

St Mary's Primary School



Positive Behaviour And School Discipline Policy 2015

(Presently Under Review)

Mission Statement

“At St Mary’s the child is at the heart of the Catholic faith community. As a school we aim to provide a high standard of child centred education in a safe supportive learning environment, where respect and Christian values are promoted.”

The school’s policy on positive behaviour and discipline reflects the basic Christian ethos of the school which, as a Catholic Maintained School, seeks to foster the genuine Christian values of respect for, and tolerance towards, the ability to forgive, gentleness, honesty and politeness.

Why have a Positive Behaviour Programme in St Mary’s Primary School?

When a large group of children and adults work together in one building it is realistic to think that there may be difficulties with relationships from time to time. Children work well when there is a recognised framework where they know that there are limits to what is acceptable within that framework. The staff at St Mary’s Primary School would like children to come to school ready to enjoy learning. The majority of children do but for those who intentionally disrupt lessons or play, the staff have developed a behaviour programme, which reinforces positive behaviour and rejects unacceptable behaviour. The system, when in operation, requires assistance from pupils, teaching and support staff and parental involvement is actively encouraged.

Aims

The school’s policy for promoting and sustaining good and high standards of behaviour and discipline is based on the following general principles and considerations.

- Good behaviour and discipline are essential if effective teaching and learning is to take place.
- The wider influence of society’s standards and values obviously have an impact on the school community. The school does not operate in a social vacuum.
- The school policy contains a set of simple written rules and procedures which have the support and co-operation of parents, teachers and all school staff and the Board of Governors.
- The policy also outlines a simple, clearly understood but flexible set of sanctions to match incidents of poor behaviour and indiscipline.
- Sustaining and promoting high standards of behaviour, good manners and politeness in the school is a shared responsibility of all staff supported by parents and the Board of Governors.
- Good behaviour and discipline within the classroom is obviously related to general behaviour through the whole school and vice versa.

St Mary’s Primary School is a safe environment where all can teach and learn in a happy atmosphere. We wish to:

- To create an environment which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

How will we achieve our Aims?

Pupils, parents, teachers and support staff all take collective responsibility for the promoting of positive behaviour in St Mary's Primary School.

Pupils

- Pupils identify strongly with the school and are proud to be a part of it.
- Pupils are encouraged to be polite, well behaved and courteous at all times.
- Pupils will follow the School and Class Rules and will take part in making decisions based on these rules.
- Pupils are encouraged to work co-operatively with each other and with staff, and have high expectations of themselves and others.

Parents

- Parents and visitors to the school feel valued, safe and secure.
- Parents support, and participate in, the life of the school and are actively encouraged to be partners in their children's learning through homework, classroom activities, out-of-school activities and other extra curricular activities.
- Parents can contribute to the wider aspect of school life through the School Support Group.
- Parents readily engage with the school concerning its work and are willing to take part in effective two-way communication.

Class Teachers

- Teachers identify strongly with the school, and are proud to be part of it.
- Teachers actively establish positive relationships with pupils and parents and handle attendance and discipline problems in a sensitive and caring manner.
- Teachers will actively establish positive relationships with pupils and parents.
- Teachers have high expectations of pupils' achievement, attendance and behaviour.
- Teachers use praise to motivate pupils and praise permeates all aspects of school life.
- Teachers treat pupils and parents equally, with respect and in a fair and just manner.

Support Staff

This group includes:

The School Office staff, Classroom Assistants, Caretaker, Catering and Cleaning staff, Lunch and Playground Supervisors.

Support Staff participating in Playground Supervision are given additional training in supporting children. All staff received training in 2014/15 year from the Education Authority Behaviour Team.

- Support Staff maintain positive relationships with pupils and staff
- Support Staff share in dealing with problems in a caring and sensitive manner.
- Support Staff identify strongly with the school and are proud to be associated with it.

Equality and Fairness

At St Mary's all pupils, parents and staff are treated equally, with respect, and in a just and fair manner. The school promotes equality of opportunity and a sense of fairness is evident in the work of the school. Pupils and parents as well as staff are invited to take part in decision-making, including policy decisions. St Mary's Primary School has an ethnic, religious, cultural and linguistic diversity which is recognised, valued and promoted as a positive feature of the school and its community.

