Positive Behaviour Policy

Sacred Heart Primary School
Dundrum

(Updated 2021)

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1. **Mission Statement:**

In Sacred Heart Primary School we aim to give all the children in our care, wide experiences appropriate to their age and ability. We try to develop in our pupils a pride in their own self-worth and recognition of the value of other people, regardless of social or cultural background. We expect our pupils to work hard to achieve our aims and for parents to assist us in carrying out our responsibilities in a mutually supportive, caring environment.

2. **Policy Statement**

This Positive Behaviour Policy has been formulated for this setting and is drawn from;

- DE Pastoral Care in Schools: Promoting Positive Behaviour,
- EA's Policy on The Promotion of Positive Behaviour, &
- EA guidance materials.

The Policy is an integral part of the school's pastoral care provision, and forms part of a suite of policies in this area.

The Policy will be implemented along with regular review and evaluation.

3. Aim

To establish a school community where positive behaviour is promoted and each person is valued to the point where each child can achieve their maximum potential.

4. Objectives:

- To encourage & develop a sense of self-esteem.
- To promote self-respect and in turn, respect for others.
- To encourage self-discipline and the appreciation that we all have rights along with responsibility for our actions.
- To encourage an awareness of the needs of others through self-discipline and code of conduct.
- To encourage the development of interpersonal skills and the ability to apply these in team situations.
- To establish a community wherein pupils, staff, and parents enjoy a sense of belonging and have an important part to play.
- To encourage the involvement and support of parents/carers.
- To create a safe, secure and happy environment where effective learning and teaching can take place.
- To create an effective, orderly environment in order to develop each individual to their full potential.

5. Rights & responsibilities

Every pupil at Sacred Heart Primary School has the right to an education and everyone has the right to work in a safe, secure and happy environment. For us to enjoy these rights everyone must take responsibility for ensuring that the rights of others are always respected. Parents and teachers need to work in partnership in the effective education of the pupils of Sacred Heart Primary School.

Refer to Rights and Responsibilities Sheet. (next page)

RIGHTS	RESPONSIBILITIES
Pupils To be educated in a safe, secure and happy environment. To be respected as an individual. To experience a broad, balanced and suitably differentiated curriculum, and to have any specific individual learning needs identified and met.	**Pupils** To know, understand and obey school rules. To treat staff and peers with respect. To take responsibility for their actions. (learning and behaviour) To be equipped and ready to learn.
Staff To deliver the curriculum in a safe secure, productive and happy environment (Classroom Management Plan). To be respected by pupils, staff and parents. To be consulted and informed on school matters. To avail of opportunities for professional development. To have support of and advice from senior colleagues, governors, employing authorities, advisors and other external bodies.	**Staff** To provide quality teaching and learning and encourage/insist on a high standard of positive behaviour. To provide opportunities to meet the needs of all the pupils. To contribute to policy development and school initiatives. To create a safe, stimulating and happy environment. To keep parents informed of their child's progress and well-being.
Parents should; Receive and comment on school reports. Have access to school policies e.g. discipline, child protection, curriculum. Receive relevant information pertaining to their child. Be invited to school/teacher meetings. Be kept informed of their child's progress and well-being including strengths and areas for improvement. Feel teachers are approachable. Feel teachers listen to their concerns and take appropriate action. Have redress to teachers, Principal and Board of Governors.	**Parents should;** Ensure good attendance & punctuality and account for non-attendance/lateness. To work in partnership with the school and to have a supportive attitude to school and staff. To co-operate with school rules and attend relevant meetings. Equip their child for school e.g. uniform, equipment. Ensure all belongings are named. Support learning and follow recommendations of teachers e.g. homeworks, reading. Ensure homeworks are completed, signed and returned on time. Promote good manners and responsibility at home. Inform school of issues that may affect behaviour and attitude. Approach staff in a calm and reasonable manner .
Board of Governors should: Be kept informed of all matters pertaining to school business and make decisions accordingly. Be consulted about aspects of school life. Be consulted about school improvement and development.	**Board of Governors should;** Attend governor meetings (whether full or committee). Attend relevant training provided by employing authority/agencies. Make decisions on; - the financial management of the school - pastoral issues inc. pupil behaviour and discipline - the implementation of the curriculum - staff appointments - grievance and disciplinary - staff development - school improvement and development - policies and procedures Ensure grounds and buildings are adequate in terms of maintenance/safety/aesthetics.

