

# **St. Aloysius Primary School Lisburn**



## **Positive Behaviour Policy 2020/21**

St. Aloysius Primary School seeks to establish a positive discipline which will promote the full Catholic education of every child. The Positive Behaviour Policy is based on the aims of our school mission statement and contributes in the best possible manner to the overall Pastoral Care Policy within the school. The school wishes to promote its concept of discipline recognising that each child has a fundamental right to learn and every teacher has a duty to teach. Our Positive Behaviour Policy seeks to underpin the delivery of our Catholic Education service and we recognise that each child is created by God and we are entrusted to develop every child's dignity and well-being. It is the intention of the school that the Positive Behaviour Policy will be implemented, reviewed and regularly updated.

### **Aims**

The policy would seek to:-

- (i) Develop positive discipline practices that seek to establish effective learning.
- (ii) Maintain the Catholic ethos of the school by creating an atmosphere of mutual positive regard where each person in the school community is valued as an individual.
- (iii) Encourage each pupil to fulfil his/her moral, intellectual, spiritual, psychological, social, aesthetic and emotional potential to the full by implementing the school's general educational objectives.
- (iv) Provide opportunities for the children to develop self-confidence by experiencing success in learning and by becoming aware of the needs of others through self-discipline based on respect for others.
- (v) To provide a warm, happy, secure environment by establishing a school community where pupils, teachers, parents and all staff enjoy a sense of belonging and realise the importance of their contribution to the overall Pastoral Care Policy of the school.
- (vi) Provide support and guidance at all times in relation to Pastoral Care.

### **Objectives:**

- (i) To develop the children's social skills and attitudes of tolerance by encouraging co-operation and independence among pupils thereby developing healthy self-respect and respect for the rights of others and affirming their worth as individuals.
- (ii) To provide opportunities for pupils to develop positive attitudes to conflict management.
- (iii) To create an atmosphere in which pupils respond positively in class, take care in their work and develop an interest and attention in all areas of their development.
- (iv) To foster good relationships between parents, pupils, teachers, ancillary and auxiliary staff so that they can each contribute to the development and ongoing review of the positive behaviour policy.

## **Pupil's Rights and Responsibilities**

### **Pupils have the right:-**

- To be taught in a manner appropriate to their development.
- To be treated with dignity, fairness, care and respect by teachers and other children.
- To a safe, secure, stimulating and happy environment.
- To receive the best education the school can offer.
- To learn without interruption from disruptive pupils.
- To be heard and to contribute to class discussions.
- To be given the opportunity to confide in staff and to have their problems taken seriously.
- To special needs assistance if a child has a statement.
- To protection and redress from bullies.
- To rewards and reasonable sanctions.

### **Pupils' Responsibilities**

- To attend school and be punctual.
- To be neat, tidy and clean.
- To listen to and co-operate with teacher.
- To behave appropriately.
- To respect the teachers and other pupils.
- To care for their own and school property.
- To develop and maintain a desire to learn.
- To try hard and give their best in class.
- To take responsibility for their own behaviour.
- To obey the rules.
- To allow other children to learn free from disruption.
- To address staff courteously.
- To treat staff and peers with respect.
- To do all their homework neatly.
- To develop self-discipline and honestly.

## **Teachers' Rights & Responsibilities**

### **Teachers have a right:-**

- To respect from children, parents and colleagues.
- To be trusted.
- To teach unhindered from pupil disruption.
- To be fallible.
- To discipline children when necessary.
- To exclude a disruptive child from a lesson for a short time.
- To be treated as a professional doing a worthwhile job.
- To organise the classroom, structure lessons and set a timetable.
- To set standards.
- To support from peers, parents, pupils, parish, management and E.A.
- To a clean working environment.
- To a manageable and realistic workload.
- To material resources necessary for implementation of the school curriculum for all children.
- To preparation, reflection and discussion concerning the curriculum.

### **Teachers' responsibilities**

- To teach according to their educational needs, the pupil assigned to him/her.
- To maintain good order and discipline among pupils in accordance with the policies of the employing authority.
- To have his/her behaviour as a role model for pupils.
- To inculcate good habits of courtesy, good order and cleanliness in the classroom.
- To ensure quiet and orderly movement of children around school.
- Providing a welcoming and supportive classroom environment.
- To effective appropriate pupil behaviour on educational visits and outings.