SENDO

To ensure the appropriate response to all of our children's needs and to comply with SENDO it is important that all members of staff are informed of a child's specific learning or possible medical conditions e.g. ASD, ADHD etc. Please read the schools **Confidentially Policy**.

School Jurisdiction

This policy applies on school premises and during school hours, on visits and trips, at school events or other occasions related to the school, and on any occasions when the pupils are the responsibility of the staff.

The policy applies when pupils are travelling to and from school and while in school uniform they are considered to be representing the school and therefore the school rules apply.

The school reserves the right to take interest in and sanction any misconduct by any pupil at any time, beyond the bounds of the school day, week, and term, where such misconduct prejudices the good order and welfare of the school and its pupils.

Damage to property

Damage to school property through misbehaviour, whether it is to the fabric of the building or, to such items as books that are defaced or damaged, will be reported to parents, and where appropriate, with a request for a voluntary contribution towards the cost of repair or replacement.

Bullying - Guidance to staff (Refer to Anti-bullying Policy)

Bullying is the wilful, conscious desire to hurt or threaten or frighten someone else through physical, verbal, emotional or psychological aggression. Children must realise that any form of bullying is unacceptable and that such behaviour will be dealt with appropriately by the staff of the school.

Individual members of staff need to be alert both inside and outside the classroom. Children must be aware that it is the responsibility of everyone to report acts of bullying as soon as they arise. They need to be aware that this is not 'telling tales'. To be seen to act is as important as taking action. Silence and secrecy nurture bullying.

In the classroom

Within the classroom good discipline and behaviour is fostered by good relationships and mutual respect between teachers and pupils and a quiet, calm and relaxed attitude on the part of the teacher combined with firmness and a sense of purpose and direction. Teachers have high expectations of their pupils' academic and social abilities and performance.

Curriculum planning and teaching strategies are well matched to the pupils' ages, aptitudes and abilities.

- Good discipline in class is also promoted when there is an effective balance between rewards and sanctions as well as flexibility, determination and a sense of proportion and, indeed, humour.
- Good relations and mutual respect between pupils and all staff are as important outside the classroom as in it, as are high expectations regarding the children's conduct.
- Likewise, good and effective communication between members of staff is essential to ensure that disciplinary procedures are implemented in a fair and positive manner.

General School Rules

Discipline (or good order) is based on the values of tolerance respect for others and their opinions, charity and a willingness to forgive. At home rules exist usually in spoken form and good discipline and order is as much 'caught' as taught.

Like the well ordered home, the school operates in a similar spirit and framework but because of its larger size and numbers a greater emphasis and clearer understanding of the ground rules for good order and behaviour is required.

The school builds on the foundation of good manners, politeness, respect and care for others which is cultivated and nourished in the home.

All our children at school are equally valued and have the opportunity and the freedom to work in an atmosphere both happy and secure, with adults on who help, support and understanding they can depend and to whom they can turn when that security is or feels threatened.

Our school rules and procedures are not to be viewed as lists of commands to learn off with penalty clauses attached. Rather we look on them as guidelines within which the normal and expected good behaviour, manners and politeness of our children will continue to develop and thrive and permeate the daily life and routine of the school.

The fundamental principle of our general school rules can be defined as behaviour that is accepted in an orderly society.

School Rules

1. Pupils should be punctual and arrive on time for the start of class at 8.45am. Pupils should, at all times be clean, neat and tidy. The wearing of school uniform and appropriate footwear by all children is considered as proper dress. Parents are asked to refrain from; colouring or bleaching their child's hair and from extreme or patterned haircuts during the academic year.
2. Pupils must at all times walk, not run, on the left hand side of corridors and stairs. Classes move in single file. Running within the school is forbidden. There is no running in the playground in the morning prior lining up.
3. Parental requests for children to remain on the school premises after the end of the school day are to be made to the Principal in writing unless the child is participating in an after school activity. Pupils are not allowed in class unsupervised during break or lunch times.
4. The reason for a child's absence from school should always be communicated to the school in writing or by telephone by the parent or guardian.
5. On wet mornings pupils come straight into school at 8.35am.
6. All parents/guardians requesting permission for a child to leave school before the end of the school day for medical or other appointments must collect their child from school. Parents are requested to report to the office to complete a permission slip.
7. Chewing gum, sweets, cans and bottles of fizzy drinks are not allowed in school.

