Polasaí Dea-iompar

Positive Behaviour Policy

SCOIL NA FUISEOIGE



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**1.0 Legislation and Guidance**

This policy informed and guided by:

* 1. **Current legislation**
* Health and Safety at Work NI Order 1978
* The Children (Northern Ireland) Order 1995
* Human Rights Act 1998
* The Education (NI) Order, 1998
* Welfare and Protection of Pupil’s Education and Libraries (NI) Order 2003
* Education (2006 Order) (COMMENCEMENT NO. 2) ORDER (NORTHERN IRELAND) 2007
* The Education (School Development Plans) Regulations (NI) 2010
* Special Educational Needs and Disability Act (Norther Ireland) 2016
* Addressing Bullying in Schools Act (NI) 2016 DE guidance

**1.2 DE Guidance**

* Pastoral Care in Schools: Promoting Positive Behaviour, DE 2001
* Safeguarding and Child Protection in Schools. A Guide for Schools, DE 2017 ETI

**1.3 ETI**

* Inspection and Self-Evaluation Framework 2017

**2.0 Mission Statement**

‘Mol an óige agus tiocfaidh sí’ (Praise the youth and they will flourish)

Scoil na Fuiseoige aim to provide a safe, secure and supportive environment so that the academic, personal and social development of all our pupils is realised. The staff of Scoil na Fuiseoige strive to create an environment where there is mutual respect, children are valued and pastoral care is an integral part of the education of the whole child. We believe that appropriate pupil behaviour is essential in the creation of such an environment and that positive behaviour is best developed through the use of praise, encouragement and incentive. Likewise, there is also the recognition that some behaviours are not acceptable as they may threaten the learning and safety of both the individual concerned and others. In such a case, certain agreed sanctions are necessary.

**2.1** Our main responsibility in Scoil na Fuiseoige is the care, welfare and safety of the children in our care. We fulfil this duty through our pastoral care policy, through which we aim to develop a sympathetic, supportive and safe environment. In addition to the Anti-bullying policy, this positive behaviour and discipline policy are central to creating this environment.

**2.2 Creating the environment**

We create a caring family environment where our pupils feel happy and safe, where excellent teaching and learning can take place. Through the good example of behaviour and relationships as exemplified by staff, we model the high standards of positive behaviour we expect in Scoil na Fuiseoige, for our school community. The staff show self-control, responsibilty for their own behaviour, patience, kindness and fairness.

1. **Key Aims:**
2. To promote a caring, happy and disciplined environment throughout the school which is conducive to learning.
3. to provide a learning environment where every child sees him/herself as a recognised member of our school community.
4. To encourage the development of self-discipline, self-esteem and self-confidence in the children and the ability to work both independently and with others.
5. To create and maintain an atmosphere in class in which pupils respond positively and take pride in their work.
6. To build relationships of mutual trust and respect between pupils
7. To build relationships of mutual trust and respect between staff and pupils.

* We believe that each child needs to be given the opportunity to become involved in all aspects of school life so that they can feel valued and achieve their best.

**4.0 The Consultation Process**

This policy is subject to consultation which will be carried out in line with whole school development planning consultation to pupils, parents, staff and governors in the form of survey’s on a three-year cycle.

The positive behaviour policy may be subject to interim review if required.

It was last reviewed in Autumn 2021, followed by a review in 2023 or before if necessary.

Pupil Voice will feed into the policy through the drawing up of whole class behaviour contracts, involvement of the pupil council and through whole school PDMU Curriculum.

A copy of the policy will be published on the school website, school stakeholders will be furnished with a link by email and social media and invited to provide comment on the policy and approval by the school’s board of governors.

