

St. Joseph's Primary School, Meigh



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'Let Your Light Shine'



POSITIVE BEHAVIOUR POLICY

Agreed by Governing Body	March 2022
Review Date	March 2024
Review Schedule	Biennial
Person(s) Responsible	Principal/Vice Principal
Signed (Chair of Governing Body)	

At St. Joseph's Primary School, Meigh we are fortunate that the vast majority of our children are well behaved and that parents actively encourage, teach and model positive behaviour at home. Our policy therefore reflects these attitudes and seeks to reinforce those positive attitudes and discipline which begins at home but acknowledge that everyone within our school community has a role to play in order to create a positive learning environment and promote good manners and discipline. Good relationships between staff and children, staff and parents, setting high expectations and having agreed strategies for encouraging good behaviour, all have a bearing on the way children behave and ultimately learn. An organised, attractive and welcoming school and classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

We believe that a clear policy understood and accepted by all, helps us to continually improve our present good standards of behaviour. This policy reflects the views of the Board of Governors, Principal and all members of staff.

This Policy has been developed within the context of current legislation, policy and guidelines;

- Health and Safety at Work (NI) Order (1978)
- Children (NI) Order (1995)
- The Education (NI) Order (1998)- Articles 3&4
- Human rights Act (1998)- came into force in NI in 2000
- Education (NI) Order (2003)
- Special Educational Needs & Disability (NI) Order (2005)
- SEND Act (NI) 2016
- Northern Ireland Anti Bullying Forum www.NIABF.org.uk
- Addressing Bullying in Schools Act (Northern Ireland) 2016

Our Vision, Mission & Values Statement

This policy document and the associated procedures are not written in isolation. They were developed in the context of the school's **Teaching & Learning Policy**; Pastoral Care Policy; Anti-bullying Policy:

Vision

'Let Your Light Shine'

Mission

In our school we aim to create a safe and caring environment where everyone feels happy and valued. Through our Catholic ethos we encourage respect for self and others. We ensure each child is motivated and provided with the opportunity to fulfil their potential.

Core Values and Aspirations for all

L SHOW LOVE

E HAVE EMPATHY

T TELL THE TRUTH; BE HONEST

Y BE YOURSELF

O BE ORGANISED

U SHOW UNDERSTANDING & TOLERANCE

R RESPECT FOR SELF, OTHERS, ENVIRONMENT

L HAVE A LAUGH

I BE INQUISITIVE

G SHOW GENEROSITY

H BE HUMBLE

T SHOW YOUR TALENTS

S SPEAK OUT – USE YOUR VOICE

H BE HAPPY

I HAVE AN 'I CAN' ATTITUDE

N NEVER GIVE UP

E ENJOY YOUR TIME AT SCHOOL

All members of our school community were consulted over and agreed our Vision, Mission and Core Values Statement. This statement is central to the Pastoral Care and ethos of our school.

Staff and Governors of St. Joseph's, Meigh Primary believe that...

At St. Joseph's Meigh Primary School, we believe that positive behaviour is an essential component for effective learning and teaching. We also believe that pupils and staff have the right to learn and teach in an environment which is safe, friendly, peaceful and fair. Our school has defined a very clear set of firm but fair standards of personal behaviour, which are based on respect and tolerance for each individual in our school community and their individual needs. Our school places self-discipline and a real sense of fairness and justice at the core in our determination to provide opportunities where each individual can flourish and develop in safety.

The best results in terms of promoting positive behaviour arise from rewarding success and giving praise for effort and achievement. We also know it is important to strike a balance between recognising positive behaviour and having appropriate consequences which are seen by all to be fair and just and applied consistently when standards are not maintained. Through the example which adults who care for them in school and through well-developed planned and stimulating learning opportunities, we believe that children can accept learning challenges and develop self-discipline. It is the responsibility of parents and carers to work with the school in helping to foster positive attitudes and positive behaviour.

We believe that good behaviour means that everyone in school is;

- Gentle
- Kind and Caring
- Listening
- Honest
- Hard working
- Respectful

Aims of our Positive Behaviour Policy

This policy exists to provide a framework for supporting the aims of St. Joseph's, Meigh Primary School and ensuring the happiness and learning of every individual in our school community. It will do this through;

- Encouraging a safe, calm, purposeful and happy atmosphere within school.
- Helping our children develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property and differences of others.
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- A consistent approach to behaviour throughout the school with parental cooperation and involvement.
- Help working alongside parents to encourage our children to develop socially, academically, morally and spiritually in preparation for a positive role in society.

- Helping our children develop appropriate self-esteem.
- Encouraging our pupils to co-operate with one another and with the adults in school.
- Help create a positive, stimulating learning environment where positive attitudes and behaviour are encouraged and rewarded.
- Ensure that everyone is clear about their role when managing a pupil's behaviour.
- Make the children aware of unacceptable behaviour.
- Allow all children equal opportunities to learn.
- Allow all adults in school equal opportunities to fulfil their role.
- Reward and encourage positive behaviour.
- Use sanctions where appropriate in accordance with this policy.
- To develop skills necessary to resolve conflict and differences of opinion with sensitivity.

These aims support our existing school aims....

We aim to;

- Promote a pleasant attitude for pupils and staff with an emphasis on self-discipline, respect for others opinions and property, courtesy and good manners.
- Develop strong collaborative partnerships and positive working relationships with all members of our school community.

