

St. Malachy's Primary School,
Castlewellan.



Positive Behaviour /
Assertive Discipline



St. Malachy's Primary School, Castlewellan.

MISSION STATEMENT

We, the Governors and staff of St Malachy's Primary School, believe the school to be a vital part of the Catholic Community. We are firmly committed to:-

- The aims of Catholic Education.
- Providing effective education for all our children.
- Developing positive pastoral care systems in our school.
- Establishing close links with the home, the parish and the wider community.

St Malachy's seeks to establish an educative community centred on Christ so that His values and Gospel message pervade the whole life of our school.

OUR AIMS AND PURPOSES

Our primary aim is the development of each pupil's potential through an environment which is caring, challenging and rewarding for all who attend here.

To achieve this primary aim we have subsidiary aims:

- To develop moral values and religious practices in accordance with Catholic teaching.
- To provide a broad, balanced and relevant curriculum which will give all pupils full and equal educational opportunities irrespective of ability.
- To develop in each pupil a sense of self worth, self respect and independence.
- To develop a strong sense of community within the school and beyond, fostering tolerance and respect for the rights and beliefs of others.

MISSION STATEMENT FOR BEHAVIOUR

We are committed to securing good order, not by laissez- faire approaches but by creating an atmosphere and ethos which has a positive effect on behaviour.

INTRODUCTION

- 1 We aim to be sensitive to the different emotional and intellectual needs of our pupils by ensuring that the curriculum will be such that all children will achieve their full potential:
 - By creating an atmosphere in which pupils respond positively in class.
 - By providing a differentiated approach which meets the academic/social/personal and emotional needs of each child.

- 2 We aim towards a happy and ordered community based on Catholic principles and values in which quality learning and teaching will take place:
 - By encouraging pupils to take pride in their work.
 - By providing pupils with positive feedback for success, both academic and social.

- 3 We aim to encourage and develop a sense of self-esteem and an awareness of the needs of others through self discipline and a code of conduct:
 - By providing opportunities for the pupils to develop classroom and school rules.
 - By providing a range of varied Circle Time activities

CODE OF CONDUCT - PUPILS

It is expected that pupils of St Malachy's Primary School should wear their uniform with pride and behave in an exemplary manner both inside and outside of school.

Pupils should not perceive the school rules as limitations on their freedom, but rather as guidelines for keeping the school environment safe, for fostering tolerance and respect for others and their own self-discipline

RULES:-

1. Give of your best at all times.
2. Speak respectfully to adult and peers alike.
3. Respect school property and other pupil's property.
4. If for any reason a pupil needs to leave the school premises during the day, he/she must have the Principal or Vice Principal's permission.
5. Wear correct school uniform.
6. Arrive in school between 8.45am and 8.50am, ready to begin class promptly at 9.00am.
7. Line up in class lines when the bell rings at the end of break and lunchtimes.
8. Walk quietly on the left hand side of the corridor at all times.
9. Change into appropriate P.E. uniform.

WE DO NOT ACCEPT:

Bullying

Stealing

Bad Language

Fighting

Destruction of Property

CODE OF CONDUCT - TEACHERS

The statement of policy commits us to see the child's life in school as a period of great importance.

We are reminded of our responsibility 'that the higher levels of understanding, genuineness and respect a teacher give to pupils, the more pupils will learn to conform'. B.S. Bloom – Human Characteristic and School Learning.

We are committed to secure good order not by authoritarian or laissez-faire approaches, but by creating that atmosphere and ethos which has a positive effect on behaviour.

Sensitivity to the different emotional and intellectual needs of our pupils will ensure that the curriculum will be such that all children will achieve their full potential.

We are striving towards a happy and ordered community based on Catholic principles and values in which learning will take place.

The role of teachers in the school is not confined to the communication of knowledge and skills. The teacher communicates not just a subject, but the teachers own enthusiasms, values and faith. Teachers should endeavour to enhance pupils' self esteem. It is they who set the right example in matters of punctuality and commitment, as defined in the application of the following code of conduct:

1. Staff will be in the classroom at 8.40am.
2. Children are not permitted into classrooms until 8.45am.
3. Supervise the children in your care from 8.45am.
4. Begin class at 9.00am.
5. Break time bell at 10.30am to alert teacher. Class teacher ensures that children are lined up and escorted to yard.
6. Teachers supervise according to roster.
7. At the 10.45 bell teachers collect their class promptly.
8. On wet days teachers supervise children in their own class.
9. No child may be left unsupervised in the classroom

P1 to P3: First lunch bell will ring at 12 noon. Lunchtime supervisors will be in place to supervise all children. Teachers will escort children to dinner hall. Bell will ring at 12.35pm. Children will be collected promptly from yard.

P4 – P7: Second lunch bell will ring at 12.45pm. Supervisors will be in place to supervise children remaining in the classroom for lunch. Teachers will escort children going to dinners to the dining hall. Bell will ring at 1.20pm, and children will be collected promptly from the yard.

