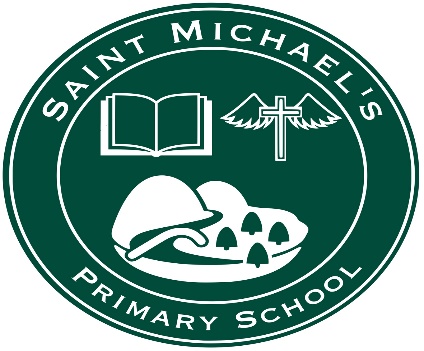
**St Michael’s PS**

**Dunnamanagh**

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**Positive Behaviour Policy**

Signature of Chairperson of Board of Governors: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Principal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date approved: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Updated on: 22nd June 2020**

**Review Due: reviewed 11th Feb 2022, further revision pending training by EA**

**Rationale**

Our Positive Behaviour Policy is an intrinsic part of our overall Pastoral Care Programme and aims to ensure that children in St Michael’s PS are educated in a safe, secure, caring, happy educational environment.

We accept that:

* each child is an important person and entrusted to us by their parents
* every teacher is an important person and a professional, entitled to the support and respect of children and parents.

We also believe that good discipline is based on good relationships between pupil and teacher and high expectations of pupils in terms of behaviour and work. St Michael’s PS seeks to promote its aim of being a ‘listening school’ in the development of friendly relationships at all levels. Pupils, parents and staff all have an important part to play in creating an atmosphere of mutual respect and collective responsibility. All staff are committed to a positive and consistent approach to the management of behaviour.

**Principles**

Positive behaviour management promotes the core values of the school as expressed in our mission statement:

“Forward Together in Love.”.

This Policy is based on a whole school approach, will be widely disseminated and readily understood by staff, pupils and parents through a process of consultation.

It is dependent on a shared understanding of what is acceptable behaviour among members of the school community. It will have effective links with the school’s Pastoral Care, Anti Bullying and Child Protection and SEN Policy.

This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. Through extensive personal development work, we have progressively refined our ideas on a code for positive behaviour management, based on the Golden Rules (Jenny Mosley).

We are gentle

We are kind and helpful

We listen

We are honest

We work hard

We look after property

With these rules we have discovered that they not only fit with our positive approach to behaviour management but also with our Catholic ethos. In our Catholic ethos we have Jesus as our role model of how to treat and serve others. We have His words to follow:

‘Love one another as I have loved you.’

**Purposes**

In our whole-school positive behaviour policy, we are seeking to:

* create an ordered and caring environment in which teachers can teach and pupils can learn;
* develop the pupils’ sense of responsibility, self-esteem and foster self-discipline and respect for others and themselves;
* provide guidelines to promote positive behaviour in all areas of school life;
* provide guidelines to deal with unacceptable behaviour;
* have the endorsement and active support of parents;

**Practices**

* The creation of a positive behaviour policy is based on the development of caring relationships among pupils, parents, teachers and all staff.
* It is also the result of consultation, careful planning, widespread support and is used by all.
* The Board of Governors will maintain a report on recorded incidents of bullying as part of the Child Protection standing item on the agenda of each meeting.
* Staff will have regular and updated training and development.
* This policy will be monitored, evaluated and reviewed regularly by the Staff.

**Roles and Responsibilities**

**The Role of Governors**

Governors will:

* be part of the consultation process in the drawing up of this policy
* have overall responsibility for ensuring a Positive Behaviour Policy is in place;
* set down general guidelines on standards of discipline and behaviour;
* review their effectiveness;
* support the Principal in carrying out these guidelines.

**The Role of the Principal**

The Principal is responsible for:

* be instrumental in the consultation process in the drawing up of this policy
* implementing the school behaviour policy consistently throughout the school;
* reporting to Governors, when requested, on the effectiveness of the policy;
* ensuring the health, safety and welfare of both staff and pupils in the school;
* keeping records of all reported serious incidents of misbehaviour (Appendix 1);
* following agreed consequences for serious acts of misbehaviour (Appendix 2);

and in extreme cases, which we hope will never need to be applied:

* giving fixed term suspensions to individual children for serious acts of misbehaviour;
* expelling a child for repeated or very serious acts of anti-social behaviour.

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**The Role of the Class Teacher**

Class teachers will:

* be part of the consultation process in the drawing up of this policy
* behave in a professional manner, always
* plan lessons with clear intentions for learning;
* maintain high, realistic expectations of pupils;
* be consistent and fair;
* treat all children with respect and understanding
* liaise with external agencies, to support and guide progress of each child e.g. SENCO, Psychologist etc.;
* establish a purposeful listening environment in their classroom;
* promote the whole school Golden Rules
* promote Positive Behaviour Classroom Rules /Charters in the class;
* praise pupil’s achievement as often as possible;
* reward good behaviour in and out of the classroom.

