



ST. TERESA'S
PRIMARY SCHOOL

POSITIVE BEHAVIOUR AND DISCIPLINE POLICY

RATIONALE

Our Positive Behaviour Policy is an intrinsic part of our overall Pastoral Care Programme and aims to ensure that children in St. Teresa's Primary School are educated in a safe, secure and caring environment.

As a "Rights Respecting School", the United Nations Convention on the Rights of the Child (UNCRC) is at the centre of our ethos, policy, practice and planning, particularly in the area of positive behaviour, with specific reference to Article 29 where the child has the right to education.....and encourages the child to respect other people's rights.....

We accept that:

- each child is an important person and entrusted to us by their parents;
- every staff member is an important person and a professional, entitled to the support and respect of children and parents.

We also believe that good discipline is based on good relationships between pupil and teacher and high expectations of pupils in terms of behaviour and work. St. Teresa's seeks to promote its aim of being a 'caring and inclusive school' in the development of friendly relationships at all levels.

PRINCIPLES

Positive behaviour management promotes the core values of the school as expressed in our school motto, "Deed not Words."

This Policy is based on a whole school approach, and will be widely disseminated and readily understood by staff, pupils and parents through a process of consultation.

It is dependent on a shared understanding of what is acceptable behaviour among members of the school community. It will have effective links with different school policies including, Anti Bullying, Child Protection, Religion, PDMU, CRED and SEN policies.

This policy is designed to promote good behaviour and respect for others, through the adoption of children's rights and responsibilities (RRS), rather than merely deterring unacceptable behaviour.

PURPOSES

In our whole-school positive behaviour policy, we are seeking to:

- create an ordered and caring environment in which teachers can teach and pupils can learn;
- develop the pupils' sense of responsibility, self-esteem and foster self-discipline and respect for others and themselves;
- provide guidelines to promote positive behaviour in all areas of school life;
- provide guidelines to deal with unacceptable behaviour;
- have the endorsement and active support of parents.

PRACTICES

- The creation of a positive behaviour policy is based on the development of caring relationships among pupils, parents, teachers and non-teaching staff;
- It is also the result of consultation, careful planning, widespread support and is used by all;
- Staff will have training and development in line with the school's strategic plan;
- This policy will be monitored, evaluated and reviewed annually by the Senior Leadership Team and Board of Governors.

ROLES AND RESPONSIBILITIES

(Supplemented by Appendix A)

1. The Role of Governors

Governors will:

- have overall responsibility for ensuring a positive behaviour policy is in place;
- set down general guidelines on standards of discipline and behaviour;
- review their effectiveness;
- support the Principal in carrying out these guidelines.

2. The Role of the Principal

The Principal is responsible for:

- implementing the school positive behaviour policy consistently through out the school;
- reporting to governors on the effectiveness of the policy;
- ensuring the health, safety and welfare of both staff and pupils in the school;
- keeping records of all reported serious incidents of misbehaviour;
- giving fixed-term suspensions to individual children for serious acts of misbehaviour;
- expelling a child for repeated or very serious acts of unacceptable behaviour.

In the case of suspension or expulsion, these actions are only taken in accordance with the employing authorities guidelines and after the school governors have been notified.

3. The Role of the Leader of Pastoral Care

The leader of Pastoral Care is responsible for:

- supporting the principal in ensuring this policy is implemented consistently by all staff members;
- advising all staff members of their roles and responsibilities with regards to supporting the school's positive behaviour policy;
- monitoring the pupil behaviour records at the end of each term;
- reviewing the effectiveness of this policy and setting fresh goals if required as part of the Leadership Team.
- Facilitate/lead training in developing behaviour management strategies.

4. The Role of the Class Teacher

Teachers will:

- provide a challenging, interesting and relevant curriculum;
- set tasks that enable all pupils to regularly achieve success;
- maintain high, realistic expectations of pupils;
- be consistent and fair;
- treat all children with respect and understanding through our "Rights Respecting" ethos;
- liaise with SENCO and external agencies to support and guide the progress of each child e.g., CIDS team, Psychologist etc..
- implement the Golden rules;
- praise pupil's achievement as often as possible;
- reward good behaviour in and out of the classroom.