Encouraging Positive Behaviour

We support positive behaviour and a positive environment through;

- A consistent approach by the whole school community.
- Monitoring pupil attendance and taking swift action where necessary.
- Constructive whole school planning for PDMU
- Golden Time concept adopted whole school
- Maths mates
- Providing calm areas and strategies to reduce anxiety e.g. breathing exercises, sensory breaks,
- Developing the voice of the child, through for example the School, Class and Eco Councils, setting targets
- Appreciating and following the agreed Code of Conduct
- Encouraging our children to see themselves as part of a whole school community and recognising their responsibility within this.
- Developing the skills of co-operation and discussion.
- Encourage everyone to take pride in the wearing of their school uniform.
- Encouraging everyone to take pride in the school environment.
- Having a positive and consistent approach to playtimes and lunchtimes.
- Creating a stimulating classroom environment.
- Providing a clear and positive learning experiences fairly and consistently.
- Offering a broad and balanced curriculum that is well planned, prepared and stimulating.
- Ensuring that the curriculum issues concerning organization, methods of teaching and learning, content and differentiation are addressed.
- Use of rewards and other incentives and motivational tools.
- P7 Buddies
- Digital Leaders
- Pupil Leadership Team
- Pupil Involvement in events e.g. Open morning, greeting at door, taking assembly
- Extended Schools – Breakfast Club, Homework Club, Wraparound Care, Sports, Choir

- Parental Involvement– volunteers, PTA events, school events
- Community links – Meigh Pre-School

At St. Joseph’s, Meigh Primary School, we believe it is vital that positive behaviour is rewarded through sets of rules, both in the classroom and around the school, and a reward system that is transparent to the pupils is seen and applied consistently and fairly.

Classroom Management and Curricular Provision

1. The maintenance of positive behaviour within the school is the responsibility of all the staff. Individual staff have particular responsibilities e.g. within their own classroom or when on duty supervising corridors, P.E/Assembly Hall and outdoor areas.
2. Staff endeavour to model desirable behaviour and attitudes and avoid negative cycles of behaviour.
3. Every opportunity is taken to support self-discipline, whereby children are personally involved and accept responsibility for their own actions and behaviours.
4. Teaching methods, lesson content and other curriculum linked activities encourage active participation and support the school aims to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others.
5. Pupils have age appropriate responsibilities assigned to them to with peers and staff to create a collaborative ethos and promote well-being and shared stewardship of the school. (See page 5)
6. Praise is used to encourage good behaviour as well as good work and constructive criticism should be a private matter between teacher/assistant and child where possible.
7. Classroom assistant/teachers may (under guidance) discretely relay specific guidance on the management of a particular pupil to other key personnel in school to support that pupil’s needs.
8. All staff and pupils are familiar with our school aims and our Code of Conduct.

Whole School Code of Conduct



At St. Joseph's we have adapted the principles of 'Jenny Mosley' and her research-based approach to positive behaviour in schools. The Code of Conduct will be displayed prominently around the school. In the Foundation Stage the Code of Conduct is articulated in a more suitable language according to the age of the children. The School Council has been consulted when drawing up this Code. (Please see **Appendix 4**)

At the core of our Code of Conduct is:

- a) **Our school vision statement which is all encompassing;**

'Let Your Light Shine'

This is referred to at every opportunity. Pupils are required to learn this statement and live this statement. Simply translated – Try your best to be your best in everything you do.

Our school song is, 'This Little Light of Mine', which is sung at assemblies and school masses, aims to reinforce our school vision and Code of Conduct for Positive Behaviour.

- b) **Core Values and Aspirations for all – Taking our vision statement and associating each letter of it with a core value word, this is used as a framework to develop our pupils combined St. Joseph's Primary School pupil identity in line with our vision and ethos.**

L SHOW LOVE
E HAVE EMPATHY
T TELL THE TRUTH; BE HONEST

Y BE YOURSELF
O BE ORGANISED
U SHOW UNDERSTANDING & TOLERANCE
R RESPECT FOR SELF, OTHERS, ENVIRONMENT & PROPERTY

L HAVE A LAUGH
I BE INQUISITIVE
G SHOW GENEROSITY
H BE HUMBLE
T SHOW YOUR TALENTS
S SPEAK OUT – USE YOUR VOICE
H BE HAPPY
I HAVE AN 'I CAN' ATTITUDE
N NEVER GIVE UP
E ENJOY YOUR TIME AT SCHOOL

Other Codes of Conduct

Classroom – Teachers supported by the classroom assistants will develop this code within their classrooms at a level appropriate to the age and needs of their pupils.

Dining Hall/ Lunch Room – The children and School Council devised rules to encourage a calm and positive atmosphere in the dining hall.

- 1. Thank you for saying our prayer respectfully**
- 2. Thank you for eating your food politely**
- 3. Thank you for not wasting food and finishing your lunch today**
- 4. Thank you for saying please and thank you and using good table manners**
- 5. Thank you for being courteous to the Dinner ladies and Lunchtime Supervisors**
- 6. Thank you for cleaning your plate/tidy lunchbox**
- 7. Thank you for using your talking voices**
- 8. Thank you for moving around sensibly and lining up calmly**

Playground Rules – The children and School Council devised rules for positive behaviour in both playgrounds.

1. We are gentle. We don't hurt others.
2. We say sorry if we hurt or upset someone's feelings.
3. We are kind and helpful. We care for everyone.
4. We play together and look after each other. We never leave anybody out.
5. We take care of our equipment and use it properly.
6. We tell an adult if we are upset, sad or lonely.
7. We line up quickly, quietly and calmly.
8. We have a laugh and fun together.

GOLDEN RULE – WE TREAT OTHERS AS WE WANT TO BE TREATED OURSELVES

Rights of *Pupils* in St. Joseph's, Meigh Primary and Respecting the Rights of Others

Pupil Rights	Respecting the Rights of Others
<ul style="list-style-type: none">• Be valued and respected members of our school community;• Receive help when they need it, whether with their work, peer relationships/bullying or other personal worries;• It's ok to make mistakes – we can learn from them;• Be treated fairly and consistently with respect;• Have a voice, be listened to and consulted about matters that affect them (as far as is reasonable);• Be taught in a pleasant, secure and well managed environment;• Work and play within clearly defined and fairly administered codes of conduct;• Experience a broad, balanced and suitably differentiated curriculum and to have any special learning needs identified;• Develop and extend their interests, talents and abilities;• To feel safe and happy in school, on educational visits and online.	<ul style="list-style-type: none">• Respect the conventions of positive behaviour and school codes of conduct;• Accept ownership for own behaviour and learning, and to develop skills of working independently;• Respect the views, opinions, rights and property of others (including the school environment);• Respect others right to learn, play safely and be happy;• Co-operate in class/school with all staff and peers;• Contribute to the vision, mission, ethos and values of our school as a place of pride in our local community;• Come to school on time, wearing proper uniform and be organised and prepared;• Act responsibly in school, on educational visits and online.