**The Role of Pupils**

Pupils have the right to be taught effectively in a proper environment, to experience a well-balanced curriculum and to be treated positively and fairly;

We expect our pupils to:

* be part of the consultation process in the drawing up of this policy;
* be co-operative and well-mannered, towards staff and other children;
* respect others and to contribute positively to school life;
* come to school on time, with homework completed and ready for the day ahead;
* accept responsibility for their own behaviour;
* be familiar with and conform to the School Code of Conduct, the Code of Conduct for the Canteen/Playground and Bus (Appendix 3).

**The Role of Parents**

Parents have the right to be consulted in the drawing up of this policy. They will have adequate information and be listened to and know that their children will be safe, secure and properly taught.

In return we expect parents to:

* ensure their child attends school regularly and punctually;
* monitor child’s progress/see that all homework is completed;
* encourage their children to abide by the school rules;
* offer relevant background information about their child/ children or if there is a significant change in the child’s home circumstances;
* act as positive role models for their child/children in their relationship with the school
* attend planned parent teacher meetings;
* support school policies;
* see child is in proper school uniform.

**Responsibilities of all Staff**

Everyone should:

* work together and focus on the positive rather than the punitive side of discipline (Appendix 4).

**Children with Needs**

Children with additional needs may require reasonable adjustments to the Positive Discipline Policy. A flexible approach will be used to best meet their needs.

**GENERAL SCHOOL RULES**

At St Michael’s Primary School pupils should not view the following school rules as limitations on their freedom but rather as guidelines for keeping the school environment safe. We want to keep school rules simple and easy to remember, hence we teach the children that there are six golden Rules. These general school rules are the day-to-day implementation of the Golden Rules in action

1. Movement About School

* Children should always walk in the corridors in a quiet, orderly manner.

2. Going to the toilet

* When pupils leave class at break time and lunch time they are encouraged to go to the toilet. They should line up quietly outside the toilets in an orderly fashion. If a pupil has a medical problem requiring frequent visits to the toilet, the teacher should be informed in writing.

3. Playtime

* Pupils should play in that part of the playground allocated to their class.
* Bullying, fighting, damage to property and bad language are unacceptable forms of behaviour.
* No pupil is to leave the playground without the teacher’s permission.
* Pupils are discouraged from re-entering the building at break and lunch as supervision only takes place outside.

4. Entering and Leaving the School

* Pupils entering or leaving the school grounds should walk quietly in an orderly manner.
* Children will be accompanied to the bus.
* All visitors, staff, parents/guardians and pupils should use the main front door only.

5. Good Manners

* Pupils should always practise good manners e.g. use of please, thank you, excuse me and opening doors for adults etc.
* Pupils entering another classroom should knock the door and excuse themselves, before addressing the teacher in a proper manner.

6. Environment

Children should take pride in their school and school environment by:

* Keeping the school tidy and litter free
* Wearing their school uniform

7. Lunchtime

The Principal/teachers/classroom assistants supervise in the dining room. In the dining hall children are expected to: -

* Line up quietly in an orderly manner
* Sit in their allocated seats and display good table manners
* Chat quietly
* Stack their trays and leave the dining room quietly
* Show respect to kitchen staff
* Keep their table tidy

Children should show respect to all staff who play a valuable role in maintaining good behaviour in school. Where behaviour at break and dinnertime is unsatisfactory, the teacher will remind the pupil concerned of school and lunchtime rules.

**Rewards which may be used in school**

Emphasis will be on the positive approach of praise and encouragement rather than a negative one of criticism and punishment. We wish to acknowledge the good behaviour of all children. Pupils can be encouraged and rewarded in many ways. This may take the form of a whole school approach or be developed individually by teachers in their own classroom.

In St Michael’s PS we feel that encouragement can be given in many ways including:

* Pupil of the Week
* A quiet word or smile
* A written comment on pupils’ work
* Visit to other members of staff, Principal for commendation
* Public word of praise in class or dining room
* Class reward systems including stickers, certificates etc
* Note home to parents
* Favourable comments
* Celebrating achievement with our school community using the school website.

**Dealing with behaviour that challenges the positive approach:**

**Sanctions**

The ethos of the school is to create a positive and happy environment. While all staff will endeavour to acknowledge and reward the positive behaviour of pupils, it may be necessary at times to use a range of sanctions to address inappropriate behaviour. It is essential that pupils understand it is the behaviour that is not acceptable and not the pupil him/herself. To this end the staff will use firm, consistent management, seeking to develop and maintain a positive relationship with pupils. The school will use a range of strategies to encourage positive behaviour such as those suggested by PATHS eg. ‘doing turtle’, traffic lights and taking own time out, using an agreed ‘safe space’.

