

St.Eugene's P.S.



Positive Behaviour Policy

Signed: _____ Dated: _____

(Chairperson of the Board of Governors)

Signed: _____ Dated: _____

(Principal)

Rationale

Partnership in education between governors, teachers, pupils and parents has become commonplace and accepted practice in education over recent years. Nowhere is this partnership more desirable than in the promotion of a positive school environment, which is dependent upon the goodwill and co-operation of all those involved.

At Saint Eugene's, we have adopted a collaborative approach to promoting positive behaviour, i.e. one that is shared among all those who work within our school community. While sanctions for misdemeanours do exist, our key belief is that we will achieve best results in maintaining good behaviour by (a) placing great emphasis on rewards and praise, (b) being positive and (c) fostering good relationships at all levels.

We aim to 'catch the person being good', then use praise and rewards frequently, which in turn encourages others to imitate these behaviours

Vision

We aspire to the promotion of a positive, safe and orderly school environment where all pupils are enabled and empowered to achieve their full potential.

Ethos

The ethos of our school is a major factor in establishing and maintaining high standards of behaviour and discipline. This positive environment is based on the quality of the relationships within school and our positive approach permeates all activities, helping to form the strong sense of community that is enjoyed by everyone.

Underlying Principles

1.1 The United Nations Declaration on the Rights of the Child asserts that: *'All actions should be in the best interests of the child'*.

It further declares that:

Children have the right to:

- (1) 'education aimed at developing personality, talents, preparing the child for an active adult life and that the administration of school's Positive Behaviour policy reflect the child's human dignity'.
- (2) 'love, understanding and care'.
- (3) 'protection from all forms of physical or mental violence'.

1.2 We, the community of Saint Eugene's Primary School, agree with these declarations and affirm with that through good practices outlined in our policy, we will always act in the best interests of our children.

Aims

1.3 The main aim of the whole school Positive Behaviour policy is to maintain an orderly school environment based on Catholic principles and values so that the school in close co-operation with parents and pupils can fulfil its mission statement to. We will achieve this by promoting the spiritual, social, emotional, academic and physical development of all our pupils. We promote self-discipline and responsibility for an individual's actions and respect for others, their property and the environment.

1.4 Only in an orderly environment can effective learning take place and where effective learning is taking place, behavioural problems will be minimalized. This orderly environment is further sustained when there is an appropriate balance between an individual's rights and

respect for the rights of others (See Rights, Roles and Responsibilities). To facilitate this balance, pupils, parents, governors and school staff have contributed to the development of this policy and are collectively responsible for its promotion.

1.5 Therefore, when a child is admitted to Saint Eugene's Primary School, his/her parents should recognise that acceptance of admission to the school includes acceptance of the school's Positive Behaviour policy.

Rights and Responsibilities of All Stakeholders.

(Promotion of Positive Behaviour) taken from 'Pastoral Care In Schools: Promoting Positive Behaviour', 2001.

1.6 Governors will:

- Ensure that the Positive Behaviour policy is pursued at the school
- Decide and set out that aspects of discipline/behaviour should be a matter for the principal, and give her any guidance on these aspects which they feel is appropriate'

1.7 The principal will determine the measures which the school will take to:

- Promote among the pupil self- discipline and respect for authority
- Encourage good behaviour and respect for others
- Secure an acceptable standard of behaviour among the pupils

1.8 Parents and Guardians have the right to:

- Be treated with respect
- Have a safe and welcoming environment for their child
- Have fair and consistent procedures applied to the school's dealings with pupils
- Have contact at an early stage to discuss difficulties/problems
- Receive progress reports in accordance with agreed school policy
- Receive information on school policies and procedures

1.9 Parents and Guardians are expected to:

- Encourage children to have a sense of respect for themselves, for others, for their own property and that of others
- Ensure that children attend school regularly and punctually
- Be interested in, support and encourage their children's school work
- Ensure that their children have the correct books and other materials as required throughout the week
- Be familiar with the 'Code of Conduct'
- Co-operate with teachers in instances where their child's behaviour is causing difficulties for others
- Communicate to the school, problems which may affect a child's behaviour

