



Positive Behaviour/Behaviour for Learning Policy

Chairperson of the Board of Governors	- Mr Donal McEvoy
Principal	- Mrs Sarah McDowell
Designated Teacher	- Mrs Eilish Duffy
Deputy Designated Teacher	- Miss Nicola Annett
Designated Governor	- Mr E McCusker

OUR MOTTO

Be Friendly

Always Share

Join In

Take Care

Reviewed & Amended August 2016

Positive Behaviour Policy

Positive Behaviour is the system and ethos in a school which aims to cultivate in our children an acceptance of responsibility for their own decisions and behaviour and also to accept the consequences for their actions. It is normally a system of rules for good behaviour to be observed and followed by all pupils. Since discipline is about relationships between teacher and pupil and between pupil and pupil, our discipline policy accepts every child in the school as an important human person created by God and entrusted to our care by their parents. Likewise every teacher in our school is regarded as an important person, who has been entrusted with the care of these children and as such is entitled to the support and respect of parents.

AIMS OF OUR POSITIVE BEHAVIOUR POLICY

1. To develop a sense of self-discipline in our children which will enable them to take responsibility for their own actions.
2. To create the conditions for an orderly community within the school in which effective learning can take place.
3. To develop in our children responsible attitudes and Christian values for living.
4. To encourage respect for oneself by developing each child's self esteem.
5. To encourage respect for all other people and their property, a proper concern for the environment and the general promotion of good citizenship.
6. To moderate and improve behaviour both in school and in extra-curricular activities through the use of the positive approach of praise, encouragement, incentives and inducements.
7. To only use the more negative approach of criticism and punishments as a last resort to encourage good behaviour.

AIMS INTO PRACTICE - SOME GENERAL CONSIDERATIONS

The seven aims set out above will be best achieved within the framework of a relaxed, pleasant atmosphere in which all pupils are able to give of their best and are encouraged and stimulated to fulfil their potential both in the classroom and in any extra-curricular activities. Discipline is often considered only in the context of punishments or consequences. It needs to be seen in the much wider framework which demands a positive policy of encouraging good attitudes, rewards and praise (where possible) and setting good example. In our school, we realise the need to put great emphasis on rewarding those pupils who behave well rather than punishing those who behave badly. Although consequences will be used when necessary, our policy will concentrate on achieving the right framework for discipline and the right ethos in the school so that consequences become increasingly unnecessary. Most pupils react well to praise and there is always something worthy of praise in all children.

As a Catholic school our aim will be to establish a community of prayer and worship where learning takes place in harmony. Our school must be a community of caring, of sympathy, understanding and tolerance. It must be a community which believes in the uniqueness of each individual as a cherished creation of God. In such a community there will be justice and generosity but there will also be guidelines to follow and rewards and sanctions to be given out. We will aim to establish caring and supportive relationships. It is in such a setting that children can experience dignity as persons and will come to appreciate the meaning of such virtues as honesty, truth, trust and responsibility.

What is deemed UNACCEPTABLE BEHAVIOUR?

We in the school would see unacceptable behaviour resulting from an extensive range of factors and influences. Generally acts of indiscipline can be put into the following categories and they would be regarded as totally unacceptable.

1. BETWEEN THE CHILD AND THE GENERAL AUTHORITY OF THE SCHOOL.

e.g. truancy, persistent lateness, not bringing notes, lack of respect for lunchtime supervisors, running in corridors, leaving school without permission, anti-social behaviour such as telling lies, cheating, stealing, spitting or rude language.

2. BETWEEN THE CHILD AND HIS/HER SCHOOLWORK OR HOMEWORK.

e.g. persistently untidy work; unfinished work; not doing homework; carelessness with work; laziness and wasting time.

3. BETWEEN PUPILS.

e.g. bullying; fighting or quarrelling; calling names; dangerous or unruly behaviour; threatening another child; telling lies about another child; refusing to share things; showing a lack of respect for another pupil; distracting other children from their work; stealing; destroying or defacing another child's books or property.

4. BETWEEN PUPIL AND TEACHER.

e.g. disobedience; disruptive behaviour in class or on out of school trips; showing insolence, rudeness in manner or language; not paying attention; time-wasting; telling lies; temper tantrums; lack of courtesy to teachers.

5. BETWEEN PUPILS AND SCHOOL PROPERTY

e.g. lack of care for or loss of, school books; lack of care for school equipment; defacing of school furniture or school buildings; destruction of school property - such as plants, trees etc.

