St Conor's Primary School

POLICY FOR PROMOTING POSITIVE BEHAVIOUR

Policy last ratified by Board of Governors	10/4/2017
Policy due for review	2019-20

Introduction

At St Conor's we aim to develop a School Ethos that is positive and rewards, values and celebrates what pupils achieve.

Our Positive Behaviour Policy is based on our sense of community and shared values.

As a Catholic school we believe that the essence of good behaviour is care and consideration for others.

We aim to provide a supportive, positive learning environment which fosters pupil's growth and development as learners and as caring and responsible individuals.

We recognise the need to teach values as well as knowledge and skills and to encourage tolerance and self-discipline.

We recognise that it is learning that we will make mistakes and that as our pupils develop, learn and practice their 'positive behaviour skills' they will make mistakes and require our guidance and support.

Pupils are encouraged to 'learn from their mistakes' and become increasingly skilled and self-disciplined as they progress through the school.

We recognise however that, within our inclusive school community, there are pupils who will have difficulty developing enough internal control / the ability to self-regulate and experience relational difficulties due to SEN, SEBD or disability. They are unable to fit into the main school behaviour policy and require a different response and interventions through the SEN Code of Practice. *(Gott 2009 & Bomber 2013)*

School Golden Rules

Our School Rules or Golden Rules are a set of common values or 'Positive Behaviour Expectations' which are the standards of behaviour, required of pupils (and staff), both in school and when travelling to and from school. They are presented positively, kept to a minimum and their purpose is clearly explored and understood by all through a process of consultation:

1. *We are gentle*
2. *We are kind and helpful*
3. *We listen*
4. *We are honest*
5. *We work hard*
6. *We respect people and property*

We promote, recognise praise and reinforce the 'Golden Rules and 'Golden Behaviour' and respond to unacceptable behaviour or 'behavioural mis-takes' restoratively, using 'Rule Reminders' or 'Rights Respecting' Scripts, 'Expectation Discussions' and 'Think Time Discussions ' in which we reference The Golden Rules to help pupils return to positive behaviour.

All staff in the school community believe that all our pupils benefit from:

- Equal access and opportunity for all our pupils.
- High expectations of achievement.
- Acceptance of only the best of and for our pupils.
- The belief that ALL pupils can learn.
- Creating a warm, caring and supportive climate.
- Positive attitudes towards ALL pupils..
- An orderly and structured atmosphere.
- More time spent on active teaching.
- The use of a wide range of teaching strategies.
- Children being offered opportunities for responsibility.
- Punctuality – teachers are always in class before a session begins.

Strategies to Promote Positive Behaviour:

- School 'Positive Behaviour Expectations' and our 'Golden Rules' are discussed, agreed with pupils and displayed throughout the school
- Class rules are agreed with children, linked to the Golden Rules and are reinforced throughout school life
- The need for positive behaviour is promoted with children on a regular basis – in class, during play, at assembly, prior to trips etc
- Staff respond to Pupil Behavioural Mis-takes as to learning mis-takes: positively and restoratively
- Praise, Certificates and Rewards are used at every opportunity to promote and reward positive behaviour (Monthly Principal's Awards presented at Assembly – for academic achievement / attainment and for showing a desirable personal quality e.g. honesty, kindness, perseverance, tolerance etc.
- Pupils are rewarded for 'positive behaviour' during 'Golden Time'
- The Consequences of 'Behavioural Mis-takes' lead to a reduced period of 'Golden Time', but this can be earned back when pupils return to 'positive behaviour'
- The HOUSE SYSTEM* operates from Years 4 - 7 and points awarded are an incentive for positive behaviour (hard work, effort and achievement)
- Parents are consulted to enlist their support re our Positive Behavior Expectations, school rules and of the importance their support in implementing the Positive Behaviour Policy
- Positive values and behavior are promoted through the 'Alive-O' RE Scheme and the PD&MU Programme

Positive Recognition – Key Points:

- We use positive recognition to encourage pupils to behave appropriately

- We increase pupil's self-esteem through consistent, meaningful positive recognition. (Catching them being good! Letting pupils know that we 'notice' their positive behaviour)

- We create a positive classroom environment through consistent positive recognition

- We praise – but we are specific about what we are praising

- Consistent positive recognition helps staff model and teach 'Golden' behaviour and establish positive relationships with pupils

- We recognise pupil's responsible behaviour with rewards

- We use class and school positive recognition system as a means to motivate all pupils

Our *''Best Behaviour Benefits All''* Framework (BBBA)

The Golden Rules and discrete Class Rules are displayed in the classroom and all staff will regularly remind the children of their agreed rules.

At Key Stage 1 the teacher's will lead the discussions and particular emphasis will be placed on being Kind and Gentle, Listening and using quiet voices and taking turns.

At Key Stage 2 pupil involvement helps pupils identify how and why emphasis on Golden Rules such as 'We work Hard', 'We Respect people and property' benefits them all!

