

# **Roan St Patrick's PS**



## **Positive Behaviour Policy**

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### **Introduction**

The aim of our school is to provide a working, caring and happy environment in which the potential of every child is realised.

We aim to achieve discipline in the school by positive rather than negative means with the support of the parents. The school is aware that:

- Every child is an important human person entrusted to us by parents and society and worthy of unconditional respect for his/her dignity.
- Every teacher is an important person and professional entrusted with the education and care of our children and entitled to the support and respect of parents, school management and society.

### **The need for discipline**

Good discipline practices create the conditions for effective learning and help to develop in children responsible attitudes and values for life. Discipline is about relationships within a classroom and within a school. These relationships are principally between teacher and pupils but also include the interaction of the whole school community.

### **Aims of discipline**

Our school discipline policy is based on the school's Christian values and beliefs, and a concern for the safety and well-being of all our school community.

- We aim to provide a supportive environment which will foster the growth and development of caring and responsible pupils.
- We aim to create a well-ordered school in which pupils can learn effectively.
- We aim to develop in our pupils a sense of self-worth and self-control.
- We expect all our school community to act in a positive and caring way towards each other.

## **Parents and Discipline**

The maintaining of discipline is shared by the school and the parents. Parental influence can be greater than that of the school so parental acceptance of the school's expectations and active co-operation with the staff is absolutely essential if any accepted standard of discipline is to be achieved.

We seek the co-operation of parents in maintaining high standards of pupil attendance, punctuality, personal appearance, the wearing of school uniform, caring for learning materials, particularly those which belong to the school and which may be sent home and the supervision of homework. A note is required when homework has not been done and giving reason for an absence.

Parents remain the greatest influence on their children and we hope, therefore, that they will actively promote the general policy and rules of discipline as laid down by the school.

## **Positive Discipline**

In order to ensure that positive behaviour can be fostered the school will

- ❖ Provide a range of strategies to facilitate effective teaching and learning.
- ❖ Ensure that the curriculum is well organised so that teachers can plan for effective teaching.
- ❖ Ensure that the children's learning environment is conducive to learning.
- ❖ Ensure that pupils are valued as individuals and encouraged in their learning and in their physical and social development.

Emphasis is on the positive approach of praise and encouragement as used in our reward system of stars/good marks throughout the school.

These are rewarded for

- good and/or improved behaviour.
- good and/or improved standards of work.
- showing respect for others.

## Classroom Discipline

Good discipline enables effective learning to take place by

- the participation of each child in programmes matched to his/her ability.
- recognising and encouraging each child's individuality.
- the use of positive language to communicate expectations and feedback to pupils.
- giving regular encouragement and praise to all pupils.
- highlighting acceptable behaviour if a child tends to be disruptive.
- formulating classroom rules with the children.
- use of Smiley Faces and or Good Marks where appropriate.
- Pupil of the Week award given weekly.
- house system marks.
- half-term awards (Principal's Award / Gold Award / Athletics / AR)
- a visit to a colleague and/or the Principal for commendation.
- regular visits by Principal to classes to encourage and praise.

## School Rules

In order to achieve the above we have some rules which we will implement fairly and consistently.

### *General*

- To arrive punctually for school. School begins at 9.05 a.m. Children should arrive between 8.45 and 9.00 a.m. (Breakfast Club - 8.00am)
- To work as hard as they can in class.
- To respect the views, rights and property of others and behave safely in and out of class.
- To treat each other with respect.
- To speak politely to each other and to staff in the school.
- To play fairly and to play for enjoyment.
- To bring their dinner money weekly. Money should be brought in on Monday (in advance) in an envelope marked with the child's name.
- To wear school uniform as outlined in the School Prospectus.
- Jewellery, except wrist watches, should not be worn.
- Mobile phones are not allowed in school.