All staff and pupils will know and apply both school and classroom rules. Emphasis is placed on reinforcing and praising good behaviour in order to raise and maintain self-esteem. Due cognisance of age, personality and circumstances will be considered in any given situation. Sanctions and procedures will have to be employed if pupils do not respond to this approach.

Staff will use a range of sanctions employing the least to the most intrusive approach e.g.

* Reminder of class rules – consistent language used by all staff
* Movement of a pupil from their normal seat
* Break time or lunch time ‘time outs’ *(to minimise possible hurt to self or other children)*
* Withdrawal of privileges
* Referral to Principal
* Involvement of parents
* Daily report to monitor behaviour
* Referral by the Principal to Board of Governors

In extreme cases, which we hope will never need to be applied:

* Suspension
* Expulsion

Parents may be consulted at any stage throughout the sanction procedure. The class teacher and/or Principal will use discretion as to whether parents need to be informed if their child has been in break time or lunch time ‘time out’ depending on the seriousness of the misdemeanour.

Sanctions will be applied and should:

* Be immediate and discrete
* Provide school with opportunities to make a low-level response to pupil behaviour
* Have a hierarchy appropriate to behaviour
* Be fair
* Be consistent
* Be appropriate to meet individual needs
* Keep self-esteem intact
* Every day is a new day

Behaviour on a day-to-day that presents as unacceptable or challenging will be approached in terms of the level to which it affects the learning and safety of others, and hence what sanctions should be considered appropriate:

**Level 1 Behaviour** – will normally be dealt with by the class teacher. If persistent it may become a Level 2.

**Level 2 Behaviour** – will normally be dealt with by the class teacher. The class teacher may involve parents either formally or informally. Principal intervention may also be required.

The Special Educational Needs Co-ordinator (SENCO) may be informed and the child’s name added to the SEN Register.

**Level 3 Behaviour** – will be dealt with by the Principal and parents will be contacted. SENCO involvement, engagement with the Behaviour Support Team and referral to Educational Psychology may be appropriate. Depending on the seriousness of the issue, Board of Governors involvement may also be required.

If a pupil engages in an act of violence against any person or property of a member of school staff disciplinary action will be taken against the pupil which may include consideration of the option to suspend or expel.

Level 3 behaviour may require further strategies such as a **Daily Report** or a **Class Behaviour Log:**

**Daily Report**

Parents will be kept fully informed about a Daily Report when a joint strategy is necessary.

**Class Behaviour Logs**

Each class teacher has a class behaviour log into which he/she enters notable events of indiscipline and immediate action taken. The purpose of this report is to compile a list of misdemeanours committed by pupils. It may be used at some stage in their primary school career to substantiate a report on unacceptable behaviour or in interviews with parents, other members of staff, the Principal, Education Welfare Officer and Behaviour Support.

**Links with Other policies**

**The Code of Practice**

When a teacher recognises inappropriate behaviour and uses normal classroom strategies to deal with the behaviour and finds that they are ineffective and that the behaviour is affecting the teaching and learning in the classroom, then the child should be placed at Stage 1 of the SEN Code of Practice.

Our Positive School Discipline Policy agrees and integrated with other school policies currently in place: Child Protection, Anti-bullying, Special Educational Needs

**Staff Development and Training**

Staff will attend relevant training and courses which will assist the management and promotion of Positive discipline within the school.

**Policy Review**

The policy was due to be reviewed following training in March 2020. However, this training was cancelled due to Covid19. The policy has been reviewed in conjunction with the rview of the Anti-Bullying Policy and with reference to PATHS. It will be updated should EA training be delivered.

**Appendix 1**

**Keeping School Records of serious incidents such as:**

1. **Repeated refusal to follow instructions**
2. **Bullying e.g. exclusion, intimidation**
3. **Verbal abuse of adults or children**
4. **Physical Abuse of adults or children**
5. **Damage to property**

**Depending on the seriousness of the incident, a pupil may be moved straight to Stage 4.**

**Children begin with a clean record at the start of every day.**

**Appendix 2:**

**Agreed Consequences for Serious Acts of Misbehaviour**

**Stage 1**

* **If serious incident takes place, name in incident book. Details of incident recorded.**

**Stage 2**

* **3 times in incident book – note to parents. (Child may be removed from the playground at break/dinner if incident happened there)**

**Stage 3**

* **Further 3 incidents in incident book – Parents invited to meeting to discuss child’s behaviour and Behaviour Support Plan implemented**

**Records are kept for each term i.e. Sept – Dec, Jan – Easter, Easter – June. Each child begins each term with a clean record.**

**Stage 4**

**SUSPENSION AND EXPULSION**

**In the event of a serious incident or repeated indiscipline by a child The School Board of Governors will follow the Procedures by CCMS for suspension and expulsion.**

**PROCEDURES FOR SUSPENSIONS**

Before the suspension of a pupil is considered (unless the incident is of a very serious nature) the school will have applied all its preventative strategies and alternative sanctions. This will include formal contact with the parents to warn them of the possibility of suspension.