- Provide access to calm spaces in the classroom e.g. a calm corner, tent, den soft cushion area.
- Support children with social, emotional and behaviour difficulties with additional strategies as appropriate to help them regulate when required.

5. **The Role of all Staff** – teaching and non-teaching

Staff will:

- be good role models;
- create a safe and pleasant environment both physically and emotionally;
- form positive relationships with all stakeholders;
- recognise and value the strengths of all children;
- treat all children fairly and with respect;
- use positive rather than negative language to communicate expectations and feedback to pupils;
- praise or reward disrupting pupils as soon as acceptable behaviour is observed.

6. **The Role of Pupils**

Pupils have the right to be taught effectively in a proper environment, to experience a well balanced curriculum and to be treated positively and fairly.

We expect our pupils to:

- live out and practise our school motto “Deeds not Words”
- be co-operative and well mannered;
- respect others and to contribute positively to school life;
- to consider the effects of their actions on others;
- be familiar with school rules, class rules and the Golden Rules - and the implications of above codes for their behaviour.

7. **The Role of Parents**

Parents have the right to adequate information, to be listened to and to know that their children will be safe, secure and properly taught.

In return we expect parents to:

- be aware of and support the school rules, class rules and the Golden Rules with respect to positive behaviour.
- ensure their child attends school regularly and punctually;
- show an interest in all their child does in school and see that all homework is completed;
- encourage independence and self-discipline;
- meet with staff when necessary;
- support the school policies;
- ensure their child is in proper uniform.

8. **Responsibilities of all**

Everyone should:

- work together and focus on the positive rather than the punitive side of discipline.

Policy Review

Parents, pupils and staff views are welcome on this policy which is reviewed annually by the Senior Leadership Team and Board of Governors to ensure it is fit for purpose.

CODE OF CONDUCT

GOLDEN RULES

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|----------------------------|--|
| • We are gentle. | We don't hurt others |
| • We are kind and helpful. | We don't hurt anybody's feelings |
| • We listen. | We don't interrupt |
| • We are honest. | We don't cover up the truth |
| • We work hard. | We don't waste our own or other's time |
| • We look after property. | We don't waste or damage things |

SCHOOL RULES

- Wear our school uniform with pride and observe our school motto- "Deeds not words"
- Arrive and leave school on time
- Line up quickly and quietly when the bell rings
- Walk quietly at all times in the school building and dining hall.

CLASS RULES/ CLASS CHARTER

Each class will work together to produce their own class rules/ Charters which allow the classroom to operate effectively within a safe, respectful, happy and busy learning environment.

Ways of Reinforcing Positive Behaviour

At St. Teresa's, we believe that children should be encouraged to behave well and work hard. We use a number of positive consequences to do so. Whilst our aim is that children should work and behave well for the pleasure of the task, we recognise that rewards are sometimes necessary and appropriate. Listed below are some examples of the types of positive rewards used in school:-

- Verbal praise (individual, group, class, school);
- Positive written comment in book or the use of stickers
- A quiet word of encouragement;
- Special mention in class or in assembly;
- Star of the Month/ Weekly rewards/ Classroom treats
- Attendance Awards
- 'Golden Time'
- Acknowledge and celebrate the appropriate use of calm corners in classes.

We believe it is essential that all children are able to receive positive encouragement and have a fair chance to enjoy the positive rewards listed above. Children's success, both in their work and behaviour, should be measured against their previous performance rather than against that of other children in their class.

Negative Consequences (Sanctions)

There may be occasions when a sanction is necessary to focus a child's thinking and to demonstrate to others that certain behaviour has been unacceptable. Appropriate sanctions will be applied according to the nature of the offence, the age of the child and any pattern of behaviour displayed by the child. It must be noted that a one-off lapse in conduct will not be dealt with in the same manner as a continuation of persistent, unacceptable behaviour. Listed overleaf are some examples of misbehaviour and the range of consequences that can be implemented to deal with them.