## Safety

- When coming to school or going home, the children must show caution in the school car park and use the footpaths. Children walking to and from school must stay on the footpaths at all times and show caution when crossing the roads (this must be reinforced at home).
- When out on a school trip, children must follow the rules and direction from the bus driver and supervising adults.
- Children should line up in an orderly manner when coming in for class in the morning, after break and after lunch.
- No child may leave the school premises for any purpose during the school day without permission from the principal or class teacher and a letter from parents. (Parents are required to sign their child out at reception).
- Children are not allowed to hit the green exit button on the school gates and must not exit the school grounds at any time during the school day unless with a supervising adult (eg leaving to get a football on the road).
- Children must not open the gate for any visitors or at any time.
- Pupils going to a different destination after school must bring a letter to inform the teachers or parents must notify the school.
- There should be no boisterous behaviour inside the school or on school buses.
- Glass bottles are not permitted in school.

## Use of Building

- Children should play outside on dry mornings until the bell for class is rung. They will be supervised. (There is no outside morning play during the Covid-19 pandemic).
- Children should walk in an orderly manner inside the school building.
- Children must not drop litter.
- Children should not loiter in the toilets or classroom at break times.
- Children must not play on grass, unless permitted by supervisor or teacher.

## Courtesy

- Children must not use bad language.
- Children must knock before entering a room.
- Children must obey teachers' directions.
- Children must not take, without permission, things which belong to others.
- Children must not deface their own property, or the property of others, including that of the school.
- Children must not target their peers negatively. This includes:
  - Physical: kicking, nipping, pushing, tripping

- Verbal: name-calling, teasing, spreading rumours
- Emotional: excluding from play, threatening, pulling faces
- Children should greet visitors to their classroom with an appropriate welcome.

#### Technology

- Mobile phones are not allowed in school. If a child takes a phone to school, the phone will be confiscated and kept safely in the school office. The child's parent must call to the office to collect the phone at the end of the school day.
- If tablets are taken into school, children are not permitted to take photographs of staff or other children.
- If the tablet contains inappropriate apps or content, the device will be confiscated and must be collected from the school office by the child's parent.

#### Covid-19 and Behaviour

- Children must follow all school Covid-19 protocols including hygiene and hand washing, social distancing, bubbling and following the school's arrival and departure protocols.
- If a child refuses to adhere to the school's safety measures or behaves in a way that puts themselves or others at risk (such as spitting or deliberately coughing at pupils) sanctions will be taken which may include steps taken at stage 4 of the school's sanctions.

### **Sanctions in Discipline**

Even with good classroom practice it will be necessary to have sanctions. These are necessary for three main reasons:

- to make the particular child aware of the school/teacher disapproval of unacceptable behaviour
- to ensure that effective learning and teaching is not disrupted for other children
- to protect the authority of school staff should that be threatened

#### ***Sanctions should***

- be constructive
- be restorative
- be applied with sensitivity, flexibility and without discrimination
- where possible be related to the misdemeanour
- be specific to the child involved and not applied to the whole group

**Sanctions will be applied on a ‘staged basis’. However, in some instances, pending the nature of the unacceptable behaviour it may be necessary to move to a more advanced stage. This will be determined by Mr Mone in conjunction with the class teacher. Children in KS2 will be made aware of each stage.**

**Stage 1: Unacceptable Behaviour – Not following school rules**

*At stage one the teacher will have responsibility for applying sanctions as and when required. These may include:*

- immediate verbal checking of misbehaviour
- a minor penalty relevant to the offence, e.g. an apology and/or temporary loss of golden time / loss of break or removal to another class for short period (Covid-19 rules permitting)
- If continuous misbehaviours persist the teacher will refer the pupil to Mr Mone who will place the child on to stage 2 of the behavioural stage

**Stage 2: Repeated or Unacceptable Behaviour – referral to Mr Mone**

*Stage 2 referral will be for repeated misbehaviour as in stage 1 and/or use of physical force, disrespect shown to staff members/property or other more serious misbehaviours*

- loss of a break/golden time
- temporary removal of a pupil from his/her peers into another class / Sensory Room
- temporary or permanent loss of privileges - Captaincy, Committee Members, Golden Time, House Badge etc
- removal from a class outing/sports events etc
- informal parental consultation (may include phone call/meeting with class teacher/principal)
- Short term placement on an Individual Positive Behaviour Plan.