This practice and process of consultation, encourages pupil ownership and partnership in decision making regarding Class and School Rules and positive behaviour.

Class rules will encourage and Link to Golden Rules & the following behaviours:

- We listen — Listen first time.
- We are Kind & Gentle — Be polite, kind, gentle and helpful at all times
- We work hard — Concentrate, are on-Task, and Do our Best

Our 'HOUSE SYSTEM'

Our 'House System' is aimed at encouraging and rewarding good manners and behaviour, hard work, effort and achievement.
Individual children are rewarded with a special certificate from their teacher if they accumulate 15 'points' and a certificate from the Principal if they reach 25 'points' in any given week. (Years 4 – 7)

In addition, all children belong to one of four House Teams - LAMMY, TAMLAGHT, BROOKMOUNT and SPERRIN.
At the end of term the children in the house team with the most points will be rewarded with a special treat such as a visit to the cinema and each week the house winners will be displayed on the notice board along with their overall total.

Parents are important partners in helping the House System to work and so, they can help in various ways:

- By showing interest in how their child's house is doing and how their child is scoring on the class chart that records your child's points total.
- By praising/rewarding their child at home if he/she receives an award at school.

Class Points

Class teachers will also use Class Points to encourage whole class contribution to positive behaviour. Points may be awarded for:

- Every one enters the class quietly and smartly
- Every one working hard-on task
- Good lunch time / break time report
- All following Golden/Class Rules
- Everybody listening
- Everyone lining up well
- Moving around the school quietly
- Everyone returns completed homework on time

Suggested class recognition systems:

- Designated corner of white board to serve as class scoreboard
- ''Marbles in the Jar''

Each time the class demonstrate positive behaviour a point is given/ marble placed in the jar. When classes achieve the set and agreed number of points the rewards might be:

- Golden Time Special Treats
- Film

Group Points

Group points can also be awarded for everyone in the group working together. Teachers look for:

- Hardest working group
- Quietest group
- Tidiest group
- Group working well together
- Group task well-presented/produced.

REWARDS

1. Praise and encouragement are used as much as possible.

2. Our 'House' System is operated with House Points being awarded for excellent work, good behaviour, being helpful etc. House points for each week are announced at assembly and at the end of each term the 'winning' house gets a prize / special treat.

3. Each week the pupil(s) in each class who have achieved the most points are rewarded with a certificate. At assembly a 'special' mention is made to

any child who has made a significant achievement or special effort. Recognition is given to success of different kinds.

4. Children who have worked particularly well or have been very helpful etc. are sent to the Principal for praise and, when appropriate, an 'Award'.

Consequences

Pupils must recognise and understand that positive behaviour really does benefit everyone in our school community and we must all strive to reinforce this at all times.

However pupils must also understand that we are all responsible for our own behaviour and we all have to learn that we have to face up to the consequences of not following agreed set rules for positive behaviour in our school and also in the wider community.

When establishing school rules the children are made aware of Rewards and Consequences.

For children who choose not to follow our BBBA (Best Behaviour Benefits All) framework the following consequences will be followed:

At break times:

For minor behavioural mistakes such as squabbles/playing unfairly/ playing by the steps supervisory staff will intervene restoratively and positively using:

1st Incident	Rule Reminder or Rights Respecting Scripts
2nd Incident	Expectation Discussion: Choice & Consequences…..
3rd Incident	Behaviour check 3 is recorded -*Time out / Reflection* and ''*Think-Time Discussion"* (conducted by staff). See Appendix 1: *Reflection Sheet* and Appendix 2:*Think-Time Discussion Sheet.*

A '*Think Time Discussion'* is a meeting between the pupil and teacher. The outcomes of the discussion will be recorded, including the actions to be taken by the pupil to return to 'Positive Behaviour' and repair relationships. (See Appendix 2).

After recurrence or repeated incidents of misbehaviour, i.e. 3 such incidents, the pupils name and the incident of concern is notified to the Class Teacher and recorded on SIMs (from 2016).

Serious and ongoing misconduct will be treated as a behaviour management issue. In such cases, it is likely that a child will be placed on the SEN register (refer to the Code of Practice for SEN). There will be consultation with the school's SENCo (Mrs Quinn), the BST (Behaviour Support Team (EA Western Region) and the Educational Psychologist, as appropriate and a way forward agreed and appropriate support / intervention put in place.

Classroom behaviour:

Class teachers strive to establish a positive classroom environment that encourages and motivates pupils to remain on task and engage actively involved in their learning. Golden Rules and classroom rules including rewards are established and displayed and the children reminded of them regularly.

Positive classroom behaviour is supported by:

- Consulting pupils on the Golden Rules and systems of reward and consequences
- Ensuring the children enter and leave the classroom quietly and orderly
- Using 'quiet' inside voices to encourage a calm and orderly environment
- Remaining calm and repeating instructions quietly
- Class teacher being in class/in the yard to greet the class
- Careful consideration to seating the children.