6. Rules/Code of Conduct

In order to fulfil the aims of the policy in Sacred Heart Primary School we encourage everyone to develop an attitude of self-discipline and to learn consideration and respect for others. There is a whole school approach to promoting positive behaviour. This includes a code of conduct, school rules and individual class rules which have been made in the interests of the children's safety and to promote their social and educational development. To achieve this, rules will be taught and displayed to ensure consistency.

Code of Conduct for the School

- Everyone should arrive on time and be fully equipped for work.
- Everyone should move quietly in an orderly manner and with regard to their own and others safety.
- Everyone should work to the best of their ability at all times.
- Everyone should listen to and respect the opinions and views of others.
- Everyone should be polite, kind, thoughtful and considerate to others.
- Everyone should take care of school property, the property of others and personal belongings.

To ensure an orderly and safe environment where behaviour is of a high standard and effective learning and teaching can take place it is essential that pupils follow instructions from staff and obey the following rules.

7. Class Rules

In keeping with the Assertive Discipline approach, teachers will have developed, in consultation with the children, a Classroom Management Plan with clearly defined rules, rewards and supports. In addition, strategies for managing minor misbehaviours will be deployed.

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FAILURE TO COMPLY WITH CLASS RULES

Appropriate supports will be administered in accordance with the behavioural procedures i.e. ranging from verbal reprimand for minor digressions to suspension/expulsion for serious ones.

8. Rewards

In Sacred Heart Primary School we aim to promote positive behaviour by using a balance of rewards and Supports. The rewards reflect the overall positive ethos of the school and are aimed at promoting self-esteem and to encourage all pupils to positively recognise and take responsibility for their learning and behaviour. Rewards are acknowledged to involve parents and carers.

In Sacred Heart Primary School we have a whole school system of rewards and awards which include -

- Pupil of the month. This is awarded to 1 pupil in each class for good behaviour and good class-work. Certificates are presented at a special school assembly and pupils' photographs are displayed.

- Pupil of the Week. This is awarded for good behaviour or good class-work. Pupils receive a certificate to keep and their photograph is displayed in the classroom or outside notice board.
- A Buddy System operates in school. This involves playground interaction, dining-hall supervision, delivery of messages and collecting attendance sheets to encourage responsibility.
- Display Boards. All classrooms have inner and outer display boards where pupils' work is celebrated.
- Positive Marking. Positive comments are used to develop self-esteem (refer to Positive Marking Policy).

Special Awards are presented for curricular and extra curricular activities throughout the year. These include -

- Swimming
- Team sports - Youth Sport
- Cycling proficiency
- Attendance
- Fundraising
- Internal/external competitions
- Choir
- Sports Day
- Trips/events
- Academic (Literacy, Numeracy, ICT etc)
- Endeavour

Rewards

Within school, all staff consistently use a variety of rewards to praise, encourage and reinforce good behaviour at both school and individual level.
These include material and non-material rewards as shown below:

Material	Non-material
• Homework pass • Achievement award e.g. good listener/good manners… • Stars, tally mark (5=reward), stickers, stamps, badges, points, prize bag, Golden Time • Group points, traffic lights • Treats e.g. party/film/trip • Photographs – displayed • Note to Parents • Teacher Prizes	• Whole class praise • Private praise • Peer praise • Smile • Well done

9. SUPPORTS

All staff in Sacred Heart Primary School have a responsibility to promote and maintain positive behaviour inside and outside the classroom. From the principles of the Behaviour Policy, each class teacher devises their own range of Supports to deal with minor issues within the classroom.