2.0 Teachers have the right to:

- Be treated with respect
- Teach in a safe, well-maintained physical environment, relatively free from disruption
- Support and co-operation from colleagues, ancillary staff and parents in order to achieve the school's aims

- Appropriate support services to cater for the psychological, emotional and physical needs of the pupils
- Be listened to, and to participate in decision-making which affects their own work and that of the school in general
- An atmosphere that encourages professional development

2.1 Teachers are expected to:

- Support and implement the 'Code of Conduct' that has been agreed with pupils.
- Be consistent in their duty of care
- Create a safe, welcoming environment for each pupil
- Develop and nurture a sense of self-esteem in each pupil
- Praise desirable behaviour - 'catch the pupils being good'
- Guide and assist pupils to reach their full academic potential
- Recognise and provide for individual talents and differences among pupils
- Be courteous, consistent and fair
- Keep opportunities for disruptive behaviour to a minimum, through thorough planning, appropriate lesson pace & delivery
- Deal appropriately with misbehaviour
- Keep a record of serious or repeated instances of misbehaviour
- Support colleagues in maintaining high levels of good behaviour from pupils
- Communicate with parents when necessary
- Provide reports on matters of concern

2.2 Pupils have the right to:

- Be treated fairly, consistently and with respect
- Learn and be educated in a calm, safe, well-managed and stimulating environment
- Have their individual differences recognised and catered for
- Be consulted about matters that affect them and have their views listened to
- Make mistakes and to learn from them
- Have positive behaviour affirmed
- Develop and extend their interest, talents and abilities

2.3 Pupils are expected to:

- Come to school on time, suitably equipped for their day and with any homework done to the best of their ability
- Work quietly, safely and to the best of their ability at all times
- Listen to their teachers and act on instructions/advice
- Listen to other pupils
- Show respect for all members of the school community
- Respect the right of other pupils to learn
- Care for their own property, the property of other pupils and all school property
- Avoid behaving in any way which would endanger others
- Include other pupils in games and activities
- Move quietly around the school
- Keep the school clean and tidy
- Follow school and class rules

Rules, Rewards And Consequences

2.4 Rules

In Saint Eugene's Primary School, we the staff and pupils have agreed a set of 'Golden Rules' to ensure good behaviour for each classroom, canteen, playground and corridors. Rules have been kept to a minimum and have been expressed in positive terms. Staff and pupils have agreed that rules should be enforced fairly and consistently by anyone acting in a supervisory capacity within the school (teaching staff, ancillary staff)

Rewards And Consequences

2.5 In Saint Eugene's Primary School, we recognise that rewards and consequences are necessary to encourage pupils to follow classroom rules and rules throughout the school.

2.6 We believe that a system of rewards, applied consistently, will help to maintain a climate in which the pupils of Saint Eugene's Primary school will come to appreciate what constitutes good behaviour. Additionally, it is important that our pupils are aware that their good behaviour is noted and acknowledged. We aim to ensure that all rewards are commensurate with the behaviour displayed and provide just enough incentive for the child to continue to display similar positive behaviour. Details of rewards for good behaviour in classrooms, canteen, playground and corridors can be found in appendices 1-4.

2.7 Similarly, it is important that our pupils realise that unacceptable behaviour will be challenged and stepped consequences will be applied. Consequences provide pupils with the security of clearly defined boundaries and thus encourages pupils to make positive choices regarding their behaviour. As with rewards, we aim to apply consequences fairly and consistently and the consequence applied will be in proportion to the offence. They will be applied in a calm manner as soon after the offence has occurred as possible. The use of consequences is aimed at defusing rather than escalating the situation. Additionally, when applying consequences, staff will as far as possible take account of the age and degree of maturity of the pupil, any special needs he or she may have, the home background as well as any other relevant circumstances.

2.8 If a child is identified as having Social, Emotional And Behavioural difficulties, appropriate assessments will be carried out and provision will be made in accordance with the school's policy on 'Special Educational Needs'. The school may call on one of the following outside agencies for support where a pupil with emotional and behavioural difficulties has reached stage 3-5 of the Code Of Practice:

- Curriculum Advisory and Support Service
- Educational Psychology Service
- Education Welfare Office
- Child Protection Officers (CCMS & NEELB)
- Behaviour Support Team
- Social Services
- Alternative Education Provision specified in statements of Special Educational Needs

Physical Restraint

2.9 Saint Eugene's Primary School acts on guidance from DE - ie the 'Regional Policy Framework on the use of Reasonable Force / Safe Handling' to prevent pupils from physically harming him/herself or others or seriously damaging property. A copy of DE's guidance on 'Reasonable Force and Safe Handling' can be made available by applying to the principal.

Suspension and Expulsion

3.0 Only in the most exceptional circumstances, will the school authorities consider the agreed procedures for the exclusion of pupils (CCMS Scheme For Suspensions And Expulsions – February 2002)

3.1 The development of the school's Positive Behaviour Policy is continually on-going. Opportunities to attend professional development courses regarding issues connected with the promotion of positive behaviour will be made available to teachers, learning support assistants and supervisors as they become available from external agencies and/or developed from within the school.

Policy Review

3.2 Saint Eugene's Primary School's Positive Behaviour Policy will be reviewed annually. Where significant changes are contemplated, parents shall also be consulted, and, in any event, will be consulted periodically.

Positive Behaviour Reinforcement

In Saint Eugene's, good behaviour is encouraged, highlighted and emphasised through a variety of initiatives using the agreed 'Golden Rules.'

Each class operates an individual reward system.

Code of Conduct (P1-P7)

All children are asked to agree to and sign our class Code of Conduct. This code is based on the agreed 'Golden Rules' specific to each class.

Appendix 1

P1 , P.2 and P3 Rules, Rewards and Consequences

Golden Rules

- We are gentle.
- We are kind and helpful.
- We listen.
- We are honest.
- We work hard.
- We look after property.

Rewards

- Praise.
- Class reward chart.
- Dip in the Box.
- Pupil of the week (child will be first in line for the week).
- Ambassador of the Week

Consequences

- Reminder.
- Warning.
- 5 minutes away from the group.
- Removal of Stars
- Send for principal.
- Send for parents.

*Consequences will be administered by staff on duty (e.g. teachers, the lunch-time supervisor or classroom assistants as appropriate).

Appendix 2

P.4, P.5 and P.6 Rules, Rewards and Consequences

Golden Rules

- We are gentle.
- We are kind and helpful.
- We listen.
- We are honest.
- We work hard.
- We look after property.

Rewards

- Praise.
- *'Reach for the Stars'*
- Table points (Table of the week will earn themselves a 'lucky dip')
- Pupil of the Week (Child Will Be First In Line For The Week).
- Ambassador of the Week

Consequences

- Reminder.
- Warning.
- 10 minutes away from the group.
- Remove Stars
- Send for principal.
- Send for parents.

*Consequences will be administered by staff on duty (e.g. teachers, the lunch-time supervisor or classroom assistants as appropriate).

Appendix 3

Canteen Rules, Rewards and Consequences

Golden Rules

- We line up calmly.
- We walk carefully through the dining hall.
- We are polite to everyone.
- We speak quietly to those around us.
- We use good table manners.
- We keep our table clean.

Rewards

- Praise.
- Golden Table of the Week, with certificate.
- Class points for good canteen behaviour.

Consequences

- Reminder.
- Warning.
- Supervisor will inform teacher who will deduct 5 minutes from the child's Outside Time.
- Send for principal.
- Send for parents.

*Consequences will be administered by staff on duty (e.g. teachers, the lunch-time supervisor or classroom assistants as appropriate).

Appendix 4

Playground Rules, Rewards and Consequences

Golden Rules

- We are gentle when we play.
- We are kind and helpful towards others.
- We respect everyone's games.
- We look after the playground.
- We listen to and keep the playground safety rules.
- We are honest with everyone.

Rewards

- Praise.
- Earn class points

Consequences

- Reminder.
- Warning.
- 5 minutes away from the group.
- Send for principal.
- Send for parents.

*Consequences will be administered by staff on duty (e.g. teachers, the lunch-time supervisor or classroom assistants as appropriate)

