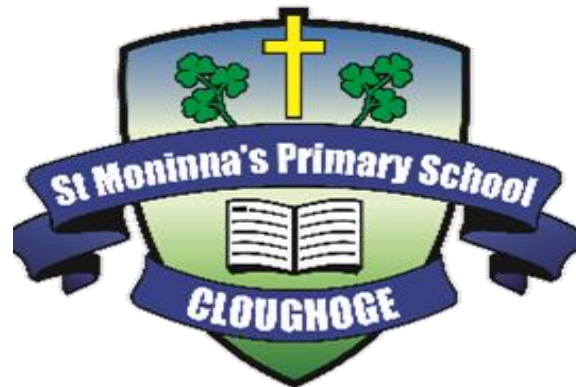


St Moninna's Primary School and Nursery Unit



Positive Behaviour Policy

Ag foghlaim agus ag fás le grá

Learning and growing with love

Agreed by Governors	
Review Date	
Principal	
Chair of Governors	

MISSION STATEMENT

Vision Statement

“Learning and Growing with Love”

Ag foghlaim agus ag fás le grá

Aims

In St. Moninna’s Primary School:

- We aim to enable LEARNING so that pupils develop to their full potential in all areas of the curriculum and become motivated, independent, life-long learners.
- We aim to enable pupils to GROW socially, emotionally, physically, spiritually and academically and to develop the attributes they need to be valuable, responsible, contributing adults.
- We aim to do this in an atmosphere of LOVE so that pupils embrace the virtues of respect, kindness, tolerance, compassion and faith while feeling happy, safe and valued as part of the St. Moninna school family.

Mission

In St. Moninna’s P.S. we believe we can achieve our aims by ensuring we are committed to

- Promoting the values of Catholic education within our school family
- Having high expectations for all pupils and a desire to see them reach their full potential
- Having inclusive, stimulating and supportive classrooms
- Working together for a common goal
- Valuing continuous improvement for all
- Investing in people and resources
- Working closely with home and the wider community

Values

- Kindness
- Respect
- Family
- Growth
- Trust

INTRODUCTION

St. Moninna's PS Cloughoge school community aims to provide a happy, safe environment in which our pupils will thrive and make good progress academically, creatively, physically, socially and morally. We have a duty therefore to promote good behaviour in our school - with mutual respect between all members of the school family and an agreed code of conduct which provides the background against which all activities take place. Pupils, parents/carers and teachers have been consulted in the review of this policy.

Our Positive Behaviour Policy focuses on the concern for the safety and well-being of all the pupils, staff and visitors and seeks to provide an orderly community where pupils learn to accept and recognise responsibility for their own decisions, actions and any consequences. The school views parents/carers as partners in this process and recognise that the support, encouragement and co-operation of parents is crucially important in implementing this positive behaviour policy.

We as a school affirm that through the good practices outlined in our policy, we will always act in the best interests of our children.

ROLE OF THE BOARD OF GOVERNORS

The Board of Governors have a legal responsibility for the school's behaviour policy and it is their role to maintain a policy for the school, which is current, being implemented, positive in nature and reflective of the school ethos.

AIMS

- To have a positive, caring and happy environment conducive to learning.
- To enhance the pupils' self-esteem and foster self-respect and respect for others.
- To encourage the pupils to develop independence by accepting the need for self-behaviour and self-control and taking responsibility for their own behaviour.
- To develop the pupils' interpersonal skills and their ability to work co-operatively with others to resolve problems and conflict.
- To treat all children fairly and apply this policy in a consistent way.
- To ensure that children are aware of the 'School Rules'.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-behaviour and respect for self, others and the world around us.

OUTCOMES

- All children will learn in a safe and happy environment.
- Teachers will be able to teach in a safe and happy environment.
- Pupils' self-esteem will be raised and self-respect and respect for others will be developed.
- Pupils will develop independence by accepting the need for self-discipline and self-control and to take responsibility for their own behaviour.
- Pupils will develop resilience, interpersonal skills and their ability to work co-operatively with others to resolve problems and potential or actual conflict.
- Parents/carers will actively support the school staff by supporting the implementation of this policy in school.