Making Consequences appropriate to Misbehaviour

Examples of Low Level Misbehaviour	Range of Consequences
Talking out of turn Shouting out Leaving seat at the wrong time Not doing homework Not listening Not paying attention Distracting others Making noises Failing to keep on task Leaving work area untidy Pushing in the line Running in the corridors	Develop an ethos of rewards for positive behaviour. If unsuccessful the teacher may ask the child to stop the low level behaviour. Other strategies: Moving seat/use Concentration Station. Visit the Sensory room if available to help child self-regulate if upset. Use of calm corner space in classroom to help child self-regulate (as appropriate and dependent on resources in class e.g. tents, cushion area, dens, carpeted areas). Complete homework the following night Use of Golden Time Strategies as appropriate in each class.
Examples of Moderate Level Misbehaviour	Range of Consequences
Persistently talking out of turn Persistently shouting out Persistently leaving seat at the wrong time Persistently not doing homework Persistently not listening Persistently not paying attention Persistently distracting others Persistently making noises Persistently failing to keep on task Persistently leaving work area untidy Hitting / pushing / fighting Refusal to co-operate	Shadowing staff in playground Opportunity to participate “Reflection Time”- (appendix B) with a known member of staff who will support the pupil in making good choices through discussion and support. <u>Step 1:</u> Sent to another teacher within the year group – record action in teacher’s planner. <u>Step 2:</u> If low level behaviour is persistent and requires step 1 action on at least 2 occasions then child is placed on “Reflection time” to help and support them when in similar situations in future. The parent is contacted and made aware of the reason for this action. The VP must also be informed. <u>Step 3:</u> The child will be sent to a member of the Leadership Team, as appropriate (Head of KS or SLC coordinator) in the first instance, and the parent is invited to a meeting with class teacher and Senior teacher. Daily Behaviour Diary initiated. The child may be considered for placement on the SEN Register for behaviour issues
Examples of Serious Level Misbehaviour	Range of Consequences
Disregarding adults within the school Stealing Physically/emotionally/verbally hurting someone (Bullying behaviour) Serious physical/verbal threat made to staff Displaying violence Leaving school without permission	Sent to the leader of Pastoral Care / Principal Parents are invited to a meeting Consider referral to Educational Psychologist Consider suspension/expulsion Record action in Private Pastoral Care Folder

APPENDIX A

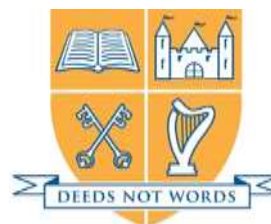
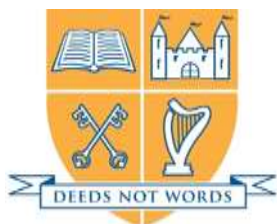
Rights of Pupils	Responsibilities of Pupils
To feel safe and secure within the school environment which has a Rights Respecting ethos.	To come to school on time and to be suitably prepared.
To be valued equally and to be treated with respect.	To show respect for people and property – both inside and outside the school.
To receive an appropriately planned education and resourced curriculum.	To behave in a safe and responsible manner.
To be acknowledged for effort and achievement in their classwork and homework.	To co-operate with teaching and non-teaching staff and with peers.
To be positively affirmed for abiding by the school's code of conduct.	To ask for help when experiencing difficulties.
To be listened to sympathetically.	
To have opportunities to pursue and develop interests, talents and abilities.	

Rights of Parents	Responsibilities of Parents
Parents are entitled to expect that:	Parents have a responsibility to:
Their child will be educated in a safe and caring environment.	Ensure that their child attends school regularly and punctually and is collected by an adult if their child is P.3.or below. (Appendix C.)
Their child will be provided with a broad, challenging and appropriate curriculum.	
They will be informed about school rules and procedures.	Support school staff by encouraging their child to abide by the school rules.
They will be informed about their child's physical and emotional well-being.	Ensure that necessary books /resources are brought to school.
They will be regularly informed about their child's academic performance.	Ensure homework is completed satisfactorily.
They will be involved in key decisions about their child's education.	Show interest in school work, meetings and functions.
Their child will be taught in a well resourced and well maintained classroom.	Inform school of changes in home circumstances where they impact on their child's ability to perform well at school.
They will have reasonable access to school and staff.	Inform the school of their child's special medical needs.
	Encourage independence in their child.