- Changing seating arrangements regularly
- Rules for lining up – to minimise fuss so that pupils know exactly where they should be
- Having a non-punitive 'time out' or 'quiet thinking' area in the classroom
- Planning shorter time/protected activities for pupils with specific difficulties
- Good classroom organisation to minimise disruptions and avoidance tactics.
- Never sending children to stand outside the door/hall

Classroom Consequences:

We aim to establish clear and consistent Positive Behaviour Expectations' and 'Firm boundaries' but wherever possible these are 'rubber boundaries which will help pupils to 'bounce back in'! We aim when intervening, to 'support, encourage and restore pupils to the positive behaviour' we expect.

1. First Behaviour check	Rule reminder
2. Second Behaviour check	Expectation Discussion re *Choice and consequences*
3. Third Behaviour check	5 minutes 'time out' to reflect and a *'Think-Time Discussion'*

After a series of 'time out' sessions and subsequent 'Think Time Discussions' with a pupil, should significant Behavioural Concerns present, consistent with the SEN Code of Practice requirements, staff may request a meeting with a parent to discuss behavioural concerns and consequences so that parents are fully informed of the strategies used to encourage and 'restore the pupil to positive behaviour', and the planned interventions now needed to support the child.

A ‘Restorative’ Home School Positive Behaviour Reporting and System may be introduced so that parents and school can communicate and monitor the child’s progress.

The Principal, VP and/or SENCO work alongside class teachers’ to support such meetings and to advise staff on strategies and interventions to support establishing positive behaviour.

Parents must recognise the important role they have to play in supporting positive behaviour in their children. Parents are encouraged to discuss their child’s behaviour at home and how they approach behaviour management. The school will offer advice and support to any parents who are experiencing difficulties. It is vital that we are seen to be working together and not to be ‘blaming’ parents or pupils for their behaviour but rather to be supporting the changes we want to see happen. The school offers advice on other agencies that can support parents in establishing and promoting positive behaviour.

St Conor’s is an inclusive school to which all children are welcomed. As a staff we are aware that a small minority of pupils in our school can find it difficult to establish and maintain positive behaviour, due to their specific individual behavioural needs. We strive not to label children as ‘naughty’ or ‘bold’ as this labels ‘the child’, rather than naming their unacceptable behaviour, and can reinforce their ‘discouragement and negative behaviour’.

In such instances teachers refer these pupils to the SENCo and consider interventions to support change. Referral may be appropriate to other services such as the BST (Behaviour Support Team’) EA Western Region, who will then visit the school and assess the child. Individual support may be required and a Behaviour IEP prepared. Parents will be involved at every stage. Parental consent must be provided for the BST to work alongside a child and for the SEN IEP.

The ultimate consequence of unacceptable behaviour is exclusion. Suspension or Expulsion for serious and / or persistent unacceptable

behaviour will follow the procedures for suspension and expulsion of pupils in as outlined by the CCMS, Department of Education for Northern Ireland and the EA.

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Parental Support for the Positive Behaviour Policy

We, in St Conor's Primary School acknowledge the formative influence of parents on their children's behaviour and we seek to engage their support in promoting positive behaviour.

Acceptance of admission to the school implies parents' acceptance of the school's Promoting Positive Behaviour Policy.

Parents can assist the Positive Behaviour Management process by:

- Informing the Principal/Class Teacher if there are problems at home which might affect a child's behaviour in school.
- Discussing concerns about major behaviour changes involving their child with the class teacher.
- Contacting the school if there are concerns about something that has happened.
- Attending parental interviews.

External Support

The main sources to support schools in promoting positive behaviour are the EA Western Region's Educational Psychology Service (EPS); PPDST (Pupil Personal Development Support Team) and the Behaviour Support Team (BST).

Links with these Agencies:

- Staff development in aspects of promoting positive behavior
- Staff development in responding restoratively to 'behavioural mistakes'
- Positive classroom learning environment & behaviour management

- Staff ability to interpret, assess and respond to pupil behaviour.

Links with Other Policies:

This policy is linked to the school's Anti-bullying Policy, Special Educational Needs and Pastoral Care Policy.

Conclusion

We acknowledge that sustaining good behaviour creates a need for continuous assessment of the effectiveness of approaches to behaviour management in our school.

Through the adoption of this Positive Behaviour Policy and with teachers, pupils and parents working together, we believe we will provide a safe, secure, happy and structured atmosphere for effective learning.

Review of Policy

It is statutory policy since 1998 that governors have a legal duty to ensure that the school is promoting and delivering positive behaviour.

As part of the ongoing review process, and as per 2013 legal requirements, the school's practice and procedures to promote positive behaviour will be subject to consultation with parents, pupils and the staff of the school and will be reviewed every 3 years.

Appendix 1

‘’Reflection Sheet’’

Appendix 2

‘’Think - Time Discussion Sheet’’