SCHOOL RULES

These rules have been discussed and agreed by staff and pupils.

- **We use good manners in our school**
- **We talk and act towards one and other in a kind way**
- **We treat others as we would want to be treated**
- **We look after our own property and school property**
- **We keep our hands and our feet to ourselves**
- **We follow adult instructions**
- **We complete all our school and homework to the best of our ability**
- **We are committed to the school values of kindness, respect, family, growth and trust**

The school rules are reinforced regularly by the class teacher and at school assemblies when necessary. In addition to these rules, each class teacher, at the beginning of each academic year, will discuss and agree rules specific to a class or year group.

Rewards will be given for keeping the rules (such as the Merit Badge) and appropriate consequences will be followed for breaking the rules.

LEARNING

Pupils will be encouraged to always think of our school motto 'Learning & Growing With Love'

- Be in school on time
- Listen to instructions and explanations
- Do their best at all times
- Present work to an acceptable standard
- Ask for help when they need it
- Bring a note to explain non-presentation of homework, non-participation in PE or swimming lessons (School should be notified of absences via our Communication Slip on the first day of absence.)

COMMUNICATION

Pupils will be encouraged to:

- Raise a hand if they wish to speak in class or assemblies
- Speak respectfully to one another and to adults
- Show good manners at all times
- Solve their problems by talking

RESPECT

Pupils should:

- Be polite, respectful, tolerant, kind, thoughtful and considerate to everyone
Children must learn to tolerate and respect children with disabilities, from different religions, different cultures and different countries of origin
- Keep hands, feet and objects to themselves
- Look after books, equipment and all other aspects of school property and the property of others
- Put litter in the appropriate bin

MOVEMENT

Pupils should:

- Walk in single file within the school building
- Use equipment properly and treat it with respect
- Enter and leave school in a sensible manner
- Behave appropriately if travelling to and from school by bus/taxi

PLAYGROUND AND CANTEEN

Pupils should:

- Show respect for lunchtime supervisors
- Display appropriate table manners when eating lunch/dinner
- Line up in a calm and orderly way
- Play safely in the playground at break and lunch times

CLASSROOM MANAGEMENT PLAN

To encourage the children to always give of their best, teachers will operate reward systems within their classroom. Teachers will explain to parents how this operates within the classroom at the beginning of each academic year (at our Curriculum Evenings) or when a new pupil enrolls in their class.

In conjunction with this, additional school systems will be implemented:

BEHAVIOURS

Behaviours that facilitate learning	Behaviours that block learning
<ul style="list-style-type: none">• Demonstrating a positive self-image and the confidence to engage successfully in activities• Showing respect for the views, ideas and property of others• Recognising that everyone has a right to share in and contribute to the lesson• Co-operating with the teacher and with their peers on shared activities• Applying themselves to the task, and working to the best of their ability• Adhering to the accepted conventions of courtesy and good manners• Responding positively to opportunities to act independently of the teacher and to show initiative	<ul style="list-style-type: none">• Being unkind to their peers, including engaging in any form of bullying behaviours• Calling out in class, interrupting others and being inattentive when others are contributing to the lesson• Displaying a lack of interest in learning and preventing others from learning• Being unwilling to abide by the accepted conventions of courtesy and good manners• Defacing or destroying other peoples' belongings or school property• Directing abusive language at other pupils or staff• Acting aggressively or with violence towards other pupils or staff