6. BETWEEN PUPILS AND THE WIDER COMMUNITY

e.g. stealing, damaging or destroying private property; bad behaviour on the street or on buses coming to or going home from school; showing a lack of respect or concern for other people and their property.

Table 1 – Behaviours (These are examples and not an exhaustive list).

Low Level	Moderate Level	Serious Level
Dropping litter Noisy eg. talking/shouting Failing to keep on task Leaving desks Unkind remarks Bad language (one off) Time wasting Telling lies Running in corridors Pushing in line Chewing gum Borrowing without permission Leaving work area untidy	Consistently shouting out Poor effort Distracting others Unprepared for work (continuously) Fighting Stealing Disregarding supervisors Threatening / aggressive behaviour Refusal to co operate Vandalism – graffiti etc	Bullying Serious assault Vandalism eg. extreme damage to school property / toilets Serious physical / verbal threats made to staff Drugs / solvents Violent outbursts, verbal / physical Leaving school without permission
Any persistence of low level behaviours would move into the moderate level	Repeated incidents of any moderate behaviours – Principal informed.	

Table 2 - Sanctions / Procedures

Low Level	Moderate Level	Serious Level
Frown Verbal Withdrawing attention Repeat activity properly Reward others Warning Related sanction e.g. completing work, cleaning up mess	Think Sheet 1 Think Sheet 2 Think Sheet 3 (to be completed, sent home and signed by parent) Amber Letter home (invite to meet with class teacher)	Red Letter home (invite to meet with Principal) Home School Book Involve SENCo Individual Education Plan Involve outside agency

Classroom Management Plans

Within our whole school, we have adopted the 'Classroom Management Plan' system where a great emphasis is placed on the three parts which will help reinforce positive behaviour within our school.

The three parts which constitute our Classroom Management Plan are:

1. Rules
2. Rewards
3. Consequences

REWARDS

The emphasis will always be on giving encouragement and praise rather than criticism or punishments. Praise and encouragement will be given in many ways and, without any attempt to put them into a value order, will include the following:-

- A quiet word of encouragement.
- A written comment on the child's work pointing to the merit of the work.
- A visit to another teacher/Vice-Principal / Principal for commendation or other form of reward.
- A public word or praise for the child in front of the class or at assembly.
- Some House points (House Teams Reward System)
- Public acknowledgement by presentation at assembly or by giving the child some special task or responsibility.

- The giving of marks, grades or assessments by the teacher for good behaviour as well as good work.
- Special certificates for each class, with a chosen focus, presented formally at assemblies.
- Using the school reports and Records of Achievements to highlight and comment favourably not only on good work but also on positive behaviour or actions or positive attitudes.
- Short notes to parents informing them specifically of some action or achievement which deserves praise.
- Principal and class teachers can award stickers or praise pads as an ongoing acknowledgement of improvement, effort or achievement.
- Key Stage 2 pupils can be awarded a Homework Pass as part of them being awarded Weekly Super Student in their own class.
- Work displayed on WOW board.
- Green letter home.
- Golden Time.

CONSEQUENCES

The class teacher will have the major responsibility for disciplining children in his/her care but all teachers in the school share a corporate responsibility for the discipline of all children. Our teachers accept that they are responsible at all times for any children within sight or sound of them. Consequences will vary according to the situation.

Teachers will use only those consequences which are appropriate to the individual child's needs and circumstances. Teachers will always attempt to be fair but firm. They will be positive and any criticism used will always be constructive and include advice on how to improve behaviour or work. Consequences should not be seen as "punishment."

(See Table 2)

PASTORAL CARE AND ADVICE

The school has close links with the various agencies and in particular with EA Behaviour Support Team.

Pastoral advice and care will form a very important part of the disciplinary framework in the school and the school's Mission Statement will be central to all aspects of Pastoral care within the school. Every teacher in the school will be involved at an appropriate level. Promotion of positive behaviour is paramount so teachers will build up an understanding of and a close relationship with every child in their class. This will make the discussion of attitudes, the criticism of poor work or the admonition of bad behaviour more acceptable to the child and hopefully therefore, more effective. It will also provide an awareness of any underlying problems which children may have. All teachers recognise the absolute necessity of getting to know the pupil as an individual and becoming aware of any factors at home or in school, or perhaps health problems, which would need attention. Poor behaviour will often stem from personal problems or difficulties. To punish persistent bad behaviour and ignore the reasons for it, will solve very little and is only likely to be a very short-term solution. It is important for us to look for the reasons for persistent bad behaviour from a child. The main aim of our pastoral care and advice will therefore be to encourage and openly acknowledge good behaviour rather than merely react to poor behaviour with punishments. We will also establish a close relationship with all external support services such as the Pastoral care co-ordinator, the Educational Welfare Officer, the Psychology Department of the Education Authority, C.C.M.S., Social Workers, Health Visitors and School Nurse and the school chaplain, so that the background understanding of the needs of all children and the provision of the right type of support, can be achieved. Parents will be involved at the appropriate level.