CODE OF CONDUCT – PARENTS

St Malachy's Primary School has a life and purpose which concerns many people, not just the parents of the present pupils but the parents of future pupils, not just the staff or students but all those involved in the provision and the continuance of the school.

The whole community which sets up the school as an instrument of education has a responsibility for its character and values.

The Board of Governors provide representation for the various groups – parents, teachers and auxiliary staff which have a responsibility for education.

It is ultimately the community which educates and if the community does not fulfil its proper role, the whole process of education is weakened.

'The role of parents in Education is of such importance that it is almost impossible to provide an adequate substitute.' Vatican II Gravissimum Educationis.

It is therefore of the highest importance that parents co-operate actively with the school – by supporting the educational efforts of the school utilising the structures offered for parental involvement, and by promoting positive behaviour at home. It is expected that parents ensure that their children behave appropriately on their way to and from school and that they arrive punctually.

Parents can support the school by ensuring that their child:

1. Arrives at the appropriate time.
2. Wears the correct school uniform.
3. Changes into appropriate P.E. gear.
4. Has written permission to leave school to keep appointments.
5. No child may leave the premises during lunch.
6. Behaves in a proper manner respecting school property and other people's property.
7. Attends regularly and brings notes of explanation if absent.
8. Is fully recovered from illness before returning to school.
9. Has all clothing marked with child's name

Parents will be made welcome to discuss any problems or difficulties their child may be experiencing at school. We would like parents to share their problems so that they can be resolved as soon as possible and with the minimum of distress to the child.

If the problem is urgent please contact the Principal immediately. For less urgent problems, appointments can be made with the class teacher, outside class contact time.

POSITIVE ENCOURAGEMENT AND REINFORCEMENT

Our emphasis will be on the positive approach of encouragement and praise, leading children to take responsibility for their own behaviour through making responsible choices.

Our aims are:

1. To acknowledge the good behaviour of all children.
2. To move from extrinsic to intrinsic rewards, where we move from changing behaviour and gaining compliance, to changing attitude and gaining motivation.

Pupils can be encouraged and rewarded in many ways. This will take the form of a whole school approach which will be developed individually by teachers in their own classrooms.

We feel that encouragement can be given in many ways:

- A quiet word or encouraging smile.
- A written comment on pupil's work.
- A visit to a senior member of staff for commendation.
- A public word of praise in front of a class or group or whole school.
- Positive comments on class behaviour form.
- Public written acknowledgement through e.g. special merit.
- Some system of merit marks or points.
- Marks for behaviour as well as work.
- School badges or certificates.
- Prizes which reflect endeavour.
- Use of reports to comment favourably.
- A letter to parents informing them of some action which deserves mention.

CONSEQUENCES

While all staff will endeavour to acknowledge the positive behaviour of pupils, a range of consequences will operate for those children who choose inappropriate behaviour and who do not follow school rules. In all disciplinary actions it is essential that the pupils understand fully that it is the behaviour which is not acceptable, and not the pupil as a person.

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

- Immediate checking of behaviour – the look – hand gesture.
- Rule reminder.
- Warning 1, 2 – second verbal warning will be recorded in a designated behaviour book.
- Related consequences e.g. break time detention the following day.
- Completion of 'Think Sheet' by pupils P5 to P7.
- Loss of privileges, such as the right to go on school trips, membership of school teams and attendance at extra curricular activities.
- Child may be moved within the classroom.
- Child may be sent to another classroom to complete work.
- Class withdrawal. (Procedure: Report sheet to be sent with child)
- Negative behaviour recorded in Class Behaviour Report Book.
- Detention at break time will be under the supervision of a class teacher.
- Place on report – this may be on a weekly or daily basis and requires a comment from class teacher/principal and from parents.
- Referral to Head of Key Stage, Personal Development Co-ordinator, Vice Principal, Principal and formal letter sent home to parents.
- Referral by Principal to the Board of Governors.
- Suspension.
- Expulsion.

LEVELS OF INAPPROPRIATE BEHAVIOUR

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

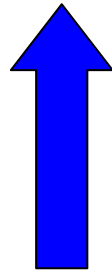
Level 2 Behaviour – may lead to break time detention.

Level 3 Behaviour – will be dealt with by the Head of Key Stage, Personal Development Co-ordinator, Vice Principal, Principal.