Rights of Staff in St. Joseph's, Meigh Primary and Respecting the Rights of Others

Staff Rights	Respecting the Rights of Others
<ul style="list-style-type: none"> • Work in an environment where common courtesies and social conventions are respected; • Express their views and to contribute to policies which they are required to reflect in their work; • Opportunities for continuing professional development; • Support and advice from senior colleagues and external bodies; • Adequate and appropriate accommodations and resources; • To be treated with care and dignity by all members of our school community; • To feel safe and respected within their work place. 	<ul style="list-style-type: none"> • Behave in a professional manner at all times; • Ensure that lessons are well prepared, making use of available resources and that classwork/homework is appropriately set and constructively marked; • Show interest and enthusiasm in the work in hand and in their pupil's learning; • Listen to the pupils, value their contributions and respect their views; • Be sympathetic, approachable and alert to pupils in difficulty or falling behind; • Respect all members of our school community; • Identify and seek to meet pupils special educational needs through the SEN Code of Practice; • Share with parents any concerns they may have about their child's progress or development; • Report suspected cases of bullying to DT/DDT for Safeguarding and CP. Principal must also be informed(CPOMS); • Follow up any complaint by a parent about bullying and follow the procedure as outlined in our Anti-Bullying Policy

Rights of *Parents* in St. Joseph's, Meigh Primary and Respecting the Rights of Others

Parent Rights	Respecting the Rights of Others
<ul style="list-style-type: none">• A safe, well-managed and stimulating environment for their child's education;• Reasonable access to the school, and to have their enquiries and concerns dealt with sympathetically and efficiently in a respectful manner;• Be informed promptly if their child is ill or if the school has concerns about their child;• Be well informed about their child's progress and prospects;• Be well informed about school rules and procedures;• A broad, balanced and appropriate curriculum for their child;• Be involved in key decisions about their child's education;• A suitably resourced school with adequate and well-maintained accommodation.	<ul style="list-style-type: none">• Ensure that their child attends school regularly, wears school uniform and arrives in good time, with homework done and suitably equipped for the lessons in the day ahead;• Be aware of school rules and procedures and encourage their child to abide by them;• 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 treating other parents, pupils and members of staff in a respectful manner;• Attend planned meetings with teachers and support school functions;• 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.

Rewards

We at St. Joseph's Primary School, Meigh not only promote and teach positive behaviour and attitudes with our children, we also greatly value and reward them. The emphasis of this policy is on the positive and consistent reward of positive behaviour and attitudes. As already stated, we believe our pupils learn best when they are happy in school.

All members of staff will recognise and celebrate positive behaviour and attitudes at all times around the school through informal praise. All staff will actively 'Catch Children Being Good' and promote this behaviour through recognition and praise. Wherever appropriate, children's best efforts will be celebrated through display and performance.

Each teacher will have their own system of class rewards.

Rewards may include the following:

- Verbal praise, positive affirmation and smiling at children
- Verbal or written praise to parents about their child
- A simple word of thanks
- Sticker, badges or stamps
- Star of the Week
- Star of the Day
- Attendance Certificates
- Golden Time
- Written comments in books
- Sending the child to another teacher, Vice Principal or Principal for praise.
- Star/ Reward Charts
- Class Dojo Points
- Accelerated Reader treasure chest/certificates/badges
- Athletics badges/certificates
- Individual or Table Points
- Special Assemblies – Bidy Kauffman Monthly Award; Annual Prize giving
- Principal special recognition
- Birthday treats

Star of the Week

Every week each teacher will choose a pupil to be the class's Star of the Week. This award will be given right through all classes from P1-7.

The weekly areas take into account:

- Classwork
- Behaviour
- Endeavour

The class teacher will choose a pupil, who in their opinion has made a significant contribution in the areas mentioned. The awardees will be presented with a certificate and their photograph will be on display on the entrance board. It will be promoted on school social media and website.

Attendance Rewards

Monthly attendance certificates are awarded to class with best overall attendance. Certificates are also awarded at the end of the school year for 100% attendance. Pastoral Care Leader will monitor attendance and liaise with EWO. Primary 7 pupil with best attendance over seven years receives a cup at prizegiving and their name on a scroll of honour.

Biddy Kauffman

A monthly award in memory of Biddy Kauffman who lived to be 100yrs of age. A child will be nominated from each class by their teacher who have demonstrated kindness, care and other endearing qualities towards others. They will receive a special badge and certificate with the overall recipient getting a plaque also.

Principal's Award

An award is presented at the end of the year to positive role models in all areas of school life.

Supervisor Stickers

Supervisors award weekly stickers to pupils displaying positive behaviour in the playground/ dining hall.

Golden Time

Each class have a Golden time chart (theme varies in each class) which at the beginning of each week affords each pupil with 35 minutes of special activity time which is agreed with their teacher.

SANCTIONS & CONSEQUENCES

Although the emphasis of this policy is on encouraging and rewarding positive behaviours and attitudes, we at St. Joseph's Primary School, Meigh recognise that it may be necessary to employ a number of sanctions to enforce our Code of Conduct and Classroom Rules to ensure a safe learning environment. As with matters relating to reward, consistency and fairness are vital in the application of sanctions which should be appropriate to each inappropriate behaviour.