These include;

- Sad face
- Thinking Chair
- Traffic lights – Warnings = amber- red (position)
- Time out/Pay Back Time

- Loss of privileges

Discipline Procedures/Supports Sacred Heart PS

Level 1 - Low Level Behaviour	Range of Supports
Talking out of turn Shouting out/interrupting/lack of co-operation Leaving seat at wrong time Running corridors/stairs/communal areas Fidgeting Homework not done/books not in Hiding work Not listening/paying attention Inappropriate questions/comments Distracting others – by action,talking Not doing best work Making noises Teasing/name calling Telling tales Sulking Cheekiness Disobeying school/class rules Rough behaviour Being impolite to staff/adults	The hand gesture/look signal Reflection on Class Management Plan Rule reminder/warning 1,2,3 Moving seat to continue work Related sanction e.g. complete/repeat work clean up mess made Stay-in/Stay-back
Level 2 - Moderately Serious Behaviour	
Offensive gestures Hitting/pushing/kicking/biting/throwing Telling lies Persistently talking out of turn Persistently shouting out/talking back Spitting Destroying own/others work Persistently leaving seat at the wrong time Regularly not doing homework Persistently not doing homework Persistently not listening/paying attention Persistently distracting others Persistently not doing best work Persistently making noises Persistently hiding work Rudeness to peers/staff Intimidating peers Defiance Persistently disobeying school rules Persistent name calling/teasing Inappropriate use of mobile phone Leaving the classroom without permission/refusal to enter classroom.	Time out with another member of staff – with work Sent to Senior Teacher Meeting with Principal Parents/guardians contacted – note/phone Child to shadow staff in playground Withdrawal from playground/short-term Loss of privileges e.g. trip Parent meeting: Put on Behaviour Book/Daily Report Letter to Parents
Level 3 – Very Serious Behaviour	
Extortion Stealing Displaying Bullying Behaviour Swearing Serious rudeness/insolence to staff Aggression to staff Running out of school/truancy Wilful damage to school property Wilful damage to other's property Persistent/deliberate lateness Possession/use of illegal substances Possession/consumption of alcohol Smoking	Behaviour Book/Parent interview to discuss implications - 2 chances and on third incident: Individual Behaviour Plan & targets Suspension Involvement of Board of Governors Expulsion

Procedures for dealing with serious situations e.g. fights

The staff present or on duty will deal with the situation/s. Pupils may however, need to separated if there is a risk of danger of injury to the child or others, or to property.

In Sacred Heart Primary School we aim to be consistent and firm when necessary. At all times the safety of pupils is paramount. We operate a reporting system which allows staff and parents to monitor the behaviour, attitude and response to authority of a particular pupil over a given period of time. At Level 1/Low Level Misbehaviours, behaviour will be recorded in a Record Book.

10. Links with other Policies

The Positive Behaviour Policy is an integral part of the overall Pastoral Care in Sacred Heart Primary School and operates alongside these other policies within the school :

- Special Education Needs & Inclusion Policy
- Anti Bullying Policy
- Child Protection Policy
- Health & Safety Policy
- Marking Policy
- Curricular Policies
- Drugs Policy

For further details refer to individual policies.

11. Implementation

This Policy has been formulated in consultation with staff, pupils and parents.

It has been approved by the Board of Governors and it is the intention of the staff of Sacred Heart Primary School to review and update it regularly.

It is important to remember that staff, pupils and parents all have an active part to play in the implementation and maintenance of this policy.

12. Monitoring and Evaluation

This policy will be monitored and evaluated on a termly basis.

References:

- Assertive Discipline EA Behaviour Support Team
- DE Pastoral Care in Schools
- EA support materials

LEVEL ONE BEHAVIOURS:

- Class teacher should deal with Level One behaviours.
- Class teacher records behaviours in a Record Book, as and when appropriate, for up to six weeks.

LEVEL TWO BEHAVIOURS:

- Where strategies applied by the class teacher have not been successful the class teacher should forward a copy of the Record Book to the Pastoral Team and a Record of Concern to S.E.N.C.O Emotional behavioural difficulties are one of the eight categories of special needs. Strategies for promoting and sustaining good behaviour and for managing behaviour difficulties should be considered within the statutory framework for Special Needs.

- Pastoral Care Team will meet regularly.
- More immediate concerns may be discussed at Staff Meetings.
- More persistent/serious behaviours should be dealt with through the hierarchy of Supports.

LEVEL THREE BEHAVIOURS

These behaviours should be referred immediately to the Principal and will be considered against the hierarchy of Supports.