

St Patrick's Primary School

School Policy On Positive Behaviour



School Policy for Positive Behaviour

Our school is a welcoming school for all children, their families and our staff. We believe strongly in our school motto: 'Dream, Believe, Achieve'. We want all children to reach their full potential spiritually, emotionally, physically and academically.

It is therefore essential to establish and maintain acceptable behaviour patterns where effective teaching and learning can take place. To this end we seek to:

- Develop a whole school positive behaviour policy supported and followed by parents, teachers, children and governors, that is based on a sense of community and shared Catholic values
- Teach, through PDMU, values and attitudes alongside knowledge and skills to promote responsible behaviour, encourage self-management of behaviour and encourage in children a respect for themselves, for other people and for property.

- Promote good behaviour by providing a range of rewards for children of all ages and abilities
- Make clear to children that all behaviour has consequences
- Treat challenging behaviour, when it occurs, in a caring and sympathetic manner to achieve an improvement in behaviour

The Wider School Community

Our School must exist in equal partnership with Governors, staff and parents for the benefit of all the children in the school.

At St Patrick's PS our Positive Behaviour Policy has been written for the pupils, the teaching staff, non-teaching staff and parents. We feel it is vital that all staff respond to children's behaviour in a positive manner. In order to maximise the effectiveness of our policy, parental involvement and support on a continual basis is essential.

We invite parents to:

- Promote the school positive behaviour policy as far as is reasonably possible
- Ensure that their children know, respect and adhere to school rules.

Acceptance of admission to the school includes acceptance of the school's positive behaviour policy.

The Role Of The Adults

It is school policy that adults be supportive of one another. Each adult in St. Patrick's P.S. has a responsibility for good behaviour beyond his/her own class, throughout the school.

All adults encourage children to practise good behaviour by operating a system of praise and reward.

Adults will:

- Give regular praise and encouragement to children, drawing attention to rules when they are being kept
- Use proximity praise to encourage good behaviour
- Praise or reward a disruptive pupil as soon as acceptable behaviour is observed
- Create a small number of classroom rules and discuss them regularly with pupils to encourage ownership.

Most children respond to these positive approaches, where their efforts are seen to be valued, and make considerable efforts to improve their work, and, where necessary, their behaviour.

Pupils Rights

- To be treated with fairness, dignity, care and respect by staff and other children.
- To be given the best education the school can offer through quality teaching and resources
- To support their learning e.g. Special Needs Assistance if required.
- To be listened to.
- To protection and redress from bullies.

Pupils Responsibilities

- To behave appropriately and to take responsibility for their own behaviour, in the knowledge that their behaviour reflects on the whole school community.
- To come prepared for school and on time.
- To treat school staff and other pupils with care and respect, at all times.
- To obey the rules of our school.
- To develop and maintain a desire to learn and to do their homework to the best of their ability.

Rewards

The school will place a great emphasis on the reinforcement of positive behaviours. In the early years we will adopt the approach of 'catch them doing something good'. Adults throughout the school are free to operate reward systems of their own to enhance pupil behaviour; however, all staff will reinforce positive behaviour by:

- individual praise
- public praise
- issuing of Golden Time.
- praise note to parents
- whole school praise (assembly)
- praise from another teacher
- complimentary stickers
- smiling
- handshake
- written praise
- display of pupils work
- playground award systems

Pupil of the week Award

Each class teacher will reward a child for personal achievement during the previous week.

Consequences

Many teachers have devised effective ways of managing disruptive or negative behaviour. Additionally we have also agreed upon a set of strategies to deal with low level, continuous misbehaviour. When intervention is required the class teacher will follow the procedures outlined:

1. Quiet word between teacher and pupil
2. Pupil sent to 'time out area' in Foundation Stage/ Key Stage One.
- 3 Letter of apology to be written
- 4 Time out in another classroom
- 5 Withdraw privileges: e.g. Golden Time./playtime
6. Pupil sent to Key Stage Leader
7. Teacher will contact parent via the homework diary, telephone call or face to face meeting
- 8 Additional homework may be set
9. Principal intervention – meeting set up with parent/teacher/principal.- detention, if appropriate.
10. Where behaviour continues to warrant further attention, perhaps suspension, the school will follow the guidelines outlined by CCMS.

For those children whose behaviour **consistently** falls below the accepted standard they will progress through the above stages. Teachers will decide on which consequences are appropriate for individual misbehaviours. The above list does **not** need to be followed in consequential order.

Anti-Bullying Policy

The school has in place an Anti-Bullying policy that complements this Positive behaviour policy. The aim of this policy is to deal with all incidents of bullying from both the perspective of the victim and the bully. Bullying of any sort, be it name calling, ostracising or physical violence, is hurtful and upsetting. **It will not be tolerated in St. Patrick's P.S.** We have adopted a motto and wear wristbands saying, 'think twice, be nice'.

In line with the anti-bullying policy a low level misbehaviour which is persistent, may be classified as a serious incident of misbehaviour if repeated over time.

Low Level Misbehaviours

The, class teacher generally deals with inappropriate behaviours in a caring, supportive and fair manner, with some flexibility regarding the age of the child, as far as consequences are concerned.

Each case is treated individually. Generally children are made aware that they are responsible for their own actions and that breaking rules has consequences.

Serious Misbehaviours

Serious incidents of misbehaviour include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and constant disruptive behaviour in class.

This type of behaviour is generally rare and it is immediately brought to the attention of the Principal or the Vice-Principal who, in conjunction with the class teacher, will devise a strategy to deal appropriately with the

misbehaviour. Parents will be involved at this stage if it is deemed appropriate.

Occasionally, regrettably we may find it necessary to deny a pupil's access to a part of school life which is regarded as a privilege. This may include rights to play on the football team, be part of the choir, to attend a school trip, amongst other examples.

A very serious problem may result in the normal procedure being abandoned and a child being taken home straight away.

The school may from time to time have to refer serious breaches of behaviour to the Designated Teacher for Child Protection, the SELB Education and Welfare Officer, the Educational Psychologist or the CCMS Senior Management Officer.

Appendices may include:

School prayer

Playground Rules

Nursery practice: High/Scope 6 rules of Conflict Resolution

Our golden rules

And/or

A sample of a class code