**5.0 Rights and Responsibilities**

**5.1 Every member of the school community has a right to:**

* Be valued as members of the school community
* Be treated fairly, consistently and with respect
* Be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon
* Have a voice and be responded to
* Reasonable access to the school, and to have their enquiries and concerns dealt with sympathetically and efficiently
* Be in a pleasant, well managed and safe environment (emotionally and physically)

**5.2 Every member of the school community has a responsibility to:**

* Be punctual, prepared and suitably equipped
* Respect the views, rights and property of others
* Work co-operatively with the other members of the school community
* Contribute to and adhere to the school’s underpinning values and principles

**5.3 Children have a right to:**

* Be valued as members of school community
* Get help when they seek it, whether with their work, bullying or other problems
* Make mistakes and learn from them
* Be treated fairly, consistently and with respect
* Be consulted about matters that affect them and have their views, listened to, and as far as reasonable, acted upon
* Be taught in a pleasant, well managed and safe 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 and met
* Develop and extend their interests, talents and abilities

**5.4 Children have a responsibility to:**

* Come to school with homework done and ready for the day ahead
* Treat others with respect
* Respect the views, rights and property of others and behave safely in and out of class
* Cooperate in class with the teacher and their peers
* Work as hard as they can in class and support the efforts and work of other children and teachers
* Conform to the expectations of good behaviour and follow school rules
* Seek help if they do not understand or are in difficulties
* Accept ownership of their own behaviour and learning and to develop the skill of working independently

**5.5 Teachers have a right to:**

* Support and advice from senior colleagues and external bodies
* Adequate and appropriate accommodation and resources

**5.6 Teachers have a responsibility to:**

* Ensure that lessons are well prepared, making use of available resources and that homework is appropriately set and constructively marked
* Work co-operatively with pupils to overcome barriers to learning
* Identify and seek to meet pupils’ special educational needs through the SEN Code of Practice

**5.7 Parents have a right to:**

* A safe, well managed and stimulating environment for their child’s education
* Be well informed about their child’s progress and prospects
* Be involved in consultation regarding the school’s policies and procedures

**5.8 Parents have a responsibility to:**

* Ensure that their child attends school regularly and arrives in good time, with homework done and suitably equipped for the lessons in the day ahead
* Support the school’s policies and procedures
* Support their child’s learning
* Act as positive role models for their child in their relationship with the school

This is not exhaustive list. Further suggestions on the respective rights and responsibilities can be found in Pastoral Care in Schools: Promoting Positive Behaviour pages 21-25.

**6.0 The Role of Parents and Guardians**

Parents can support their children by :

* Recognising that an effective policy requires a strong link with the home, the teacher and the school
* Discussing school rules with their child and by explaining how important school rules are
* Attending school meetings and nurturing a link with the school
* Recognising that effective teaching and learning does not happen without good discipling at school.

The school keeps close contact with parents in matters relating to pastoral care, through the school prospectus, Curriculum meetings, letters home, parent teacher meeting, Seesaw, Google Classroom to name a few. If there is a problem, the parent should discuss this with the class teacher as early as possible. As soon as the school is aware of a difficulty, the earlier a problem can be sorted out for the good of the child.

**7.0 The Role of the Teacher**

* To follows the Northern Ireland Curriculum Primary Gaelscolaíocht, of which Personal Development and Mutual Understanding is central.
* To develop the pupil’s understanding of his/her role in society, what behaviour is, both good and bad, and the importance of displaying good behaviour.
* To investigate the need for rules and good behaviour with the children so that they can recognise it as the method for bringing about a safe environment for all.
* To develops each child’s knowledge and skills about his/her responsibility to behaviour, as well as the language to begin to describe it correctly.

**8.0 The Role of the Principal/ Vice-Principal**

* Ensure this policy is implemented throughout the school
* Facilitate any staff development in relation to behaviour management
* Have high expectations for good behaviour
* Monitor whole school behaviour
* Ensure that there is a copy of the Positive Behaviour Policy available on the school website; from office

**9.0 The Role of the Board Of Governors**

* Ensure that good behaviour and discipline policies are pursued at school;
* Make and keep under review a written statement of general principles about pupil behaviour and discipline;
* Consult with the principal and parents before making its statement of general principles;
* Consider guidance from DE and EA
* Decide and set out what aspects of discipline/behaviour should be a matter for the principal.
* Safeguard and promote the welfare of all pupils

**10.0 Code of Conduct**

In order to establish and maintain a caring atmosphere throughout the school in which the aims outlined can be achieved, it is important to teach rules and routines in a clear and defined way and, in doing so, to make the aims and rewards attainable by every child.

The school rules are the same across all classes. Teachers may alter the language if they so wish, so as each pupil understands them at his/her own level, as follows:

* Listen to and follow adults’ directions.
* Treat everyone with respect.
* Keep your hands to yourself.
* Raise your hand is you wish to speak out.
* Take care of the school and its resources.

**10.1 The school contract**

To create a sense of ownership between pupils, parents and staff, a school/class contract is developed in consultation with pupils and teachers and is shared with parents at the beginning of the school year. This is an appropriate time for all to set out the high standards for behaviour for the year. The class contract may be returned to during the year should cases of inappropriate behaviour present themselves.

**11.0 Rewards and Sanctions**

Every member of staff take every opportunity to reinforce the pupils’ good behaviour, through praise and by recognising it when they see it. When a pupil hears praise for exhibiting good behaviour, his/her attention is drawn to that exact behaviour, which in turn encourages him/her to repeat it over and over. A reward system is used also to reinforce good behaviour. Below are some such rewards:

* Praise from the teacher and or the classroom assistant
* A star or sticker on the pupil’s jumper
* A note home
* Pupil of the week
* Class captain
* A special role in the class
* Golden time
* Extra play time
* A certificate from the principal
* Class reward system
* Praise from the Principal – visit to the school office to share good work

**11.1 Consequences**

Consequences should protect the rights of children, discourage unwanted behaviour and teach the skills necessary for personal responsibility and healthy relationships. To achieve this, we seek to match appropriate consequences to the undesirable behaviours, reinforcing sound decision making. The use of consequences should be characterised by certain features:

* It must be clear why the consequence is being applied.
* It must be made clear what changes in behaviour are required to avoid future consequences.
* There should be a clear distinction between minor and major incidents.
* The focus should be on the behaviour not the pupil.

The class teacher will deal with low level inappropriate behaviour in a fair, flexible manner, in accordance with the pupil’s understanding. Given the ongoing emphasis on positive behaviour, each child should be well aware that s/he is responsible for his/her own behaviour and that sanctions will be imposed if rules are repeatedly broken.

In many cases, it is sufficient to speak to a pupil about his/her behaviour and the standards we expect at school. In the school environment, pupils try hard to attain the high standards expected and the associated praise. Should minor incidents continue or if there is a more severe incident, the pupil is removed from the rest of the class to give him/her time to reflect on his/her behaviour.

After a while, the teacher discusses the behaviour with the pupil, focussing on the behaviour and the rule which was broken. Such behaviour is discussed with the pupil’s parent, which in itself often stops further incidences. However, if inappropriate behaviour continues, the child begins to record in a behaviour book/chart and the Special Needs policy and Code of Practice are followed, in conjucntion with the parent and the Special Needs Coordinator. The principal is kept informed of continuous inappropriate behaviour and more serious incidents.

Furthermore, pre-agreed sanctions will be used if necessary, such as:

* A special role in class being taken away
* Redoing incorrect work or completing work not done
* Missing out on golden time
* Missing out on a special class reward
* Seating the pupil by him/herself
* Withdrawl from class
* Withdrawl from the playground
* The pupil being sent to the principal or another teacher.

Sometimes, a very serious incident occurs, such as:

* Causing intentional damage to school property or resources
* Leaving the school site without permission or staying away from school without parental permission
* Using bad language with peers or staff
* Threatening to fight anther pupil or physically attacking someone
* Endangering another pupil (as part of a mob for example)
* Bullying another pupil
* Stealing
* Interfering with classwork continually
* Refusing to follow the instructions of the teacher.

The cases suggested above are not frequent occurrences, but if they do happen, the principal should be informed so as he may deal with them. Steps should be followed if such an incidence arises, and should it not be rectified at one stage, it will be necessary to progress to the next. Each should be recorded as follows:

1. Discuss the inappropriate behaviour with the pupil, record the incident and arrange a meeting with the parent to discuss the incident
2. Have a formal interview with the parent regarding the incident
3. Put the pupil on daily report, that is, the teacher should report to the principal each day about the pupil keep the parent informed about this
4. Seek compensation for damage if the pupil is found guilty of damage
5. Remove the pupil from school
6. Daily contact between parent and school with a warning regarding behaviour
7. Suspension
8. Pupil referred to the Educational Psychologist, if so advised by the Education Authority.