Rights of Non-teaching Staff	Responsibilities of Non-teaching Staff
To be valued as members of the school community.	To come on time, well-prepared for the day ahead.
To be treated fairly and with respect by pupils and all members of the teaching staff.	To co-operate with colleagues and teaching staff.
To have adequate facilities and resources to enable staff to perform their duties effectively.	To act in ways which aim to secure the safety of all pupils at all times.
To be well informed about school rules and procedures.	To share with teaching staff and Senior Leadership Team any concerns they have about pupils.
To have opportunity to contribute ideas and have them taken into consideration when decisions concerning the smooth running of the school are being taken.	To be aware of school rules and procedures.
	To handle sensitive information in a confidential manner at all times.
	To seek support from colleagues and Senior Leadership as and when required.

Rights of Teachers	Responsibilities of Teachers
To work in an environment where the rights of all are respected.	To behave in a professional manner at all times.
To play a constructive role in policy making.	To prepare and resource lessons thoroughly, taking the ability and aptitude of pupils into account.
To express their views freely.	To show interest and enthusiasm in pupils' work and learning.
To have adequate and appropriate resources and accommodation.	To expect high standards and to acknowledge effort and achievement.
To have a suitable career structure and opportunities for professional development.	To ensure that class work and homework are appropriately marked.
To have positive support and advice from colleagues and external bodies.	To share with parents any concerns about their child's progress and development.
To feel valued.	To recognise the individuality of each pupil and listen to their concerns.

APPENDIX B



The Reflection Process

Reflection time is a strategy used to help children reflect on the negative choices they have made and help them make better choices in the future. This will be a short period during outdoor play at break time and/or lunch time. Instead of playing outdoors children will go to a specified room, usually Mrs MacAllister's room if available, where they will carry out the process outlined below. Children will be supported by a known member of staff during reflection time. The adult supporting reflection time will likely be the classroom assistant for the child's class and therefore someone they are familiar with. If, however the class does not have a classroom assistant, another assistant will step into that role and the child will be introduced to that member of staff on the first day of reflection.

What happens on each day of Reflection Time?

Day 1-Pupil reflects and writes a paragraph on a separate sheet on "What I did"

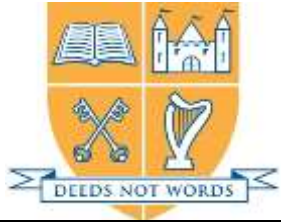
Day 2- Pupil reflects and writes a paragraph on a separate sheet on "What I could have done instead"

Day 3- Pupil reflects and writes a paragraph on a separate sheet on "People who could help me behave more positively and how"

Day 4- Pupil reflects and writes a paragraph on a separate sheet on "What I can do to make what happened better now"

Day 5-Pupil uses previous reflections to complete the Pupil Reflection Sheet which is also signed by the class teacher and Principal/V.P. and then sent home for parents to sign.

The returned Reflection Sheet to be sent to Ms. Mac Allister



Pupil Reflection Sheet



Pupil Name	Class	Teacher	Date
What I did.		What I could have done instead.	
People who could help me behave more positively and how.		What I can do to make what happened better now.	
Teacher's comments and signature	Pupil's signature	Parent's signature	Principal's/V.P's signature

APPENDIX C

ADVICE FOR TEACHERS AND LUNCH TIME SUPERVISORS DEALING WITH PUPILS IN EXCEPTIONAL CIRCUMSTANCES.

SITUATION: CHILD LEAVING SCHOOL AT HOME TIME WITHOUT THE APPOINTED ADULT OR AN OLDER CHILD NOT ARRIVING HOME AS EXPECTED.

Classes are dismissed at different times and it is expected that P1-P3 children will always be collected by an adult. At the start of the year parents of P1-P3 pupils are requested to notify the class teacher who will collect the child and to notify the office in advance if this arrangement has to be changed for any reason.

P1-P3 children not collected at the expected time will be brought to the Front Hall to wait for parents after a short period of time. Parents should be phoned after a short period of time has elapsed.

P4 children may go home on their own if this is agreed by the parents. Otherwise they wait for collection in the school yard. P5-P7 pupils generally go home on their own or, are collected from the school yard.

If P5-P7 pupils are staying in school for After-School Activities or other special events outside of the normal times they are always requested to make arrangements for how they will make their way home.

The school only becomes involved in the arrangements for P5-P7 pupils if there is a problem and special procedures need to be implemented.

Generally these procedures are well understood and implemented by all concerned. Occasionally however situations arise when children go “missing”, ie, they are not where the appointed adult has expected them to be. Usually these situations are quickly remedied and it is important that all those involved especially staff of the school do not panic or over-react. (E.g. The most common scenario is that there has been a mix-up in the arrangements with two people both setting out to collect the child.

Another is that a parent of another child (usually a neighbour) who has collected the child in the past does an unsolicited “good turn” and brings the child home expecting to meet the parent on the way.)

In any case the following procedures should be implemented without delay so that the child can be relocated as soon as possible.

PROCEDURES TO BE FOLLOWED:

1. The adult who is waiting for or who has come to collect the missing child will be directed to or will contact the office as soon as it is discovered that the child is not where expected.
2. A quick search of the premises will be undertaken to see if the child is still there. Before 3pm his/her class teacher or other teachers or classroom assistants will be contacted to see if they know where or with whom the child is. After 3pm the playground and clubs should also be checked for P4-P7 pupils.

3. If the child is not located on the premises the child's parents and the other named contacts will be phoned by the office staff and asked if they know where or with whom the child is. If possible they will be asked to begin to look for the child and to contact the school and inform the office at once when the child turns up.
4. If the child has still not been found neighbours with whom he/she has been known to visit and school friends will be phoned.
5. If the child is still not found the parents will be advised to phone the police and report the child as missing.
6. If the parents cannot be contacted and all other suggested avenues have been explored the office staff will contact the police and report the child as missing.

SITUATION: CHILD LEAVING SCHOOL DURING THE SCHOOL DAY WITHOUT PERMISSION.

Pupils are expected to come to school freely and to remain until dismissed, unless withdrawn by parents. Teachers/Lunch Supervisors have responsibility for all pupils in their care and while monitoring of pupils goes on at all times it is impossible to provide 100% monitoring of 100% of pupils for 100% of the time, especially if a particular child is set on leaving.

This is particularly true as the children get older and are given a greater degree of independence in the use of the school site and resources. (For example: Pupils on occasion may be permitted to go to the toilet at other than the expected times. Some pupils may work independently in the school grounds on a particular project. Some pupils may be sent on tasks for the teacher to another classroom.)

For new P1 pupils, teachers, classroom assistants and lunch supervisors are required to be particularly vigilant until the children become aware of the routines and lay-out of the school. After this awareness is established, normal monitoring procedures may be operated for most children and those who still have behavioural difficulties when out of the sight of the teacher need to have special care routines drawn up for them. (ie Only allowed out of classroom when supervised or accompanied by a named responsible individual.)

However older children who absent themselves deliberately and without permission from school place themselves in possible danger and create a most difficult situation for the school to handle.

To assist us with such situations we have consulted with the Belfast Education and Library Board and following the advice given the school has adopted the following procedures to be implemented:

PROCEDURES TO BE FOLLOWED WHEN A P1 CHILD GOES MISSING:

1. The teacher/lunch supervisor will inform the office as soon as it is discovered that a child has gone missing.

2. A classroom assistant or other available adult will be sent in search of the child. If possible they should bring a mobile phone with them so that they can keep in contact with the school.
3. The child's parents will be contacted and informed of the situation. If possible they will be asked to begin to look for the child and to contact the school and inform the office at once when the child turns up.
4. If no contact is able to be made with a person responsible for the child, the police will be informed that a child has gone missing and his/her description given. On-going efforts will be made to contact parents through the contact numbers.
5. On the return of the child the parent/s will be invited to interview with the principal as a matter of urgency to ascertain the cause of the absconding and to ensure that the child and the parent understands the seriousness of the situation.
6. The parents and child will be asked to give an undertaking that such actions shall not be repeated.
7. Procedures relating to supervision of young children and school security arrangements will be reviewed and improved if necessary.