RIGHTS AND RESPONSIBILITIES

Rights	Responsibilities
<p>Pupils</p> <ul style="list-style-type: none"> • To be valued as members of the school community • Get help when they seek it, whether with their work or with other personal worries, and to have a sympathetic audience for their ideas and concerns • To be treated fairly, consistently and with respect • To be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon • To be treated with respect and dignity • To be in a safe environment • To hear and be heard – to express opinions • To experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met • To develop and extend their interests, talents and abilities 	<p>Pupils</p> <ul style="list-style-type: none"> • Respect the views, rights and property of others, and behave safely in and out of class • Co-operate in class with the staff and with their peers • Work to their full potential • To know and follow school rules • To be equipped and ready to learn • To treat staff and peers with respect • Accept ownership for their own behaviour and learning, and to develop the skill of working independently • Allow others the right to feel safe and the opportunity to learn
<p>Staff</p> <ul style="list-style-type: none"> • Work in an environment where common courtesies and social conventions are respected • To express their views and contribute to policies which they are required to reflect in their work • To a suitable career structure and opportunities for professional development • Support and advice from senior colleagues and external bodies • To have adequate and appropriate accommodation and resources • To job satisfaction/to enjoy their work • To be heard • To be treated with respect/dignity • To have a safe, clean, healthy environment in which to work • To have support from the Board of Governors/EA/CCMS 	<p>Staff (Teaching)</p> <ul style="list-style-type: none"> • To deliver the Northern Ireland Curriculum in a way that it is accessible to all pupils • To show interest and enthusiasm in their pupils' learning • To listen to the pupils, value their contributions and respect their views • To be sympathetic, approachable and alert to pupils experiencing learning difficulties • To identify and seek to meet pupils' special educational needs through the SEN Code of Practice • To share with the parents/carers any concerns that they have about their child's progress or development • To expect high standards and acknowledge effort and achievement • To pursue opportunities for personal and professional development • To ensure quality of teaching and learning
<p>Parents</p> <ul style="list-style-type: none"> • To a safe, well managed and stimulating environment for their child's education • To have reasonable access to the school, and to have their enquiries and concerns dealt with courteously and efficiently • To be informed promptly if their child is ill or has had an accident, or if the school has concerns about their child • To be well informed about their child's progress • To be well informed about school rules and procedures • To a broad, balanced and appropriate curriculum for their child • To be involved in key decisions about their child's education • To have access to the school policies 	<p>Parents</p> <ul style="list-style-type: none"> • Ensure that their child attends school regularly and arrives in good time, with homework done, and suitably equipped for the lessons in the day ahead • To be aware of school rules and procedures, and encourage their child to abide by them • To show interest in their child's classwork and homework, where possible, provide suitable facilities for studying at home • Act as positive role models for their child in their relationship with the school • To attend planned meetings with teachers and support school functions • To provide the school with all the necessary background information about their child, including telling the school promptly about any concerns they have about school, or any significant change in their child's medical needs or home circumstances • To be courteous and respectful to members of staff, pupils and other parents/carers

REWARDS

MERIT WINNER /PRINCIPAL'S AWARD

P1 – P7 will operate a weekly Merit Badge Winner(s) in each class. A child/children will be singled out and publicly praised in class for behaviour, academic achievement or effort, outstanding achievement or effort in other areas e.g. sport, music, drama, courtesy etc. These children are all recognised monthly at our whole school assembly.

Pupils may also be recognised by the Principal for demonstrating our school values – kindness, respect, family, growth and trust. They are rewarded with an invitation to a tea party with the Principal.

OTHER AWARDS

There may be other times throughout the year when individual children are recognised for specific efforts such as during Maths Week, or during Literacy competitions that take place throughout the school.

In implementing our reward systems, we aim to positively recognise and reinforce good behaviour and positive attitudes to class work.