8. Watches and jewellery of any kind should not be worn during the P.E. lessons or game lessons. The wearing of rings and earrings is a particular hazard in school, especially in the school hall and playground. Small stud earrings are allowed.
9. Children in the P1 - P3 classes remain in the care of the class teacher until collected by parents/guardians after school.
10. Money should not be brought to school unless in an envelope for school dinners, donations etc. Parents are requested to write the contents on the envelope along with the child's name and class.
11. Mobile phones/ electronic games/ toys/ cards etc. are allowed in school only with teacher permission. If permission is granted mobile phones must be switched off on entering school grounds.

Breaches of the above rule will result in the items being confiscated and returned at the end of the day. Persistent breaches to the above will result in a delay in the return of items up until the end of the term.

The school authorities will not accept responsibility for any injuries related to the wearing of rings, earrings or other jewellery.

Teachers are not responsible for the safekeeping of any items such as jewellery, toys etc these remain the responsibility of the child at all times.

Class Rules

At the start of every school year each teacher formulates with the children in their class, a classroom positive behaviour plan (Class Rules) using age appropriate language. The goal of the plan is to have a fair and consistent approach to establishing a safe, orderly, positive classroom environment in which adults can teach and children can learn.

Key Stage Assemblies are also delivered reinforcing the General School Rules.

Rewards which have proved to be successful include:

Golden Time – children could earn up to 10 minutes Star of the day / week

Star – children's photographs placed inside Table points

Being sent to another adult for praise A telephone call to parents Headteacher certificates

Classroom rules, rewards and consequences are prominently displayed in every classroom.

Playground Rules

Whole school rules are in operation during lunchtimes and breaks. These periods are influential and important times in a child's school day. Here children are free to form friendships, to structure their own play and to exert self-discipline and responsibility towards others.

In reality, however, many lunchtimes and breaks can be a great source of stress for both children and staff. These stresses and concerns must be aired and addressed to avoid adverse effects on relationships, behaviour and learning in our school. Children are able to air concerns during Circle Time, School Council, or directly to Class Teachers or to a Senior Management Team Member. At playtime children should be able to relax, have fun, meet their friends and develop the social skills they will need in the world at large.

We value our supervisors and work in partnership with them to promote our positive behaviour policy during lunchtimes and breaks.

If a child fails to follow the Playground Rules (which are displayed in the playground) the child will receive 5 minutes thinking time or, if deemed appropriate, will receive time in time. Persistent or serious breaches of Playground Rules will result in the child being referred to their class teacher or a member of the Senior Management Team. This may result in the child being excluded from the playground for a period of time.

The staff and the Parent Teacher Association at St Mary's have developed and enhanced play opportunities in the playgrounds.

The playground is zoned and includes a quiet area, games tables, seating area, free play area and nature zones. The playground has P7 Playground Buddies to support children with their play. When children are active there tends to be less behavioural difficulties in the playground.

Sanctions

Despite the many adverse modern influences on today's children, it is a pleasure to record our admiration and commendation on the very high standards of behaviour and good manners achieved by our pupils in such large numbers each and every year.

Such excellent children are the product of good homes and caring parents.

However, incidents of poor and bad behaviour are clearly a feature of school life and the bad behaviour of the few inevitably becomes a problem for the rest of the school community.

All cases of indiscipline, especially of the more serious kind, require a prompt and appropriate response. Neglect or delay in responding to bad behaviour is not only unfair to the great majority of well-behaved children but is also not in the best interests of the offender(s).

In those cases where a child has broken school rules, there is a set of sanctions which includes referral to the Principal / Vice-Principal.

In general however, children who offend are reminded, rather than reprimanded, of the breach of rules or good manners, in the hope and expectation that the child's good sense will prevail.