When dealing with all forms of inappropriate behaviour, staff should employ the following strategies;

- Be calm- all children must be dealt with in a calm yet firm and fair manner, referring to which behaviour is not acceptable and the action being taken.
- Attempt to link the negative behaviour with the Code of Conduct rule/School Value that is deemed closest to having been infringed.
- Make clear that it is the behaviour which is being punished and this is not a personal matter.
- Logical consequences- a logical consequence is a sanction that is proportional to and fits the misdemeanour. The first step is to stop the behaviour and the second step is to provide an action that recalls the rules, reinstates the limits and teaches alternative behaviours.
- Make good choices- remind the pupil they need to make good choices.
- Make clear that every action has a consequence
- Fresh start- although persistent or serious misbehaviour needs recording on CPOMS, every child must feel that every day is a fresh start.

Consequences

If I choose to break a rule the following steps will be taken;

First time a pupil shows non-compliance with a rule...	Verbal Reminder of rule
Second time a pupil shows non-compliance with a rule...	2 nd Verbal Reminder (Yellow card)
Third time a pupil shows non-compliance with a rule...	Red Card – Break and Lunchtime – sent to Principal’s office for a Verbal Reminder
	In class: Timeout 1 - loss of point* child moved position in class for period of time (1 minute per age). Explain that the child may regain the lost point with improved behaviour.
Fourth time a pupil shows noncompliance	Timeout 2 –lose 3 points and child moved

with a rule...	to another agreed class (within Key Stage) during class time for period of time (1 minute per age). Child completes behaviour reflection sheet (obtained from teacher). Upon completion the teacher/ CA should discuss behaviour with child. Teacher contacts parents via letter/ DOJO. A copy of the Behaviour Reflection sheet should be sent home, a copy uploaded to CPOMS
Fifth time a pupil shows noncompliance with a rule...	Timeout 3 - Child loses 5 - 10 minutes (depending on age – 1 minute per age) of one playtime (either break or lunch and is supervised in office) and behaviour recorded by teacher detailing all incidents on CPOMS. Child completes behaviour reflection which is differentiated for different Key Stages, copy sent home and copy retained in school. Upon completion the teacher/ CA should discuss behaviour with child. Teacher contact parent via phone call/DOJO.
Sixth time	Timeout 4 - Child meets with principal, who will contact parents to arrange a meeting to discuss behaviour. Timeout from privileges could include some playtime for agreed period (one day to begin with)/ positive reinforcement, withdrawal from trips, after school clubs for agreed period etc
Seventh time	Principal and class teacher meet with parents and discuss behaviour plan and possibility of further support

* point can be substituted with any other method for collecting rewards

Every child has the right to be safe and happy in school with every child respecting the rights of others so in the event that a child is physically hurting another child....this will invoke the severe clause below.

1. A sanction will immediately be imposed (withdrawal from class or playground for specific length of time).
2. Parents will be informed via phone call or DOJO– the parents of the child being hurt and the child doing the hurting.
3. If this happens on 3 occasions to any child and it is recorded, the child's parents are invited in to discuss behaviour with the class teacher and principal and agree the way forward taking into account the age and needs of the child and other related policies..

Severe Clause: Remove from class and send to Vice Principal or Principal

In a serious case of physical hurting/ fighting/ aggression or violence parents may, at the Principal's discretion, be asked to come and take their child home. There should be prior notification with the Principal before parent/ carer is contacted.

All sanctions for inappropriate behaviour need to be clearly understood by staff, children, parents and governors. The use of sanctions will be characterized by the following features:

- It must be clear why the sanction is being applied
- The child should be *encouraged* to take responsibility for their actions, apologise, redress any damage caused, improve their own standards of behaviour
- It must be made clear what changes in behaviour are required
- Group sanctions are avoided
- There is a clear distinction between minor and major offences and their regularity in occurring
- Focus on the behaviour not the child

Undesirable Behaviour & Sanctions

It is important to recognise that some misbehaviours are more serious than others. The frequency of occurrence also has a bearing on the sanctions imposed. A risk assessment/ strategies will be implemented in order to support where necessary.

Rather than classify misbehaviour – it is the repeated nature of low level disruption which can cause it to become more serious.	Occasional	Regular 5 or more times in week	Persistent Frequently in one week and over several weeks
<p>Minor Breaches</p> <p>Unkind to member of school community – calling names</p> <p>Preventing others from learning:</p> <ul style="list-style-type: none"> • Interrupting class work • Shouting out <p>Not following class rules, refusing to cooperate with instructions and advice</p> <p>Arriving late for school</p> <p>Not wearing correct school uniform</p> <p>Bad language (one-off)</p> <p>Littering</p> <p>Answering back</p>	<p>Non-verbal – frown, look, change in tone, quiet word</p> <p>Reminder of rule being broken</p> <p>Loss of points</p> <p>Timeout 1 – move position</p>	<p>Timeout 2</p> <p>Behaviour Reflection Sheet</p> <p>Class teacher contact parents via DOJO/ phone</p> <p>Loss of 3 points</p> <p>Moved to an agreed area</p> <p>Time out – 1 min per age</p>	<p>Timeout 3</p> <p>Behaviour Reflection</p> <p>Parents contacted via phonecall</p> <p>Timeout 4</p> <p>Child speak with principal</p> <p>Principal contact parents for meeting</p> <p>Behaviour plan</p> <p>Further Support</p> <p>Withdrawal from trips</p>

Being unmannerly			
Not completing homework			
Not excusing from after school activities			
Major/ Gross Breaches	Timeout 3 Behaviour Reflection Parents contacted via phonecall/ DOJO	Timeout 4 Child speak with principal	Suspension Expulsion
Persistent minor breaches			
Acting aggressively or with violence/ Fighting	Timeout 4 Child speak with principal	Principal contact parents for meeting	
Endangering self or others	Principal contact parents for meeting	Behaviour plan	
Bullying (all forms)	Behaviour plan	Behaviour recorded on SIMS	
Unacceptable online behaviour	Further Support	Suspension	
Vandalism	Suspension	Withdrawal from trips	
Actions which are designed to cause damage to property			
Leaving school premises without permission			
Theft			
Verbal/physical assault on adults			
Abusive language, persistent bad language			
Defiance to member of staff			

Playground Sanctions

For minor indiscretions, pupils will be spoken to by teacher/supervisor and asked to think about their behaviour. For more serious breaches of the Playground Code of Conduct (or low level repetitiveness) pupils will be asked to report to the Principal's office.