Our objectives are to:

- Make these rewards attainable for all children
- Make these rewards consistent in the classroom, used by all staff – teaching and non-teaching
- Promote self-esteem
- Communicate 'good news' to parents
- Encourage pupils to take responsibility
- Move from the need for extrinsic rewards (changing behaviour to gain compliance) towards intrinsic rewards (changing attitude and gaining motivation)

Staff will endeavour to find opportunities to give:

- A quiet encouraging word and non-verbal praise or encouragement (eg smile)
- Public acknowledgement of good behaviour in assembly
- For children to praise and appreciate one another
- To display work in classrooms and corridors
- For children to visit another teacher or the Principal to inform them of something deserving praise
- To share 'good news' messages with parents

EXAMPLES OF REWARDS IN EACH KEY STAGE

FOUNDATION AND KEY STAGE 1

- Verbal praise
- Praise given for best work/book/group
- Motivation stars, stickers, happy faces for good work
- Showing good work to the rest of the class
- Displaying work on the wall
- Taking work home to show parents
- Showing work to another teacher or Principal
- Attainment stamps on work e.g. excellent, good effort
- Treats given occasionally
- Merit Badge awarded
- Golden Time

KEY STAGE 2

- Rewards similar to Foundation and KS1
- Public praise in front of class/assembly/another teacher
- Quiet praise, usually one to one. Using words like “That is better/good etc”, “You can do this...”, “You keep trying...”, “I am very proud of...”, Notes of praise on books/homework
- Being allowed to do specific jobs
- Merit Badge awarded for: behaviour, academic achievement or effort, outstanding achievement or effort in other areas e.g. sport, music, drama, courtesy etc.
- Treats/stickers as prizes for individual groups or the whole class
- Class reward as decided by teacher and class at start of year
- Table Points
- Golden Time

Teachers will inform parents of the positive behaviour system operating within their classes at our Curriculum Evenings at the beginning of the school year.

SANCTIONS

Sometimes it is necessary to discourage children from behaving badly and to teach them positive behaviours instead. If a child misbehaves, staff will ask him or her to stop the behaviour and remind them of the appropriate behaviour they would like to see.

Whenever possible, staff will encourage the pupils to try to resolve disputes themselves. It is our aim to change attitudes and to teach pupils appropriate behaviour so that they are better informed to make appropriate choices in how they behave. The pupils will reflect on how their behaviour affected others. Parents/carers may be consulted at any stage during the sanction procedure but we will endeavour to contact parents early on should unacceptable behaviour be presented.

At St. Moninna’s PS, Cloughoge, the staff will endeavour to ensure that sanctions are:

- Constructive
- Where possible, be related to the inappropriate behaviour
- Be specific to the person displaying the inappropriate behaviour and not applied to a whole group.

These are not designed to punish the child, but to encourage him/ her to choose more appropriate behaviour next time.

Following consultation with staff and pupils, the following list of consequences was formulated.

Low level misbehaviour	Range of sanctions
<ul style="list-style-type: none"> • Talking out of turn • Shouting out/interrupting • Leaving seat at the wrong time • Fidgeting • Not doing homework • Not listening/paying attention • Distracting others • Not doing best work • Making noises • Annoying others • Telling tales • Sulking • Cheekiness • Disobeying school rules • Occasional use of bad language 	<ul style="list-style-type: none"> • The look/hand signal/visual cue • Rule reminder/warning 1,2,3/yellow card • Moving seat/extra work • Related sanction e.g. completing or repeating work doing homework during Golden Time, cleaning up the mess
Moderately serious behaviour	Sanctions may include any of the above as well as the following strategies:
<ul style="list-style-type: none"> • Hitting/pushing (on a low or moderate scale) • Regularly talking out of turn • Regularly shouting out/arguing back • Spitting • Persistently leaving seat at wrong time • Regularly not doing homework • Regularly not listening/paying attention • Regularly not doing best work • Rudeness to peers • Intimidating peer (verbally or physically) • Defiance • Inappropriate online behaviour 	<ul style="list-style-type: none"> • Post Incident Learning sheet “Reflection Sheet” may be completed by the child or the questions may be used to discuss orally with an adult in school. • Withdrawal to another member of staff in another classroom (Head of Key Stage) • Parents/carers contacted • Consult Learning Support Co-Ord regarding The Code of Practice • Shadowing staff in the playground • Inappropriate behaviour in the playground may result in redirection to a less stimulating environment until the child is feeling more emotionally regulated
Very serious behaviour	Sanctions may include any of the above as well as the following strategies:
<ul style="list-style-type: none"> • Offensive gestures and language • Deliberately telling lies • Regularly distracting others • Stealing • Biting • Persistently disobeying school rules • Rudeness/insolence to adults • Hurting others physically or mentally (high scale) • Deliberate punching to the face/head in an unprovoked attack will warrant high sanctions • Bullying behaviours • Persistently swearing and using bad language • Leaving school grounds without permission • Deliberate damage to school property • Inappropriate sexual language/actions or related behaviour • Substance abuse (See Substance Misuse Policy) 	<ul style="list-style-type: none"> • Referred to Vice-Principal and/or Principal • Provision of break/lunch periods in a less stimulating environment until the child is more emotionally regulated • Consult Learning Support Co-Ord regarding The Code of Practice • Payment to replace or repair damaged property • Letter to parent • Suspension in accordance with the EA / CCMS scheme • Expulsion in accordance with the EA / CCMS scheme