## Other Staffs' Rights & Responsibilities

### Staff have a right:-

- To experience job satisfaction and to enjoy their work.
- To be treated with respect/dignity.
- To have a safe, clean, healthy environment in which to work.
- To have support from teachers, Senior Management Team and Board of Governors.

### Other Staffs' Responsibilities:-

- To maintain good order and discipline among pupils.
- To support the school pastoral care policy by ensuring that children in their care are safe.
- To promote good behaviour.
- To treat pupils with respect.

## Parents' Rights and Responsibilities

### Parents have a right:-

- To information re: all school aims and policies relating to curriculum and pastoral care.
- The right of access to their child's teacher (by appointment) to discuss progress/concerns, etc
- To receive on annual written report.
- To procure a good well balanced education for their child.
- To be alerted of their child's difficulties.
- To express their views in an appropriate manner.
- To fair treatment for their child.
- To a summary of school inspection report.
- To respect from staff.
- To be invited to parents meetings re curriculum, discipline and sacraments.

### Parents' Responsibilities:-

- To take an interest in and to support their child in his/her school career.
- To ensure their child attends daily and is punctual.
- To supervise the child's homework.
- To support the school's Positive Behaviour Policy.
- To accept responsibility for the misbehaviour of their children and to work in partnership with the school to help amend misbehaviour.
- To ensure their children get sufficient sleep, food and hygiene to enable them to give of their best.
- To attend school meetings relating to their child's welfare.
- To support and respect the class teacher in a constructive way and to conduct themselves in a manner appropriate to the school ethos.
- To ensure that children bring to school all the necessary books and equipment.

## **Rewards and Sanctions**

The school will place an emphasis on the reinforcing of positive behaviour.

This will be done overtly and directly through:

individual praise	smiling	praise from another teacher
public praise	handshaking	praise from the whole class
praise note to parents	written praise	points (KS2 House System)
points score (assembly)	sweets/treats	whole school praise
display of pupils' work	giving responsibility	assembly certificate
Foundation/ Key Stage 1 Star of the Week		

Within the classroom environment teachers will draw upon these and other rewards to effectively manage pupils' behaviour.

## **Circle Time / PDMU/ Grow In Love/ Incredible Years**

The school is committed to the programme 'Circle Time' which encourages proactive commitments to listening and attempts to encourage a school environment that is emotionally safe and where all pupils are respected and valued.

## **Managing Unacceptable Behaviour**

While a positive system of rewards and reinforcement will attempt to guide children towards self-discipline, it is important that strategies exist to assist teachers in dealing with disruptive behaviour.

## Behaviour Management Steps & Sanctions

Green - Low level Behaviour	Inappropriate Behaviour	Sanction	Red - High level Behaviour	Inappropriate Behaviour	Sanction
	Talking out of turn Shouting out Interrupting Lack of co-operation Leaving seat at unsuitable time Running/Sliding inside Homework not done Books forgotten Hiding work Not listening Not paying attention Inappropriate questions Inappropriate comments Distracting others Poor quality work Making noises/burping Teasing/name calling Cheekiness Disobeying rules Rough behaviour Impolite: staff/adults/pupils Withholding truth	-Praise other pupils -Award others points -Eye contact, stern stare -Assertive body language -Name.. pause technique -Reminder of rules -Quiet word -Direct to seat -Quiet questioning -Removal from friends -Loss of points		Offensive gestures Racist comments Stealing Bullying Swearing Serious rudeness Insolence to staff Aggression to staff/pupils <b>Persistently:</b> <ul style="list-style-type: none"> <li>• not doing homework</li> <li>• intimidating peers</li> </ul>	-Golden Time withdrawal & Completion of apology letter in Medical Room -Escorted to VP or Principal -Letter home -Possible internal restriction -Possible playtime restriction -Possible SENCO involvement -Letter of apology -Meeting with parents -Weekly Behavioural Record
Amber - Moderate Behaviour	Inappropriate Behaviour	Sanction	Black - Very Serious behaviour	Inappropriate Behaviour	Sanction
	Isolated: hitting/pushing/kicking/ biting/throwing Spitting Telling lies Defiance Destroying own/others work Regularly not doing homework Leaving classroom without permission Refusal to enter classroom Intimidating peers <b>Persistently:</b> <ul style="list-style-type: none"> <li>• talking out of turn</li> <li>• talking back</li> <li>• leaving seat at unsuitable times</li> <li>• not listening/paying attention</li> <li>• distracting others</li> <li>• not doing work</li> <li>• making noises/burping</li> <li>• hiding work</li> <li>• rudeness to peers/staff</li> <li>• name calling/teasing</li> </ul>	-Separate from class -Set time limit for improved behaviour -Reminder of expected behaviour -Encouraged to return to green -Move to end of line/row -Withdrawal of breaktime on Tue/Thur & completion of Reflective Form -Record in Behaviour Book -Informal conversation with parent, if required		Extortion Running out of school Truancy Threatening Behaviour Fighting/inciting fighting. Vulgar Language Wilful damage to property <b>Persistent:</b> <ul style="list-style-type: none"> <li>• Aggression to staff</li> <li>• Stealing (or valuable items)</li> <li>• Lateness (or deliberate)</li> <li>• Bullying</li> <li>• Swearing</li> <li>• Rudeness (or personal)</li> </ul>	-Immediate action by Principal: <ul style="list-style-type: none"> <li>• Meeting with parents</li> <li>• Possible internal restriction (temporary movement to another class)</li> <li>• Possible playtime restriction</li> <li>• Possible SENCO involvement</li> <li>• Move to peer class</li> <li>• Possible withdrawal from trips/events</li> <li>• Involvement of other agencies</li> <li>• Involvement of BoG's</li> <li>• Suspension</li> <li>• Expulsion</li> </ul>