REASONABLE FORCE/SAFE HANDLING

The Education (NI) Order 1998 (part II Article 4 (1)) states:

“A member of the staff of a grant-aided school may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purposes of preventing the pupil from doing (or continuing to do) any of the following, namely:

- **Committing any offence;**
- **Causing personal injury to, or damage to the property of, any person (including the pupil himself); or**
- **Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether that behaviour occurs during a teaching session or otherwise.”**

Based on this legal framework, the working definition of “reasonable force” is the minimum force necessary to prevent a pupil from physically harming him/herself or others or seriously damaging property, but used in a manner which attempts to preserve the dignity of all concerned.

Under Duty of Care, staff may use a physical intervention and when they do so they should be clear that the action was:

- In the child’s best interest
- Necessary
- Reasonable and proportionate
- Last resort (where possible)

The following staff have been trained by Team Teach (the provider of training in de-escalation and physical interventions, approved by DE and employed by the 5 ELBs):

Mrs McDowell

Miss McCartan

Mrs Duffy

Mrs Rogan

PARENTAL PARTNERSHIP WITH ST PATRICK'S PS, LEGAMADDY

It is most important that parents communicate with the school any concerns they have regarding their child's welfare. At all times these issues will be handled sensitively and as far as possible with confidentiality. Issues may include separation, divorce, bereavement or any loss which affects the child's emotional or physical well being.

EVALUATION OF THE SCHOOL'S POLICY

The degree of success in achieving our aims will best be judged by the following:-

1. The sense of orderliness apparent to onlookers, as children move about the school.
2. The sense of order which is evident day and daily in the formal teaching situation in an orderly environment where effective learning is taking place.
3. The degree of respect and consideration for others which is shown by all concerned in the school.
4. The obvious good manners exhibited by the children.
5. The positive attitudes to the teacher, and to the class work and homework given.
6. The progressive development of self-discipline, initiative and self-reliance in our children.
7. The care exercised for school books and equipment, the fabric of the building and the wider environment outside the school.

8. The children's pride in their own personal appearance and cleanliness and the level of a child's self-esteem.
9. The respect in which the school is held by parents and the wider community.

CONCLUSION

Clearly for our school's positive behaviour policy to be successful it must be fully accepted and understood by parents and children and consistently and fairly applied by the teachers. It must also be seen as reasonable, sensitive and effective and must be based upon mutual respect for the needs and aspirations of all in the school. The full support of parents and the close co-operation between parents and the teachers is vital in the whole process.

In St. Patrick's, Legamaddy, we believe it is the responsibility of all involved in the school community to work together to create a positive environment in our school.

This policy has been developed within the context of current legislation, policy and guidelines:

- Health & Safety at Work (NI) Order (1978)
- Children (NI) Order (1995)
- The Education (NI) order (1998)- Articles 3 and 4
- Human Rights Act (1998)- came into force in NI in 2000
- Education (NI) Order (2003)
- Special Educational Needs and Disability (NI) Order (2005)

USEFUL TELEPHONE NUMBERS

NSPCC 028 9035 1135	CONTACT YOUTH ETC 028 9045 7848
NI CHILDLINE 028 9032 7773	YOUTHLINE 028 9045 6654
CHILD CARE NI 028 9065 2713	CHILDREN'S LAW 028 9024 5704
YOUTHNET 028 9033 1880	ADVICE LINE 028 9043 4242
BARNARDOS 028 9067 2366	BARNARDOS FAX 028 9067 2399
SAVE THE CHILDREN 028 9043 1123	SAVE THE CHILDREN FAX 028 9043 1314
CHILD PROTECTION 028 9065 0222	MARKET STREET SOCIAL SERVICES 028 4461 3511

Policy Revised August 2016

– Mr E Duffy (Designated Teacher) – Miss Annett (Deputy Designated Teacher)

- Mrs S McDowell (Principal)

- Mr D McEvoy (Chairperson of Governors) – Mr E McCusker (Designated Governor)

Signed off by the Chairperson of the Board of Governors, Principal & Designated Teacher for child Protection:

Chairperson: Mr D McEvoy Principal: Mrs S McDowell Designated Teacher: Mrs Duffy

Signed: _____ Signed: _____ Signed: _____

Date: _____ Date: _____ Date: _____