Serious breaches of discipline and bad behaviour will be reported to the Principal who will enlist the assistance of the parents/guardians in dealing with the problem. Such cases will involve written communication to the home and an invitation to the parents/guardians to visit the school to discuss the matter with the Principal. These matters will be dealt as a matter of urgency.

Continued serious breaches of school rules and indiscipline, despite these procedures, will lead to exclusion of the child from school. In such circumstances the Chairperson of the Board of Governors will be informed as will the Council for Catholic Maintained Schools and the Southern Education and Library Board.

The school is again proud to place on record our appreciation of the high standards of behaviour and good manners which our pupils have displayed, both in school and well beyond their classrooms.

If children have difficulty in keeping to the School/Class Rules then staff will follow these procedures at a class level.

Misdemeanour	Verbal warning given. Warning cards (e.g. sad face) may be placed on the child's desk. Warning given and recorded. Play Time/Golden Time may be docked at this stage.
Repeated Misdemeanours	Child is referred to a member of the Senior Management Team. Pupil may be asked to complete time out in the other year group class or principal's office. Class Teacher or SMT may choose to contact the child's parents or guardians. Child may be referred to the Principal.

Certain extreme misdemeanours will automatically by-pass the above progression of sanctions, for example:

Bullying, Biting, Stealing will result in parents being contacted by the Senior Management team immediately.

Spitting, swearing, fighting and kicking (any form of violence) will result in immediate referral to the Senior Management Team.

Severe Misbehaviour

In the case of serious or persistent misbehaviour a child will lose the right to proceed through the hierarchy of consequences and will be removed from the classroom situation and sent straight to the School Principal. In such cases the Vice Principal or Principal should be sent for. The decision will be taken when a child's behaviour;

- is not compatible with the provision for the efficient education of other children with whom the child in question is being educated
- involves serious, actual or threatened violence against another pupil or member of staff
- puts himself/herself, other pupils, members of staff or the wider community at risk of harm or injury

In such cases the parents will be contacted and the child may be sent home with the parents.

A decision whether to exclude the child for a further fixed period of time or to permanently exclude the child will be taken.

A record will be kept of all misbehaviour and communications with parents.

Challenging Behaviour

In the case that a pupil's attitude and behaviour is not responding to the system of rewards and consequences and there is persistent inappropriate behaviour the following stages will be followed:

Stage 1: The class teacher will talk to the pupil and make them aware that their behaviour is inappropriate. The pupil's behaviour will be monitored and behavioural targets set.

Stage 2: The parents will be told of the concerns about their child's behaviour and discussions with them will start taking place. The child will be placed on Report and their behaviour monitored by the Principal. A decision will be taken about starting an individual behaviour plan and putting the child on the special needs register.

Stage 3: Outside agencies will be involved such as educational psychologists and the Behavioural Support Team

Stage 4: At this stage if the individual pupil is not responding to any of the previous stages, a request for a statutory assessment will be completed with the parents consent.

Stage 5: There may be times when all the support given does not work, and having tried every practicable means of managing a pupil's behaviour the individual pupil's behaviour is so badly disruptive they have to be excluded from school.

Important to Note

The ultimate sanction for extreme behaviour, available to all schools is Formal Exclusion. This is a legal document whereby a parent is asked to remove their child from the school. An agreement is drawn up on the child's return which both the parent and child sign agreeing terms for re-admission. This is of course an extreme measure and is very rarely used at St Mary's. Our Positive Behaviour and Anti Bullying policy provides most St Mary's children with a structure, which promotes good behaviour within our school.

Communication between parents and school with regards to a child's behaviour is important. If a child is experiencing behavioural difficulties parents need to be informed and the school policy followed.

Parents and children should be reminded that each day is a fresh start.

In the playground	In the dining hall	Coming to school
Do as you are asked first time		
Stay off the grass unless an adult has given you permission to go on it	Do what the midday supervisors ask you to do	Follow instructions about bringing bicycles to school
Take care of others, yourself and our school		
Rough play, fighting or play fighting are not allowed	Leave other children's food and cutlery alone	No rough play is allowed as children arrive at or leave school

Speak politely and choose words carefully

Help everyone to enjoy playtimes

Help everyone to enjoy lunches in school

Take care of other people, particularly if they are younger than you as you enter and leave school