Desirable Behaviour & Rewards

It is important that good behaviour is not taken for granted, and we intend to ensure a climate where praise and encouragement far outweighs the frequency of criticism and sanctions.

Desirable Behaviour:

Well- behaved, trying best at work, attentive, raising hand to speak, homework done, correct uniform, work with name on it, polite, lining up well, being kind, following classroom and school rules.

<ul style="list-style-type: none"> ○ Certificates or merit awards – student of the week ○ Comments and ‘smiley’ faces on children’s work ○ Stickers, badges or ink stamps in books ○ DOJO Points/message ○ Time on special activity/ ipad ○ Lunch time special activity ○ Photographs of award winners taken and displayed ○ Work displayed ○ Homework pass ○ Read to class, younger child 	<ul style="list-style-type: none"> ○ Lucky dip ○ Regular assemblies where commendations are given for good attendance, good behavior, good work ○ Principal’s Award ○ Class helper/ messenger
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The above awards / rewards (non-exhaustive list) are aimed at individual students, but it is also important to reward classes because this encourages the development of a collective image where the pupils share a positive group identity which fosters and encourages co-operative behaviour. Such awards/rewards might include:

<ul style="list-style-type: none"> ● Extra play time (lunch) ● Extra PE / games ● Class treat ● Class outing ● Reduced homework on agreed nights ● 	<ul style="list-style-type: none"> ● Outdoor activities ● Work exhibited ● DVDs (age appropriate and in accordance with school policy) ● Reward assemblies ● Class prizes
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Like sanctions, rewards need to match the behaviour. Aim to get a balance between all the positive reinforcement types.

1. Social Reinforcers – ‘good job’, written approval – note home, smiling, clapping, thumbs up
2. Golden Time choices
3. Activity Reinforcers – iPad time and other preferred activities etc. This proves also to be very effective especially if get to do it with a classmate.
4. Tangible Reinforcers – edibles, toys, balloons, stickers etc. Use with caution. Displaying work, certificates, notes home are more powerfully motivating reinforcers.
5. Token Reinforcers – points, token for appropriate behaviour. Little value in themselves but can be exchanges for something of value. (Good for use all the time then change the motivators termly and good way to order rewards).

When delivering Positive Reinforcement:

It should be consistently delivered, be fair and age appropriate

It should be delivered immediately – waiting until end of day for something done earlier is lost.

If it's not possible to deliver immediately use verbal reinforcement so he/ she can expect to receive other reinforcement later

Improvement should be reinforced – don't wait until behaviour is perfect

Whenever possible, pair any reinforcement with social reinforcement – e.g. if participating in iPad time as reward tell student 'you did an excellent job today'.

Causes of Inappropriate Behaviour

There are a number of “in school factors” and “out of school factors” which can lead to inappropriate behaviour, these are presented in the tables below, Lehman, Hawkins and Catalan (1994).

Table 1: In School Factors which influence pupil behaviour

In school factors	
<u>The Environment</u>	<ul style="list-style-type: none">❖ Lack of proper ventilation❖ Physical problems of limited space❖ Special occasions which cause excitement, e.g. Christmas, Fire Drills etc
<u>The Child</u>	<ul style="list-style-type: none">❖ Tired due to lack of proper rest❖ Hungry due to insufficient or inappropriate food❖ Poor or inappropriate social skills❖ Need for attention from teacher or parent
<u>The Teacher</u>	<ul style="list-style-type: none">❖ Offering poorly differentiated curriculum leading to either frustration or boredom❖ Lack of knowledge of pupils❖ Poor management skills such as being inconsistent, laissez-faire, over-reliance on domination or lack of reinforcement of appropriate behaviour❖ Poor dictation❖ Lack of clarity in explaining expectations for behaviour or subject❖ Lack of or confusing instruction on subject matter❖ Lack of professional development❖ Teacher stress

Table 2: Out of school factors which influence pupil behaviour

Out of school factors	
<u>Family Circumstances</u>	
❖	Child's position in the family
❖	Child's relationship with parent/siblings/grandparents etc
❖	Divorce/ bereavement
❖	Mental health problems
❖	Family trauma
❖	Alcohol or drug addiction
<u>The Neighbourhood</u>	
❖	Child's popularity
❖	Peer relationships
❖	Bullying
❖	Social Problems
❖	Civic disturbance

Positive Behaviour Management

Listed below are a range of strategies which are proven to have been effective in positive behaviour management;

- **Positive Feedback-** Acknowledge/Approve/Affirm:
 - Acknowledging (notice and describe the behaviour), approve it (say why it is good) and affirm (apply a positive label to the pupil) e.g. "Thank you for tidying up so quickly- you are a great helper!"
- **Positive Correction-** tell the pupils what you want them to do i.e. not what you don't want them to do e.g. "Please walk" instead of "stop running." Avoid saying, "don't" or "stop".
- **Positive Repetition-** when you give a direction, ask someone who knows what to do to repeat it rather than focusing on the one who doesn't- praise the children who carry out the instruction.
- **Non-verbal Cues-** hands up, finger on the lips, the "look".