**Stage 3: Repetition of behaviours as at stage 2**

- Formal consultation to include child, parent and staff
- Referral to EA Behaviour Support Team for advice/guidance
- Long term placement on an Individual Positive Behaviour Plan
- If required, permanent loss of privileges including captaincy, committee membership, participation at school events/activities and/or attendance at school trips etc

**Stage 4: After Formal Consultation consideration will be given to**

- Referral to EA Behaviour Support Team for further advice/guidance
- Suspension/Expulsion. Advice will be sought from appropriate body CCMS/DENI

**Outside Play**

- If a game being played outside is deemed to be unsafe or a health & safety risk, the supervisor on duty will cease the activity immediately. This may include the temporary removal of a football or suspension of a game if it has become too physical or dangerous.

Teachers and other relevant school staff should consider themselves responsible at all times for the behaviour of all pupils. Responsibility for the behaviour of all pupils in the school is one which all teachers share.

In all matters relating to the maintenance of discipline and the applications of sanctions it must be remembered that our aim is to develop self discipline in our pupils and build and maintain their self-esteem.

**Acceptance of admission to the school implies the parent's acceptance of the school's Positive Behaviour Policy.**

### **Staff and Discipline**

It is the responsibility of all staff members - both teaching and non-teaching - to work together so that good discipline prevails at Roan St Patrick's. If incidences occur during a period of supervision, staff must report these to the class teacher who will then continue to implement procedures outlined in the policy.

All staff have discussed the issues raised by this policy.

### **Bullying Behaviour**

See School Anti Bullying Policy.

### **Reasonable Force/Restraint (Updated Circular 2021/18)**

The Education (Northern Ireland) Order 1998, Article 4, outlines the powers a member of school staff can use in restraining pupils. However, schools are reminded that reasonable force/restraint should only be used as a measure of last resort. Staff of a grant-aided school may only use reasonable force/restraint:

- to prevent a pupil from committing an offence;
- to prevent a pupil causing personal injury to, or damage to the property of, any person (including the pupil himself);



- to prevent a pupil from engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils.

The legislation extends to the premises of the school and when a member of school staff has lawful control or charge of the pupil concerned.

DE Circular 1999/09 provides clarification and guidance on the use of reasonable force, by teachers and other authorised staff, to restrain or control pupils in certain circumstances. Further advice to schools on the use of reasonable force/restraint and positive behavioural management is set out in:

- Towards a Model Policy in schools on the use of reasonable force
- Regional Policy Framework on the use of reasonable force/safe-handling
- Pastoral care in schools: Promoting Positive Behaviour (education-ni.gov.uk)

Reasonable force/restraint should:

- only be used as a measure of last resort;
- preserve the dignity and respect of all concerned;
- never be used as a form of punishment or to make a child behave; and
- never deliberately cause pain/injury to a pupil.

All instances of the use of reasonable force/restraint should be recorded, parents/carers should be informed and follow up support provided to the pupil and staff involved.

### **Seclusion**

Current guidance does not seek to define seclusion or indicate what forms of seclusion, if any, are permissible, and in what circumstances. The issue of seclusion, including Deprivation of Liberty, is being considered as part of the Department's review and, subject to Ministerial approval, guidance will follow once that process has been completed.

Children should never be locked in a room or left unaccompanied and must be able to leave when they want to.

### **Monitoring and Evaluating**

This policy is continually monitored by the School Principal. This policy will be reviewed every three years and/or up dated when advice is given by DENI. All stake holders will be involved in the review through a consultation process.

**A consultation process took place with all stakeholders during the school year 2023.**

**Policy currently under review.**

Signed:

Chairman of the Board of Governors

Date: