



St Mary's Primary

Promoting Positive Behaviour Policy

2017



Promoting Positive Behaviour Policy –Rationale and Aims

St Mary's Primary School is a caring community where we place strong emphasis upon the wellbeing, dignity and worth of every individual. We aim to create an environment which promotes and encourages positive behaviour and relationships. Good relationships and a positive ethos are key elements of our overall school effectiveness by providing a good learning and teaching environment for all pupils. At the heart of our community is a strong emphasis upon the Fruits of the Holy Spirit – Love, Joy, Peace, Patience, Kindness, Goodness, Generosity, Gentleness and Faithfulness. Every member of our school community is expected to demonstrate these in their daily interactions with each other. This policy has been drawn up in consultation with staff, pupils and parents.



Aims

- To promote a positive ethos throughout the school which will foster effective learning and teaching.
- To ensure that there is a fair and consistent approach throughout the school when promoting positive relationships.
- To ensure that all staff and pupils feel safe, respected and included.
- To ensure that pupils are active participants in discussions and are helped to develop resilience, self-control, self-respect and responsibility for their behaviour.
- To develop effective partnerships between school and home in promoting positive relationships.
- To value all pupils as individuals promoting equal opportunities in all areas.
- To engage parents/carers in active partnerships to develop and maintain high standards of behaviour in school and in the wider community.
- To work in partnership with the all appropriate agencies to meet the needs of pupils displaying social, emotional and behavioural difficulties.
- To ensure that any forms of discrimination, including bullying is addressed as part of behaviour management.

To achieve our Aims the school will

- Seek to ensure that the policy is agreed by all staff, parents and children.
- Review the policy at regular intervals in consultation with staff and the Parent Council.
- Treat pupils with sensitivity, respect and understanding and model how pupils should treat each other.
- Establish good classroom organisation and routines which will maximise opportunities for positive behaviour.

We are a supportive, inclusive school with a positive ethos which is focused upon the needs of all staff, partners and learners. Our aim for every member of our community is to feel valued and respected and in turn show this respect towards others as guided by the Fruits of the Holy Spirit. The school behaviour policy reflects the important relationship between parents, staff and pupils who can work in partnership in a mutually supportive way to promote positive behaviour thereby enabling all to reach their full potential, emotionally, socially, spiritually and intellectually.

Promoting Positive Behaviour Policy

All staff in St. Mary's are proactive in promoting positive behaviour. Staff work hard to ensure that the wellbeing of all pupils, is at the centre of what we do.

Consistent, whole school approaches to promoting positive behaviour and relationships are essential to ensure that learners feel safe, respected, and healthy, nurtured and are achieving their full potential.

Our policy will help us to realise our Aims by

- Providing a structure which will focus pupils in making positive choices to help them to reflect upon and modify their behaviour.
- Cater for the social, emotional and behavioural needs as well as the educational needs of the pupil.
- Be incentive based and non- punitive.
- Create an atmosphere that promotes cooperation and promotes the resolution of conflict.
- Support pupils and is viewed as a positive choice for pupils, providing them with a helpful breathing space for themselves, their teachers and other pupils.
- Offer opportunities to orientate pupils towards their learning.
- Provide support and ongoing guidance to staff, and consequently provides consistency to pupils.
- Use dialogue between the adult and pupil which reminds them about their current strengths and their capacity to use these to bring about change and help them manage their behaviour.
- Hold a "positive learning intention" for the pupil at all times
- State what is "acceptable" and "unacceptable" behaviour.
- Provide the pupil with the opportunity relax and reflect upon their behaviour allowing them to talk with an adult and "present their views", when it is acceptable to do so.
- Invite the child to make positive choices to resolve the situation.
- Model respect for the pupil treating them calmly, kindly and fairly, regardless of the current challenge.
- Ensure that consequences, where appropriate are clear, non-punitive and child sized.
- Include our whole school House System to promote positive relationships and behaviour.
- Include class based rewards and incentives to motivate and encourage pupils.
- It should be recognised that all members of our school community have rights and responsibilities.
- Keep parents/carers informed of pupils' behaviour when there are concerns. We will also inform them about their success and achievements through assemblies and certificates for achievement.
- Encourage the wearing of school uniform to foster a sense of pride, unity and belonging to the school.
- Expecting all staff and pupils to have a shared responsibility for the maintenance of good behaviour throughout the school.

Role of the Teacher

- Provide a stimulating curriculum which is well planned and carefully matched to pupil's abilities.
- Provide clear learning intentions for all pupils
- Involve pupils in their own target setting to encourage them to take ownership of their learning.
- Establish clear and effective classroom rules.
- Encourage pupils to become independent learners, responsible for collecting, using and returning materials/resources and for moving around the classroom and school in an orderly and purposeful manner.
- Use a positive behaviour approach to help modify low level behaviour and resolve disputes.
- Involve pupils in their own behaviour management by giving them opportunities for them to take on responsibility for their own actions, to help them understand that we choose our behaviour and to reflect on their actions and set their own targets for improvement.
- Adopt a system of in class rewards either through praise, stickers, points, stickers or certificates etc. All pupils will earn the right to Golden Time on a Friday afternoon. House points will also be given to reward positive behaviour. Pupils who consistently model good behaviour will receive a reward/treat at the end of each term.
- Having a monthly focus upon the Fruits of the Holy Spirit and recognising pupils who are demonstrating these in class and nominating them for a special award.

August/September –LOVE, October- JOY, November- PEACE, December- Patience,

January- KINDNESS, February- GOODNESS, March/April-GENEROSITY, May- GENTLENESS,

June –FAITHFULNESS.

Class teachers will send names of selected pupils to CA who will take their photo and add it to a school display.

- Consistently and fairly issue Letters of Reflection to pupils and record their issue on a record sheet.
- Inform the Head teacher when a pupil has completed 6 Letters of Reflection.

Role of Support Staff

- Contribute to, be aware of and support the school behaviour policy.
- Interact positively and politely with pupils and teach/join in games or activities.
- Stay in the playground at all times during breaks.
- Ensure that games/equipment are renewed as appropriate.
- Know and consistently implement playground behaviour procedures.
- Use House Points to reward positive behaviour.
- Use the Red card system to inform SMT when issues have arisen and additional support is required

Role of Pupils

- Treat others with respect, consideration and care.
- Try to keep themselves and others safe.
- Discuss and follow class/school rules.
- Contribute to maintaining an orderly classroom.
- Follow dining room routines.
- Know their learning and behaviour targets and work hard to achieve them.
- Complete class work and homework to the best of their ability.
- Recognise and value their talents and try to develop new ones.
- Accept praise when they do something well and the consequences when they break a school rule.
- Complete a letter of reflection which acknowledges their breaking of a school rule and identifies the targets they will set to help them to make more positive choices.

The Role of Parents/Carers

- Be aware of and support the school behaviour policy.
- Work in partnership with the school to address and resolve any difficulties which may arise.
- Recognise that the school and home are working in partnership with the same goal -responsible pupils. It is important that pupils see school and home working together.
- Return an acknowledgement slip when they have received notification that their child has completed a Letter of Reflection or has been involved in violent behaviour.
- Discuss with their child the positive choices that they should make in and out of school to enable them to comply with rules.
- Attend meetings with the Head Teacher to discuss behaviour issues when they arise.

The benefits of this model will be that pupils will experience consistency across the school. They will be treated with fairness and justice at all times by all adults and feel safe as a consequence. Pupils will be supported to make good choices and develop greater self- control that will help them to act in a more positive and respectful way towards others. They will be given the opportunity to reflect upon their behaviour, discuss how they could have acted in a more positive way and make an apology through a letter of reflection to the people they have affected by their behaviour.

Letters of Reflection

All interactions with pupils in school will involve Positive Repetition which encourages the pupils to follow the many instructions given to them in the course of a day. Positive Repetition reminds the pupils about the good behaviour that the adult is viewing when he/she issues an instruction and encourages pupils to follow the good example which is being set to them by their peers. Adults will reward positive behaviour with praise, class points, Dojo points, personal points or house points.

Step 1

Pupils will be given two opportunities to comply with a given instruction before the adult will require them to complete a **Letter of Reflection**. Letters of Reflection will be given when a child

- runs away from the classroom
- throws objects
- refuses to follow instructions
- is not being kind to others
- when work is not completed in class due to timewasting

Letters of Reflection will **be completed by P1-3 pupils in the classroom with an adult/class teacher supervising** who will help the child to reflect upon the choices they made and will help focus them upon the positive choices they can make. If this is not completed by the next break, then the child will go to the P1 classroom where they will be supervised. P4- 7 pupils will also complete letters of reflection in class. If an incident occurs at lunchtime then the letter of reflection will be completed prior to them having their lunch. When letter of reflection has been completed they will then have their lunch. Any class work not completed as a result of completing a Reflection Letter will be sent home with an accompanying slip to inform parents why classwork has been sent home. The class teacher will record when a Letter of Reflection and slip for unfinished class work are issued on a class record sheet. When a child has been issued with 3 Letters of Reflection a Stage 1 Parental Letter is issued to inform them of this and a return slip should be noted and kept by the class teacher.

Stage 2

When a pupil has completed 6 Letters of Reflection a Stage 2 Parental Letter is issued to inform parents of this and will result in a loss of privilege eg. Golden Time or break.

Stage 3

When a pupil has continued to display disruptive low level behaviour in spite of praise and reminders from the class teacher and 2 Parental Letters being sent home, then a Stage 3 Parental Letter will be sent home inviting the parents to come to the school to discuss the matter. This will result in a loss of privilege

Stage 4

A Stage 3 Parental Letter will be sent to parents when pupils have been violent towards adults/pupils. A Red Card will be sent to a member of SMT, the pupil may need to be removed from the class to calm down before being given the opportunity to reflect upon the events with an adult. A letter of Reflection will be completed by the pupil and a loss of privilege eg. A loss of break. (discuss practicalities)

Stage 5

A stage 4 Parental Letter will be sent when there have been 3 violent incidents and will invite parents to come to the school to discuss the matter. Parents will be reminded that after 4 violent incidents the school will follow the NLC Exclusion policy. This will result in a loss of a privilege eg. Participation in an afterschool club, attendance at a movie afternoon etc.

Behaviour policy 2017

At all stages it is important that staff maintain a consistent record of when Letters of Reflection have been completed and the reason for the letter using the code on the class record sheet. It is also important to record when parental return slips have been received. It is the responsibility of the Support staff to inform the class teacher of any incidents as soon as possible using a template.