- **Give take-up time-** give a clear specific direction in a non-confrontational way, move away from the pupil with a clear expectation that the pupil will comply.
- **Re-direction-** repeat direction without being sidetracked. Use thanks and take-up time, do not stand over pupils in a confrontational way.
- **Tactically ignore-** ignore any secondary behaviour if the pupil is compliant with the primary behaviour request e.g. if the pupil begins the task (primary behaviour) when asked, ignore any annoying secondary behaviours such as huffing and muttering.
- **Physical Proximity-** move closer to a disruptive pupil
- **Distraction/ Diversion-** give an alternative task or activity to a disruptive pupil without highlighting the inappropriate behavior
- **Clear Expectations-** e.g. "When we go back in to the classroom after break, I will give a point to those who go straight back to their task."
- **Where/ What-** "Where should you be?" (In my seat) What should you be doing? (My work).
- **Choices-** "Put your (e.g. toy) on my desk or in your bag- which are you going to do?"
- **Broken Record-** Calmly repeat the request or rule or consequence; avoid being drawn into an argument, stay neutral.
- **Private Reprimand-** a quiet word rather than a public confrontation.
- **Repair & Rebuild-** as soon as possible after a reprimand, find an opportunity to say something positive about the pupil, "Catch them being good".

Bullying

What is bullying? The legal definition.

Addressing Bullying in Schools Act Definition of "bullying":

1.—(1) In this Act "bullying" includes (but is not limited to) the repeated use of—

- (a) any verbal, written or electronic communication,**
- (b) any other act, or**
- (c) any combination of those, by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.**

(2) For the purposes of subsection (1), "act" includes omission.

The NI Anti-Bullying Forum (NIABF) use the following statement to assist schools and is the statement we at St. Joseph's will adhere to;

Bullying is usually behaviour that is repeated, which is carried out intentionally to cause hurt, harm or to adversely affect the rights and needs of another or others.

When bullying is talked about in school, teachers explain that bullying is when someone means to do it (intentional) and it usually happens over a period of time (sustained)

While bullying is usually repeated behaviour, there are instances of one-off incidents that the school will consider as bullying.

When assessing a one-off incident, to make a decision on whether to classify it as bullying, the school shall consider the following criteria:

- severity and significance of the incident
- evidence of pre-meditation
- impact of the incident on individuals (physical/emotional)
- impact of the incidents on wider school community
- previous relationships between those involved
- any previous incidents involving the individuals

Any incidents which are not considered bullying behaviour will be addressed under the Positive Behaviour Policy.

Forms of Bullying

The following unacceptable behaviours, when repeated, targeted and intentionally hurtful, may be considered a bullying behaviour:

- Verbal or written acts
 - saying mean and hurtful things to, or about, others
 - making fun of others
 - calling another pupil mean and hurtful names
 - telling lies or spread false rumours about others
 - try to make other pupils dislike another pupil/s
- Physical acts
 - Hitting
 - kicking
 - pushing
 - shoving
 - material harm, such as taking/stealing money or possessions or causing damage to possessions
- Omission (Exclusion)

- Leaving someone out of a game
- Refusing to include someone in group work
- Electronic Acts
- Using online platforms or other electronic communication to carry out many of the written acts noted above
- Impersonating someone online to cause hurt
- Sharing images (eg. photographs or videos) online to embarrass someone

PREVENTATIVE MEASURES (Bullying)

We are committed to identifying Bullying pre-emptively when possible and to promoting and maintaining a 'speak out' culture.

In dealing with emotive issues such as bullying we are committed to a Child Centred approach to meeting the social and emotional needs of all of our pupils whether they are displaying positive or negative behaviours. Bullying is an emotive issue and an emotive word and its use is not always helpful in resolving what are often, ultimately, complex relationship issues between young children.

We will always do our best to resolve concerns and issues. We will always listen. We ask that as adults concerned with the wellbeing of future generations be measured and considered in our responses to these issues and remember that all of our pupils are children.

STRATEGIES TO PREVENT OR REDUCE BULLYING

St Joseph's has established and will maintain the following strategies to prevent and reduce bullying behaviour:

Proactive Strategies to ensure awareness is raised.

- Promoting school ethos at all times.
- Raising awareness of Rights and Responsibilities.
- Recognising and rewarding good behaviour.
- Using creative learning to enhance social and emotional skills.
- Ensuring that all staff (teaching and non-teaching), parents and pupils and all members of the school community are aware of the school's Positive Behaviour Policy.
- School assemblies – addressing Bullying and providing Anti-Bullying Strategies.
- Vigilant supervision – playground / general school environment.
- Consultation with School Council.
- Use of PDMU lessons / Circle time.

- Promotion of Playground Buddies
- Questionnaires (Appendix 2)
- Good parental communication.
- Awareness raising e.g. P1 Parent Induction meetings, class information meetings, School Policies Booklet issued, newsletters, website.
- Awareness of national Anti-Bullying Week (in November each year).
- Use of outside agencies – NSPCC, Child line, PSNI, Behaviour Support Team.
- Staff training / effective communication.
- Formulation (involving all stakeholders) and communication of school rules concerning Positive Behaviour expectations (e.g. classroom rules, posters, displays, incentives, pupil awards, school assemblies, workshops)
- School Curriculum which addresses prejudice, discrimination and Social/Emotional Learning (PDMU)
- School wide supervision and effective, consistent behaviour management by all staff
- Opportunities for developing Positive Peer Relationships (Circle time strategies and training provided re. Peer Support/Playground Buddies and Class/School Council)
- Implementation of Barnardos PATHS+ programme. (Promoting alternative thinking strategies)

Reactive Strategies

The following steps will be taken when dealing with alleged incidents of bullying:

- If bullying is suspected or reported, attempts will be made to resolve the situation quickly.
- Reports will be taken seriously.
- Steps will be taken to ensure the child feels safe and secure.
- Significant incidents will involve further investigation and recording. A clear account reported to the appropriate members of staff i.e. class teacher / Vice Principal / Principal (Designated Teacher for Child Protection).
- Significant or repeated incidents will require parents to be informed.
 - Disciplinary measures / sanctions, which are proportionate and clearly set out in the Positive Behaviour Policy, will be explained and used.

Suspension and Expulsion of Pupils

The school reserves the right to Suspend or Expel a pupil following DENI and EA set procedures.

The school reserves the right to impose any listed sanction if an incident is serious enough to warrant it.

