

St. Comgall's Primary School.

A Policy for Positive Behaviour

Last Reviewed January 2019



Introduction

1. As a Catholic school staff, we endeavour to create an ethos where Christian values are upheld by the whole school community.
2. We place a priority on individual responsibility in creating healthy relationships among all involved in the life of the school.
3. We see a need to ensure a caring environment where each member of the school community will have a very real sense of belonging and will feel important for the person he/she is.
4. We see a need to ensure that the curriculum is designed to meet the needs of every child in the school.

POLICY STATEMENT

The staff of St. Comgall's recognise that the majority of our pupils do conform to the norms and values of the school and that, indiscipline and behavioural problems come from a small minority. This policy is, therefore, intended to support this majority and will emphasise the standards of excellence which we shall expect and encourage.

Good school discipline is about relationships between teachers and pupils in which effective learning can take place. It also includes relationships among teachers and among pupils. We believe that our pupils should be made aware of the need for an ordered society with rules and regulations. In particular, we would like to instil in our pupils, good manners and respect for others, their views and property. Parents should be aware of all school rules and we shall seek their support and understanding, thus underlining the mutual responsibility for the pupils' education and the trust that needs to exist for children to maximise their potential.

The emphasis on praise and reward will be an essential part of our philosophy. Nevertheless, sanctions are available for unacceptable behaviour and will be implemented as required. We hope that our pupils will see good discipline as an understanding of, and commitment to, what is appropriate behaviour at all times; that it should be internalised through rules and regulations which are recognised as being reasonable and understandable.

Our aims, therefore, are to:

1. Promote pupil self-esteem to help them become valuable contributors in society.
2. develop good relationships between teachers/pupils, teachers/teachers, pupils/pupils.
3. promote positive reinforcement rather than negative criticism.
4. develop in our pupils an understanding of forgiveness, healing and reconciliation.
5. inform parents of the schools' Positive Behaviour Policy and enlist their support for its principles.
6. develop within pupils a recognition of their own emotions and those of others, and help them develop strategies to regulate their own emotions – thus having a positive impact on how they deal with day to day issues.

In order to fulfil these aims it is our purpose that the children should:-

- *develop a respect for themselves.*
- *develop a respect for their peers.*
- *develop a respect for teachers, ancillary and auxiliary staff, visitors to the school and everyone they meet.*
- *develop a respect for the views of others.*
- *develop a respect for their own and other people's property.*
- *be able to work within agreed classroom and school rules.*
- *be able to work independently and co-operate with others sharing space and resources.*
- *be aware of the needs of others.*
- *develop good manners.*
- *develop the skills necessary to deal with conflict.*
- *develop an understanding of each of us being part of a wider community.*

The fulfilment of these aims will ensure the following:

Our pupils:

- enjoy a happy secure and settled environment.
- develop confidence and self-esteem.
- have more time for and be receptive to learning.

Our staff

- teach in a secure and settled environment.
- achieve goals and use stimulating and challenging approaches.
- find satisfaction in their work.

Our parents:

- good communication between home and school.
- knowledge that their children will be safe and secure in school.

SCHOOL DISCIPLINE PROCEDURES

The following procedure is used to ensure that all the members of the school community deal with issues in a manner that promotes the growth and development of the pupils at the school and helps to prepare them for the opportunities, responsibilities and experience of adult life. Early identification of pupils with problems is a key element.

REWARDING GOOD/APPROPRIATE BEHAVIOUR

1. Recognise and highlight good behaviour as it occurs.
2. Praise children for behaving well.
3. Encourage children to be responsible for their own behaviour.
4. Let parents know about their children's good behaviour.
5. Reward individual children and groups of children for behaving well.

Rewards may include:

- Badges and stickers.
- Star Pupil awards.
- Best Class awards.
- Celebration of Literacy/Numeracy success.
- Celebration of reading success in Accelerated Reading.
- Individual class reward systems – Bronze/Silver/Gold awards.
- Exemption from homework.
- Special responsibilities e.g. Primary 7 to act as class prefects to assist with P.1-3 infant class, wet day supervision, toilet supervision etc.
- Extra play time.
- Praise from all members of staff.
- Trips.
- Treats.