### **Involvement of Outside Agencies.**

When a pupil displays signs of increasingly disruptive behaviour this will be brought to the attention of the Vice-Principal or Principal. Early intervention will attempt to manage the pupil's needs. This may involve referral to the Educational Psychology Service, Behaviour Support Team, Health Board or other outside agencies.

### **The Role of Parents**

In order to maximise the effectiveness of the School's Positive Behaviour Policy parental involvement on a continuous basis will be required. They will be informed of the outlines of the school's Positive Behaviour and Pastoral Care Policies and on the rules and routines which support it. They can also be involved in the promotion of good behaviour in their children through receiving positive feedback from the school. This could be through comments in homework books, special notes home or special awards.

**If a child is admitted to St. Aloysius Primary School, it will be assumed that the parents accept the school rules and share our aims.**

### **The Role of the Board of Governors**

The role of the Board of Governors is to support the school in the implementation of the Positive Behaviour Policy.

### **Evaluation**

This policy will be reviewed regularly by the Staff and Senior Management Team to monitor its success.

#### **Criteria for evaluation may include:-**

- Perceived staff and pupil moral.
- General movement and behaviour around the school.
- Changes in the number or nature of unacceptable behaviours.
- The quality of work being produced.
- The tidiness of the school and its environs.

***When we keep the rules we work well and learn.  
We stay happy and safe.***

#### READY FOR SCHOOL

- We come to school every day and we come on time.
- We wear our whole uniform
- We do our homework and get our reading record signed
- We take all our books to school
- We get our school things ready before bed-time
- We bring a plain biscuit or piece of fruit for break

#### LEARNING

- We start our work quickly and always try and to do our best
- We keep busy and finish our work
- We ask for help when we need it
- We do our homework as well as we can.

#### TALKING AND LISTENING

- When the teacher speaks we listen
- One person speaks at a time
- We listen to each other
- When we want to speak we put up our hand and wait.

#### CARING

- We show good manners
- We are kind to each other
- We care for everything in our school

#### SAFETY AND MOVEMENT

- On the corridor walk, don't talk, keep to the left
- Walk on the stairs step by step
- We sit safely on our seats
- We ask our teachers when we need to leave our seat
- We handle all equipment carefully
- We use the toilets properly
- We wear stud earrings in our earlobes only, removing them during P.E

#### IN THE PLAYGROUND

- We play safely in the proper places
- We stop and line up quickly when the bell rings
- We line up quietly and in a straight line
- We let others play in our games
- We tell an adult if we are hurt or upset
- We move with care and consideration towards others

#### IN THE DINING ROOM

- We walk to and from dinners quietly and in a line
- We talk quietly to the children at our own table
- We do not leave our seat in the dining room
- If we need something we put our hands up to ask