The following procedures will then be observed:

1. The formal written record of incidents maintained in the school will be made

available to the EWO who will be invited to the school to discuss the situation

with the principal.

2. The Principal and appropriate teachers will be consulted regarding the difficulties and the best way forward.

3. EA will be informed using an EW24B form. If appropriate, Social Services

will also be notified.

4. The Chairman of the governors will be informed (or the vice chairman in his absence) in writing and a report delivered to the governors at the next meeting.

5. A letter will be sent home with the child outlining:

a) the reasons for the suspension;

b) the period of the suspension;

c) the work which the parent must undertake during that period;

d) the letter will also invite the parent to meet the principal and

discuss the problem and how the parent can help (A written

record of this meeting will be kept by the school);

e) a copy of the letter sent home with the child will be posted to the

parent by recorded delivery (first class post).

**PROCEDURES FOR EXPULSION**

This is the ultimate sanction and will only be employed as a last resort. The school

recognises that:

a) it must produce evidence to EA and the CCMS that it has exhausted its range of options and strategies;

b) the recommendation for expulsion must come from the Board of Governors;

c) except in exceptional circumstances the child will need to have already

served a period of suspension;

d) consultations will have taken place between the principal, parent, EA, CCMS and

the Chairman of the Board of Governors about future provision for the child;

e) only CCMS can authorise the expulsion of a pupil from a Maintained school.

**Appendix 3 OUR CLASS CHARTERS**

**Our Code of Conduct**

* I listen to staff and follow instructions
* I keep my hands, feet and other objects to myself
* I work quietly in class/work co-operatively in group work
* I speak politely to pupils and staff
* I work hard and do my best
* I play in appositive way not causing upset to others
* I am ready for class and look after my books, belongings and school property

**Playground Code of Conduct**

* We look after each other and play together.
* We show respect to every adult on duty.
* We let other children get on with their own games.
* We walk to our lines and stand still, when we hear the bell.
* We ask children on their own to join in with our games.
* We say sorry if we accidentally hurt or bump into anyone.

**Bus Code of Conduct**

* We follow the teacher to the bus.
* We listen to the driver and follow his instructions.
* We stay in our seats and wear our seatbelts on the way home.
* We speak nicely to the other children on the bus.
* We always tell the teacher if we are not going home on the bus.

**Canteen Code of Conduct**

* We always walk.
* We keep hands, feet, objects and comments to ourselves.
* We raise our hands for attention.
* We wait for instructions to leave our tables.

**Appendix 4: GENERAL STRATEGIES FOR ALL STAFF**

**All Positive Behaviour Management will be informed by the overarching principles of the school’s use of the PATHS Programme**

**(Prevention if the best form of intervention)**

* **Reject the behaviour not the child**
* **Show understanding**
* **Praise all efforts**
* **Start each day with a clean slate**
* **Finish each day with a positive comment which clearly identifies the behaviour that pleased you**
* **Use rules related praise**
* **Catch them being good**
* **Don’t assume a pupil is like his/her brother or sister – never make comparisons**
* **Raise your expectations – Expect appropriate behaviour**
* **Divert or distract a pupil you think is going to lose control**
* **Get close to a child you see is getting angry or upset. This may be enough to calm the situation**
* **Keep the heat down – don’t get pulled into a power struggle or side issues. As the adult here we must stay calm and in control. It is useful to acknowledge the emotional climate**
* **Let the children see how much you enjoy being with them and respect them as individuals. If we want children to respect us, we must always model this by showing respect.**
* **Check the pupil knows the procedures and give direct instruction.**

**The mishap may be due to thoughtlessness rather than blatant defiance of the rules.**

* **When correcting a child for unsafe behaviour, make sure you emphasise the possible consequences of their actions and how upset you, their teacher, friends and their parents would feel if they or anyone else had been hurt.**
* **Defuse tension**
* **Privatise reprimands**
* **Use the apology tool if you have made a mistake. Pupils will respect you for this.**
* **Use deferred consequences**
* **Praise is the most powerful tool we have for encouraging appropriate behaviour. Use it freely but remember that some children’s self- esteem is so low they will reject this, therefore it is sometimes very important to praise and congratulate them with a quiet word or a private signal.**

What a terrific group!