Reasonable Force/ Safe Handling

The Education (NI) Order 1998 (part II Article 4 (1)) states;

“A member of the staff of a grant aided school may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely:

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

Based on this legal framework the working definition of “reasonable force” is the minimum force necessary to prevent a pupil from physically harming himself/herself or others or seriously damaging property, but used in a manner which attempts to preserve the dignity of all concerned.

Under Duty of Care, staff may use a physical intervention and when they do so, they should be clear that the action was;

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

MONITORING AND EVALUATION

Monitoring the effectiveness of the Positive Behaviour Policy is the responsibility of the Pastoral Care Co-ordinator in conjunction with the Principal. This Positive Behaviour Policy will be reviewed annually. It will be reviewed by the Pastoral Care Coordinator with the whole staff and as we value the input of the whole school community, parents and pupils will also be surveyed to gauge opinions on the effectiveness of the policy. After this consultation the reviewed draft policy will be brought to the Board of Governors for approval.

Link to Special Educational Needs Code of Practice

Social, Behavioural, Emotional and Well-Being (SBEW) is one of the categories of Special Educational Needs in the 2016 SEND (NI) Act. Target support is provided to children where necessary.

Review of the Policy:

The School Council has played an active role in the formulation of this Policy. They have agreed to the enclosed Code of Conduct. The Policy has been widely consulted upon with staff, parents and Board of Governors.

Links with other Policies

This Policy is integral to all school policies. It has key links with policies such as:

- ❖ Special Educational Needs and Inclusion
- ❖ Safeguarding & Child Protection
- ❖ Anti-Bullying
- ❖ Attendance Policy
- ❖ Pastoral Care
- ❖ Online Safety/ Acceptable Use of the Internet

Procedures for Concerns

I have a concern about the behaviour of a child or the behaviour management of a child in school



I can talk to the Class Teacher



If I am still concerned I can talk to the Vice-Principal, Mrs Brennan



If I am still concerned I can talk to the Principal



If I am still concerned, I can write to the Chairman of the Board of Governors

Appendix 1

Strategies for dealing with difficult situations

In dealing with difficult situations adults need to make professional judgements based on their experiences and the knowledge of the individual pupil.

Listed below are some points to remember and some strategies which may be useful in managing difficult situations.

- ❖ Stay calm
- ❖ Use a quiet voice
- ❖ Use neutral language and keep it to a minimum
- ❖ Avoid invading personal space unless necessary
- ❖ Avoid prolonged eye contact
- ❖ Stand still
- ❖ State expectations clearly
- ❖ Remind pupil of the consequences (use cautiously)
- ❖ State what will happen next
- ❖ It may be necessary to remove the audience
- ❖ Withdrawal- move the pupil away from the group for a short period. This models a non-violent response, gives “cooling off” time and a time for reflection. It also teaches that inappropriate behaviours will not be tolerated and protects the rights of all.
- ❖ Exiting- refer to Safe Handling Policy (DE, 2004)
- ❖ Always remember to give a thought driven professional response to a pupils behaviour with a view to de-escalating the situation
- ❖ All behaviour is a means of communication. Habitual behaviour serves a purpose but more appropriate behaviour can be learned. How we as adults choose to respond is very important in teaching and achieving the desired behavior
- ❖ Consistency of approach from all adults
- ❖ Give the following messages to all pupils; “I want you to succeed in my class.”
“You are responsible for your own behaviour”

Appendix 2

Positive Behaviour Pupil Consultation...

For a safe and happy school we are expected to...

- Arrive to school on time
- Wear our school uniform
- Show respect to everyone in school
- Be truthful well-mannered and kind
- Take pride in our school building
- Look after our books
- Walk sensibly and quietly in the corridors
- Keep our school litter free
- Set a good example to others
- Exercise self-control
- Line up quickly and quietly when the bell rings

What do you think would be good rules for your Classroom? Can you suggest 3 or 4?

What rewards are there in our school and your class when you keep to our rules or do something great?

Can you suggest any other rewards in class or for our school?

What sanctions do you think should be in place for poor behaviour choices?

Tick if you think the following would be sensible sanctions in our school...

- Reminder of the rule
- Change seat in class
- Complete work again or work sent home
- Timeout from Playground
- Withdrawal of special treats e.g. Golden Time
- Letter or phone call home (speak with parents)
- Send to another teacher, VP or Principal
- Red/ Yellow Card System for outside play

Appendix 3

Discipline and Behaviour

Behaviour must be managed with sensitivity and professionalism. Staff should constantly re-examine and reflect upon their own values, attitudes, behaviours and professional training in order to appreciate the messages and expectations that they are giving pupils.

Whilst the discipline and behaviour of the class is, primarily, the responsibility of the class teacher, *all* members of staff are collectively responsible for ensuring that *all* pupils learn to be considerate to others and behave appropriately. Staff should always endeavour to remark on good behaviour and manners, and to commend children for their positive actions. Aim to '*catch children being good*' and reinforce positively.

If pupils do have to be reprimanded regarding inappropriate or anti-social behaviour, this should be done in a constructive manner, condemning the *behaviour* without humiliating or "putting down" the child. In this nurturing environment, most children will respond more co-operatively and with less resentment than if they were constantly being criticised for any negative behaviour. Speaking in a calm but firm way is imperative.

Staff need to be familiar with clear guidelines and strategies eg. pupil behaviour, support and management plans, to help maintain positive behaviour and discourage unwanted behaviour when it occurs. Recognition, praise and encouragement will be used as much as possible in all situations. We believe it is important that those involved in settling disputes:

- Avoid confrontation
- Listen
- Try to establish the facts
- Investigate and address the problem
- Talk through the issues and use appropriate strategies to support the child to address their behavior/ conduct
- Use sanctions appropriately

St. Joseph's, Meigh Primary School is a nurturing school and our core beliefs are that:

- Behaviour can change and that every child can be successful.
- Praising and a system of rewards are more likely to change behaviour than blaming and punishing. Using a restorative approach, with a positive system of rewards will increase children's self-esteem and thus help them to achieve more.
- Celebrating success helps children to achieve more.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way. We always consider the safety of other children and minimize disruption while helping children acquire self-discipline.
- Reinforcing good behaviour helps our children feel good about themselves.

