloakroom areas.
12. Always walk on the left on the corridors.
13. Healthy breaks and water should be brought to school for morning snack.
14. Do not have mobile phones or personal digital devices in school.



## GENERAL BEHAVIOUR

(Within each class, the teacher and class will design appropriate class rules)

The following rules apply to all children in the school:

- Show respect and consideration for others. Be kind to other children and allow peers to join games and activities.
- Pupils should not bully another child.
- Pupils should listen to and follow instructions from all staff members.
- Take care of books, all equipment, and the school building.
- Avoid the grass areas when it is wet.
- Please put litter in the bins. Keep our school tidy.
- Always behave well. No fighting, bad language or name calling.
- Always play safely at play times.
- If the ball goes out onto the road, ask a supervisor to retrieve it.
- Sit on your chair properly with the legs of the chair on the ground.
- No chewing gum or eating sweets in school.
- On frosty mornings all children must come indoors.
- Children should wear coats in cold weather.
- All children must bring a healthy break to school and go out at break times.

## THE SCHOOL DAY

Classes for all children begin at 9am. There will be no guaranteed supervision of children on the school premises or in the school yard before 8.40am. The exception to this is the arrangements for Breakfast Club. Breakfast club begins at **8:00am** and ends at **8:40am** am at a cost of £2.00 per child. Children are supervised in classrooms until 8.40 am when they go to the yard.

Reception class finishes at 12 noon each day until Halloween and 1pm thereafter. (Exact arrangements will be given to parents of these children upon admission).

P1 - P3 children finish at 2pm each day. Pupils must be collected promptly. An after school '123' club is available from 2pm - 3pm at a cost of £3 per child per day. Children attending the 123 club are expected to adhere to the school code of conduct as in all other classes. Details of the club are available on the school website and upon request at the school office.

P4-7 children finish at 3pm. After school clubs finish at 4.00pm or 4.15pm depending on the activity.

## THE SCHOOL BUS

Many of our children travel to school by bus and on most occasions the behaviour is very good. When children are on the bus, they are the responsibility of the driver and s/he along with the school will see that the following rules are adhered to:

- Always sit in your seat and wear your seat belt.
- No shouting or throwing objects on the bus.
- Pupils should not stand at the front talking to/distracting the driver.
- Only pupils entitled to school transport should travel on the bus.

## SCHOOL UNIFORM

Like all schools, we take pride in our uniform. When we wear it, we represent our school. The blue sweatshirt with crest, can be obtained from Dessie's in Armagh. The remainder (white polo shirt, **plain navy** jog bottoms, trousers, skirt/pinafore) can be purchased locally. Plain **black** footwear (shoes/runners) is a requirement of the uniform, and no brand names or markings are allowed on any of these items. A small earlobe piercing only (specifically a stud) is permitted. It is important that all items of uniform - particularly the sweatshirt are clearly marked with the child's name. For PE classes, Primary 4 - 7 children may change out of their uniform to wear sports clothes for R/P1-P3 classes a change of footwear is suffice.

## **PROCEDURES FOR PARENTS**

Parents are most welcome to visit the school however an appointment must be made prior to meeting a teacher or the Vice-Principal/Principal. If you have any concern, please don't hesitate to contact the school.

You can telephone the school and if the relevant staff member is available, they will speak to you straight away. In the event of unavailability, you may be called back at a suitable time.

If necessary, an appointment can be made to see the class teacher or the Vice-Principal/Principal.

Parent/teacher interviews are usually held during term one with KIT (Keeping in Contact) calls in term two and a full written report issued in June.

**As stated earlier, any serious breaches of our discipline code will be communicated to you in writing. Stage 1 will involve an email or letter being sent alerting you to a potential problem. If there is no improvement in the pupil's behaviour, a further email or letter will be sent requesting you to visit the school to discuss the matter. If a matter is deemed serious enough, we will move immediately to stage 2 or telephone you to visit the school as soon as possible to help resolve the situation. It is anticipated that this latter step will only be used on very rare occasions.**

## **PUPIL ABSENCES**

It would be helpful if you could contact the school on the morning of the first day of absence and follow this up with **a written explanation** for the absence when the child returns to school. Where possible, all routine medical appointments should be arranged for after school.

It is important that family holidays are arranged during periods of school closure.

## **SCHOOL DRUGS POLICY**

The school has a separate drugs policy (copy available from the school office).

Our policy is very much a preventative measure as it is a legal requirement on all schools. It goes very much without saying that any drug related incidents will be treated with the utmost seriousness and could lead to suspension or expulsion.

## **CONCLUSION**

This policy should be viewed very much in a positive light. The children in Our Lady's Primary School are almost always well behaved, and indeed when we are outside the school, we frequently get favourable comments on the high standard of behaviour of our pupils.

However, like all organisations, we need clear guidelines in place so that pupils, teachers, other adults and parents are clear about what procedures are in place in our school. We hope that this policy goes some way towards addressing this need.

## **REVIEW**

The Positive Behaviour policy should take account of current needs and therefore should be updated on a regular basis as required. All staff, pupils, parents/guardians and governors will contribute to a review within the SDP cycle.

Reviewed Autumn 2023

## **Appendices:**

1. Incidents Record Sheet
2. Stage 1 letter/communication to parents
3. Stage 2 letter/communication to parents
4. 'Let's Reflect'
5. Restorative Practices Incident Report
6. Behaviour Think Sheet
7. Behaviour Reflection Sheet
8. Reflection