STRATEGIES FOR DEALING WITH INAPPROPRIATE BEHAVIOUR

STAGE 1

Mildly disruptive - slowness to settle, talking out of turn, distracting other pupils, being inattentive etc. The class teacher will plan to address and reduce inappropriate behaviour as far as possible by:

- a) Verbal reprimand and reminder of appropriate behaviour.
- b) Withhold privileges, note from teacher to parent regarding the reason for punishment.
- c) Written work to be done at home and signed by parent.
- d) Extra homework.
- e) Loss of break/lunch play time – use of ‘Quiet Room’ for reflective work on their behaviour.
- f) ‘Time Out’– staying with a playground supervisor for an allocated amount of time – depending on age.

NB A written record of the pupil’s behaviour must be kept in the class behaviour book, and progress reviewed regularly.

STAGE 2

Moderately disruptive - persistent pattern of talking back to teacher, distracting other pupils, regular failure to keep up with work. Behaviour which undermines the ethos of the school, petty theft, bullying and damage to property.

- a) If a pupil continues to misbehave etc, the class teacher reports to the Principal or Vice-Principal (in Principal’s absence) time is set aside for the Principal or Vice Principal to discuss the problem.

The Principal will talk to the pupil on a regular basis and outline the expected standard of behaviour.
- b) The Principal informs the parents of the offending pupil and invites them to come to the school to discuss the situation. (A record of this meeting is kept on file).
- c) The pupil may be removed from class for a cooling off period – within their key stage or to a designated agreed space.
- d) The Principal may suspend the pupil for a maximum of five school days. Policy on the suspension/expulsion of pupils must be followed.
- e) Pupil referred to SENCO for the development of an Education Plan and subsequent review of progress.

STAGE 3

Seriously disruptive - aggression, violence, defiance, total disrespect etc.

- a) Should a pupil fail to respond satisfactorily to the above procedure, the Principal will report the pupil's behaviour to the Board of Governors of the school.
- b) The Governors may choose to meet the parents and the pupil at the school.
- c) Having satisfied themselves that all avenues have been exhausted, the Governors may decide to exercise their right of expulsion.

At any stage of the discipline process the staff of the school may wish to seek advice and support from the Board Area Support Team.

EMERGENCY MEASURES

In the event of a very serious assault, wilful serious damage, premeditated and/or substantial theft:

The pupil's parent(s)/nominated representative(s) are contacted. They must come to the school to discuss the situation.

The Principal may then choose to implement policy to suspend the pupil from the school for a maximum of five school days in order to discuss the situation more fully.

In the case of extreme behaviour problems, the Principal will enlist the support of the Education Authority Behaviour Support Team.

The Principal must also:

- i) Inform the Board of Governors and other Public bodies (e.g. Police, Social Services) as appropriate.
- ii) Fill in the appropriate pupil record forms.
- iii) Keep an up-to-date record of all communications (verbal and written) and all developments.

N.B. In the case of suspensions and expulsions, follow the adopted CCMS policy.

GUIDELINES FOR TEACHERS

A. TRANSITION PARENT EDUCATION:

1. Lead meets pre-school providers.
2. Nursery Teacher and the school - a candid report is required.
3. Year group meetings with the parents at the start of the academic year.
4. SEN Meetings throughout the year.

B. POSITIVE BEHAVIOUR REINFORCEMENT

1. Revisit school rules/procedures with pupils for the first fortnight in September. (See Appendix).
2. Walking quietly in corridors on the left hand side to toilets, cloakrooms etc.
3. Circle-time – when necessary.
4. Putting on, removing and hanging coats / toileting.
5. Procedure for lunch-boxes / books.
6. Tidying classroom floor/resource area, toys, books, crayons equipment etc.
7. Manners - please, thank you, may I, greeting visitors and Principal, opening doors, standing to one side for adult, addressing teachers and all staff politely by Mr / Mrs.
8. Delivering messages - classrooms - knock and enter.
Principal's Office and Staffroom - knock and wait until told to come in.