<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>
Not staying in seat.	Being impolite to peers or members of staff.	Bullying.
Attendance/punctuality.	Pupils out of bounds at any time.	Fighting.
Pushing in class.	Inappropriate questions.	Kicking.
Refusing to follow teacher's instructions.	Answering back	Running out of school.
Teasing	Cheekiness	Pupil out of bounds at any time.
Telling tales	Name calling	Rudeness to staff.
Wearing incorrect Uniform.	Continuous teasing	Using unacceptable language to teacher.
Annoying peers.	Refusing to follow teachers' instructions.	Extremely insolent.
Eating in class.	Offensive gestures to pupils.	Swearing at staff.
Eating in office area/ corridors.	Writing on desks or books	Continuous refusal to co-operate.
Failure to bring books/ equipment to class.	Throwing things	Verbal abuse.
Failure to complete classwork	Running in corridors/ canteen.	Truancy.
Fidgeting	Continuous annoyance of others.	Intimidation of peers.
Talking when the teacher is speaking	Hitting back.	Hiding others belongings.
Shouting out in class.	Spitting.	Offensive gestures to pupils.
Sulking.		Extortion
Wearing nail polish.		Aggressive behaviour or body language
Wearing jewellery, other than permitted		Drugs, illegal substances witnessed or suspected
Any other minor behaviour		Vandalism
		Smoking
		Destroying own/others work
		Defiance

While we have identified three levels of behaviour, staff will always be aware that behaviour can be influenced by factors outside school and will be sensitive to this when dealing with individual children.

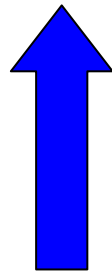
Gets Reaction from Teacher / Peers.



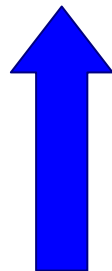
Drives Behaviour.



We don't necessarily know what is below the line.



Leads to Feelings / Emotions



Child's Experience

EXAMPLES OF MANAGEMENT STRATEGIES TO PROMOTE POSITIVE BEHAVIOUR:

- Have clear expectations for behaviour and ensure that these are clearly communicated to the children.
- Develop and establish clear routines in your classroom-Have a behaviour management plan with clear rewards and consequences.
- Let the children know exactly what they will be learning about during the lesson.
- Try and engage positively with a child who has a potential to present with difficult behaviour.
- Give clear directions stating what you want the child to do.
- Tell the child what you want, not what you don't want.
- Ask the child to repeat the directions/ instructions.
- Continually acknowledge the 'on-task' behaviour of all the children. "I am really pleased that everyone is...."
- Comment individually and reinforce positively the effort made by individual children.
- Praise the children who find it difficult to concentrate, when they are on task.
- Don't engage in confrontation with a child. Simply repeat the directions. Use a phrase such as 'I need you to...'
- Keep the tone of voice assertive and non-aggressive.
- Do not use threatening body language.

RIGHTS AND RESPONSIBILITIES OF PUPILS, PARENTS AND STAFF

RIGHTS	RESPONSIBILITIES
'All staff have the right to enjoy a stress free and productive working environment.'	To enjoy this right they must seek to create a positive stress free environment for all pupils in which pupils get rewarded for positive behaviour and achievement.
'Pupils have the right to be treated with respect and dignity and educated in a safe and stimulating environment'.	To enjoy this right, pupils must respect the rights of others and allow a productive atmosphere to pertain in school
'Parents have the right to have their child educated to the best possible standard and to be kept informed.'	To enjoy this right they must promote good positive behaviour at home and support the school.

EXAMPLES OF REWARDS TO ENCOURAGE DESIRABLE BEHAVIOUR/POSITIVE ATTITUDES

Fair and effective rewards:

- Contribute to the school ethos.
- Are valuable to all pupils.
- Meet pupil needs.
- Are consistent.
- Involve all staff.
- Should be varied.
- Include opportunities to involve parents.

EXAMPLES OF REWARDS USED THROUGHOUT THE SCHOOL:

1. Verbal praise.
2. Show work to another teacher.
3. Clap, by the rest of the class.
4. Stars, points awarded.
5. Good work displayed, shared with the rest of the class.
6. Photographs of work displayed.
7. Parents involved in recognition of good work, positive behaviour.
8. Extra time awarded for 'Golden Time'.
9. Extra Play awarded at Break or Lunch Time.

LINK WITH OTHER POLICIES

THE CODE OF PRACTICE:

When a teacher recognises inappropriate behaviour he/she will use normal classroom strategies to deal with the behaviour. Should this be ineffective and the behaviour continues to impact negatively on the learning and teaching within the classroom, then the child may be placed at Stage 1 of the Code of Practice. Under SENDO, if any additional provision is made for a child, parents must be informed.

OUR BEHAVIOUR POLICY IS IN AGREEMENT AND INTEGRATED WITH OTHER SCHOOL POLICIES.

SEN Policy
Child Protection
Personal Development
Health and Safety
ICT
Numeracy
Marking and Assessment
Literacy
Anti-Bullying
Homework
Equal Opportunities.

REVIEW AND EVALUATION

This policy will be reviewed annually. During this review we will endeavour to evaluate the effectiveness of our provision for Pastoral Care.

This Policy was drawn up with reference to the SEELB Policy on 'Promoting Positive Behaviour' and the DENI 'Pastoral Care In Schools-Promoting Positive Behaviour' (2001)

Each Section was drawn up in consultation with all staff and Governors under the guidance of the SEELB Behaviour Support Team.

Reviewed April 2013
Review due April 2015