MANAGEMENT OF CHALLENGING BEHAVIOUR

In the case of a pupil's regularly displaying challenging behaviour the class teacher, learning support co-ordinator and principal will work closely with parents to identify causes and strategies to deal with the behaviour. These strategies may include a daily home-school communication system, reduced day, use of quiet room or break out space. Advice and support will be sought from EA Behaviour Support Team and the child will have behaviour targets to work towards. An individual risk assessment will be produced for the child. Restraint may need to be used if the child is a danger to themselves or others. If this is the case the school's Safe Handling and Use of Reasonable Force Policy will be used and parents will be informed. At all times the school will endeavour to work with the parents to manage the behaviour.

PROCEDURES FOR DEALING WITH SERIOUS SITUATIONS INVOLVING THE NEED FOR RESTRAINT

St. Moninna's PS Cloughoge acts on the guidance received from DENI in Circular 2021/13 'Interim Guidance on the use of Restraint and Seclusion in Educational Settings', DE Circular 199/09 and 1999/10 (Pastoral Care in Schools: Child Protection), under Article 4 of the Education (NI) Order 1998.

This authorises teachers and non-teaching staff specifically authorised by the Principal to use safe handling to restrain or control pupils in the following circumstances:

To prevent a pupil from:

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

"Safe handling should only be used as a last resort and only after other strategies have proved ineffective." Under Duty of Care, staff may use physical intervention and when they do they should be clear that the action was:

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

When safe handling has been used, a written report must be supplied to the Principal that day. In her absence, the report should be forwarded to the Vice-Principal.

TRAVELLING TO AND FROM SCHOOL

Parents are responsible for the behaviour of their children to and from school. We encourage children to behave well, particularly when in school uniform. This applies to travel by bus or by car or for those walking home from school. If pupils are behaving unsatisfactorily whilst dressed in their school uniform before/after school hours then they are susceptible to the sanctions outlined in this policy.

KEEPING SCHOOL INFORMED

We recognise that at times unsatisfactory behaviour can stem from personal problems or difficulties. Children can become upset about things inside or outside of school. If you are aware of what may be a difficult time for your child, please let us know, so that we are more prepared and able to help them cope with it.

LINKS WITH OTHER POLICIES

This policy can be linked directly and indirectly with many of the other school policies. The main links are Pastoral Care Policy, Safeguarding Policy, Anti-Bullying Policy, Health and Safety Policy, SEN Policy and Safe Handling Policy.

MONITORING, REVIEW AND EVALUATION

Teachers will record socially unacceptable behaviour on Behavioural Concern Sheets, which are in every classroom. Teachers should monitor whether behaviour is persistent and directed towards another child/children or not and if so they should consult with the Safeguarding Team to decide upon whether to implement the Anti- Bullying Policy.

The Principal together with the Safeguarding Team will monitor whole school behaviour incidents record sheets.

This policy has been formulated in consultation with the Board of Governors, staff, parents and pupils as appropriate and it is the intention of the staff to review and update it annually.