We aim to create a healthy balance between rewards and sanctions with both being clearly specified. Staff will encourage children to behave appropriately, deal calmly but firmly and consistently with

inappropriate or disruptive behaviour. All behaviour requiring sanctions will be recorded on CPOMS.

To achieve high standards of behaviour and conduct, staff will deal with behaviour issues as and when they occur. Inappropriate behaviour will not be ignored or condoned.

Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour. All systems are flexible to take account of individual circumstances. The emphasis of the school discipline Policy is on REWARD, PRAISE and catching our pupils being good which should be given whenever possible for both work and behaviour. Communication to parents/guardians about poor behaviour will take place by either telephone or inviting parents to come for a meeting, and we welcome the support of adults working closely with teachers to improve behaviour where appropriate.

Particular effort and commendable behaviour will also be recognised during celebration assemblies, weekly. Children displaying positive behaviour will be awarded in class as well as by supervisors. Each class will have their own reward system with motivators to positively reinforce.

Appendix 4

CODE OF CONDUCT FOR CHILDREN

INTRODUCTION

Pupils at St. Joseph's, Meigh Primary School have the right to an education (United Nations Convention on the Rights of the Child- Article 28), which offers them every opportunity to attain their full potential. The Principal, teaching staff and non-teaching staff are here to create the circumstances to allow this to happen. Governors, parents and the wider community also assist in this process.

GUIDING PRINCIPLES

In order for the above to be achieved it is essential that **every member of the school community** acknowledges and reflects the values promoted by the school:

- Honesty
- Respect
- Responsibility
- Acceptance
- Self-Discipline
- Fairness
- Forgiveness
- Perseverance
- Kindness
- Tolerance

THE PRINCIPLES IN ACTION

These values and principles underpin our school ethos and are seen to be met when pupils observe the following:

I will:

BE READY BY DOING MY BEST TO

- Come to school on time
- Wear my school uniform
- Be prepared, by doing my homework and bringing all the books and items I need for work and play
- Follow school and routines for e.g. lining up, having my lunch, carrying out classwork

BE RESPECTFUL BY DOING MY BEST TO....

- Respect the rights of my peers to feel happy and safe in school (inside or outside) by using kind words and actions, adhering to school and classroom rules and being aware of others' feelings
- Respect the right of others to learn by listening in class, follow routines, respect adults and peers
- Respect the rights of others to play by cooperating with others and working within my group in a positive manner
- Respect all adults and visitors in school e.g. coaches, volunteers
- Listen when an adult speaks to me and act first time every time
- Be truthful and kind
- Not use abusive or aggressive language or actions with others
- Use school or others' property carefully
- Take pride in our school building

BE RESPONSIBLE BY DOING MY BEST TO

- Uphold our school values during school and out of school e.g. school trips
- Uphold our school values when wearing our school uniform
- Take care of my books and school equipment
- Help to look after the school building and grounds
- Act responsibly inside the school building and in playgrounds
- Do my work to the best of my ability
- Take ownership of my actions and any resulting consequences
- Exercise self-control

I know that not following this code of conduct will incur consequences which are found in the school's behaviour policy. These consequences may involve me losing privileges (but not my rights) and giving me the opportunity to think about my actions. The safety and happiness of everyone in school is of utmost importance, having the right to play and learn is everyone's right so I understand I have a responsibility to respect this right. I understand my parents will be contacted when necessary to discuss my behaviour.

Signed: _____ (Parent sign if child P1/2/3)

Appendix 5

**Reward Systems in each Classroom
(amended accordingly depending on needs of class)**

P1 & 2	Class dojo points Star of the week Bidy Kauffmann – Monthly Golden Time Wow/Great work displays Mathletics – Bronze, Silver and Gold Certificates, badges – assembly Accelerated Reader Certificates Feel Good Jar Stamps/stickers Birthday treats Child of the day – Paths Messenger of the day Star of the day Ist in line Carry PE bag Messenger to office – blue box Treats – seasonal Praise to parents at door
P3 & 4	Class dojo points Star of the week Bidy Kauffmann – Monthly Golden Time Wow/Great work displays Mathletics – Bronze, Silver and Gold Certificates, badges – assembly Accelerated Reader Certificates Stamps/stickers Birthday treats Child of the day – Paths Messenger of the day
P5/ 6/7	Class dojo points Star of the week Bidy Kauffmann – Monthly Golden Time Wow/Great work displays Mathletics – Bronze, Silver and Gold Certificates, badges – assembly Accelerated Reader Certificates Feel Good Jar Stamps/stickers Birthday treats Child of the day – Paths Messenger of the day

It is important to realise that these are class reward systems but can vary depending on individual needs of some children.

We draw up the rewards with our classes at the start of the year so the choices motivate the children and we aim to ensure that our choice or rewards are varied:

Edible reinforcers: Things such as sweets and anything that a student can consume and that is liked, and that will have the student continue to display the target behaviour.

Tangible reinforcers: Things such as books, toys, pens, pencils, erasers, dolls, stickers, and anything that the student can hold, feel, manipulate in some way, and that the student likes.

Exchangeable reinforcers: Things such as tokens (in a token economy system in a classroom), smiley face charms, points, achievement stars, gift certificates, and points earned and saved that can be “cashed in/ traded” for something else more desirable and valuable.

Activity reinforcers: Things such as extra recess time, serving as the hall monitor, being the first in line, (again, only if the individual student finds this activity prestigious and desirable)

Social reinforcers: Things such as smiles and a “thumbs-up” gesture by the teacher, verbal praise such as “good job,” “can’t fool you,” “that’s right,” and “good for you” and positive comments written on a student’s work.

Sensory reinforcers: Things such as watching a DVD, listening to music, manipulating a toy that makes noise, sensory toys/area.