#### 12.0 Suspending a pupil - Steps to follow:

If a pupil is suspended, the following steps should be followed:

1. Only the Principal, in conjunction with the Board of Governors can suspend a pupil.
2. A Pupil may only be suspended for a maximum of 5 days.
3. When a pupil is being suspended, the Principal must:
   * 1. Write a letter to the Board of Governors, to the Education Authority and to the parents explaining why and for how long the pupil is to be suspended
     2. Invite the parents to come and discuss the case
     3. Advise the parents that the school authorities presume that the pupil will be in the care of his/her parents for the duration of the suspension
     4. If the length of the suspension is to be extended, this cannot be done without permission from the Governors, and writing to both the parents and the Education Authority.

The parents have a right to make a case against suspension and to present it to the school’s Board of Governors.

##### 13.0 Accident books

Accident books are used to record the following:

* Accidents which happen to pupils or adults working in the school, if they are injured or if school property is damaged as a result
* School property which is lost, stolen or damaged
* Other serious matters

These are incidents which could result in a disciplinary process as they relate to the welfare of the community. When an accident is recorded in the accident book, staff contact the parent by phone.

##### 14.0 Incident report books

These books are used to record matters relating to behaviour and staff, for example, steps a member of staff has taken when dealing with an incident. If a child has been removed from class, this should be recorded. It is not a book to document every small detail regarding behaviour, rather severe, seldom occurring and challenging incidences. Behaviour recorded in this book will be discussed with the relevant parents, in line with the occurance.

##### 15.0 Intervention

If a pupil attacks another pupil or a member of staff, and refuses to respond to efforts to calm him/her, it may be necessary to physically restrain that pupil.

The pupil should be removed as quickly as possible and brought to the Principal/vice-principal. If the pupil still does not settle, his/her parents will be contacted immediately.

In such a case, a form should be completed in addition to the incident report book. The school follows the Department of Education’s policy on Restraint, and the school policy on Special Needs will be followed. Advice and support will be sought from the Educational Psychologist and the Education Authority’s Behaviour support team.

[DE Circular 2021/13](https://www.education-ni.gov.uk/sites/default/files/publications/education/DE%20Circular%2013%20of%202021%20-%20Restraint%20and%20Seclusion.pdf)

**16.0 Monitoring of Behaviour**

Each teacher will monitor the behaviour of their class. Where unwanted behaviour is becoming a serious pattern, concerns will be shared with the Vice Principal/SENCO and Principal. Together they will decide a plan of action and link with parents. Teachers will report to the Senior Leadership Team annually as to the effectiveness of this policy with recommendations for improvements. The policy will be amended if necessary

The Board of Governors monitor the Positive Behaviour Policy and procedures. An annual report is provided to Governors. They will take into account any local legislation, circulars issued by the Department of Education and the ETI Safeguarding Proforma using the ‘RAG’ Process; Red (work overdue), Amber (work underway) or Green (work up-to-date), to modify and/or review this policy. The Policy was updated in October 2021 and will be reviewed in June 2022.

**17.0 Special Educational Needs**

Children may have particular difficulties and we will look to be flexible in our approach in order to help children succeed and learn appropriate behaviour. Help will be sought from support agencies such as the schools’ psychology service when appropriate. Teachers at Scoil na Fuiseoige have received training in a wide range of Special Education Needs as well as medical conditions e.g. ASD. We consider all children as individuals and endeavour to be fair, appropriate and balanced in our approach to managing behaviour. In most cases, difficulties with behaviour will be dealt with by the sanctions and processes already described. However, in some cases the normal procedures used may have little effect upon the child. This might be because of other circumstances at home or because of medical conditions. In some cases, children have a very low self-esteem and find it difficult to find a place for themselves within the normal school routines and the reward/ sanction process. In these cases, different approaches will be necessary and personalized according to the needs of the child.

Some possible options for supporting children who fall into this category include are given below.

I**ndividually** adapted reward cards and stickers may usefully be used as some children will respond to individual rewards tailored to their interests and level of concentration.

**Providing responsibilities** – some children in this category will benefit from being placed in a position of responsibility either in relation to a task or to a peer. Helping younger children with a task, being given set routines at ‘trigger’ times can increase their self-esteem and bring out the best in them.

**18.0 Links with Other Policies:**

Pastoral care Policy

Safe-guarding and Child Protection Policy

Addressing Bullying in Schools Policy

Attendence Policy

Safe Handling Policy

E-Safety Policy

SEN Policy