C. PROCEDURE FOR ESCORTING PUPILS:

1. Morning 8.45 a.m. All classes may enter from their outside doors. Breakfast club children may enter the classroom. Pupils should hang up coats correctly, put lunch boxes, PE gear and other property in designated areas and sit down.
Pupils must remain seated whether the teacher is in or out of the room. Children who are late are registered on the attendance sheet.
2. Break-Time - All classes escorted to the playground on time. The class should be in order. Break club children should go directly to the canteen and rejoin their class outside when they have finished. At the end of Break children should walk directly back to their classroom.

3. Lunch-Time –Supervisors will supervise children at lunch and in the playground. Children will walk directly back to class at the end of lunch. Dinner children will go directly from dinners to the playground. No pupil should remain unsupervised in the school building.
4. Home-Time -
 - (a) Pupils collect coats from cloak room areas, group by group.
 - (b) Children travelling home by bus will be collected at 1.45 pm by classroom assistants and escorted on the bus. Parents/Carers will collect children from the external classroom doors.
 - (c) Pupils (Yrs 4 – 7) escorted from classroom to parent collection point as a unit - loitering will not be permitted.
 - (d) Children who cycle to school will leave their line at a designated point to collect their bicycle. They must walk with their bicycle until they have either crossed at the patrol crossing or have exited school gate.

D. DISCIPLINE WITHIN THE SCHOOL BUILDING:

1. No pupil should be put out of the classroom unsupervised, as a punishment.
2. The school rules must be adhered to.

E. CLASSROOM MANAGEMENT

Teachers should keep a dated record of indiscipline.

(a) Minor Indiscipline -

1. Gossiping/whispering about others.
2. No homework (now and then).
3. Insufficient work.
4. Careless work.
5. Breaking “minor” school rules.

Consequences -

1. Call pupil aside – quiet word.
2. Change desks.
3. Repeat work or extra work at home and signed by parents.
4. Isolation desk for a set period.

(b) More Serious Disciplinary Problems -

1. Continued failure to produce homework / insufficient work in class.
2. Breaking major school rules including bullying, foul language, fighting, damage to property, assault on another pupil.
3. Disruptive behaviour.

Consequences -

1. Isolation desk for a set period. This is noted by the teacher.
2. Pupil sent to supervised area to reflect on behaviour and miss playtime at break or lunch times.
2. Principal informed and noted. Parent informed and requested for an interview with teacher.
3. Parents informed and requested for interview with Principal and Teacher.

F. DISCIPLINE OUTSIDE THE SCHOOL BUILDING

Discipline in the playground

1. Listen to the Teacher / Supervisory Assistant in charge.
2. All pupils must remain in designated play areas.
3. Keep off the grass, unless it is a designated play area.
4. Always put litter in the bins.
5. No pupil is allowed into the school building without permission.

For serious / repeated misbehaviour

- a) Teacher / Supervisory Assistant withdraw the pupil from the playground and report the incident to the class teacher. This is recorded in the class behaviour book.
- b) The class teacher disciplines the pupil as may be appropriate.

G. DISCIPLINE IN THE DINNER HALL

Pupils must:

1. Listen to the Supervisory Assistants.
2. Keep their table clean and tidy.
3. Speak quietly and respectfully.
4. Return dinner tray to the collection point.
5. Always remember that you help others to enjoy their food when you behave properly.
6. Leave quietly when given permission.

H. PUNCTUALITY

A record of punctuality is kept by the class teacher. Parents of continuous latecomers will be contacted and the EWO informed if appropriate.

I. OUTSIDE SCHOOL

1. Every pupil is expected to behave when coming to and going home from school.
2. Pupils always wear School Uniform when coming to / going home from school.
3. When it is obvious that a pupil has misbehaved on their way home / to school, to an unacceptable degree, parents / guardians will be contacted.