SITUATION: P2-P7 CHILD LEAVING SCHOOL DURING THE SCHOOL DAY WITHOUT PERMISSION.

PROCEDURE TO BE FOLLOWED:

1. The teacher/lunch supervisor will inform the office as soon as it is discovered that a child has gone missing. The child's parents will be contacted and informed of the situation. They will be asked to contact the school and inform them as soon as the child has been found.
2. If no contact is able to be made with a person responsible for the child, the police will be informed that a child has gone missing and his/her description given. On-going efforts will be made to contact parents through the contact numbers.
3. On the return of the child the parent/s will be invited to interview with the principal as a matter of urgency to ascertain the cause of the absconding and to ensure that the child and the parent understand the seriousness of the situation.
4. The parents and child will be asked to give an undertaking that such actions shall not be repeated.
5. Failure to assure the school of this will mean that the child cannot be accepted into school as the staff cannot accept responsibility for keeping the child safely in school nor for protecting the safety of the child once he/she has decided to leave the site voluntarily.
6. If this situation ensues the Education Welfare Officer will be asked for advice and assistance.
7. If the situation is not resolved referral will be made to social services.
8. A child who is apprehended while absconding will be brought to the principal or her deputy. Parents will be contacted as a matter of urgency. Staff are now obliged to implement the use of "minimum force" in the personal handling of pupils.

Staff should only attempt to restrain a pupil when it is feared that the pupil is in immediate danger from his/her actions. In the majority of such situations described above an older child leaving the building is not in immediate danger and so should not be restrained or aggressively pursued. The class teacher has the care of the other children to consider before taking action to inform the office about the absconding child.

Whether a teacher or other staff member is deployed to search for a missing child will depend on a variety of circumstances. The principal or his deputy will make the decision based upon the current facts.

SITUATION: REQUEST FOR WITHDRAWAL OF OR CONTACT WITH A CHILD DURING THE SCHOOL DAY.

St. Teresa's School is a complex site with several access points. Although security arrangements are in place these can be breached in many ways by those determined to do so. Staff members therefore are the people on whom the children's safety ultimately depends and they are exhorted to ensure that safety procedures put in place by the school are adhered to.

In the issue described above the school has established procedures for facilitating such requests and all parents placing their children in the school are made aware of them. During school time pupil contact with others from outside the school community is rigorously controlled and limited to parents or other adults with responsibility for the child.

On rare occasions other individuals present themselves to speak to or withdraw children for various reasons. Unless this has been arranged beforehand between the school management and the parent/s this is not permitted and it is vitally important that all those caring for children are aware of the school procedures regarding this and implement them to the letter.

THE PROCEDURES ARE:

Parents must contact the school through the General Office to collect a child. Parents should not call to the classroom or playground to collect a child. Staff should note:

1. No parent/ carer/ relative may contact or remove a child from the care of the school during the school day unless by agreement with the school.
2. This agreement with the school may be undertaken only by: arrangement by the person known to have legal responsibility for the child, (or his/her known deputy) either in person or on the telephone. Or the person with legal responsibility (or known deputy) calling to the school office and requesting permission to speak to or to withdraw the child for an explained purpose.
3. If such an agreement has been arranged at the start of the school day via the school office, the secretary will personally, or via another staff member, convey the message to the class teacher/ lunch supervisor and arrange to have the child come or be brought to the office at the required time.

4. If the request to withdraw a child is made at the time the parent wishes to withdraw him/her the parent will sign the withdrawal request book and have it authorised by a designated member of staff if necessary.
5. The secretary will then arrange to have the child sent to the office or send the parent with the completed form to the classroom to collect the child. Completed forms will be filed in school.

Any time a pupil is withdrawn from school following a prior arrangement the parent must sign him/her out at the school office. Any person presenting themselves at the classroom without prior notice/request form the school office should be asked to contact the office and make such arrangements before removing/talking to the child.

Any person presenting themselves at break/lunch times in the playground or other areas of the school without prior notice/request form from the school office should be asked to contact the office and make such arrangements before removing/talking to the child. Generally pupils withdrawn during the school day are not given into the care of anyone under sixteen.