

Positive Behaviour Policy

St. Francis of Assisi Primary

School



Approved by Governors	Feb 2018
Date for Review	Feb 2021

Mission Statement

In St. Francis of Assisi Primary School Keady, we aim to educate our children in a safe, happy and stimulating school environment to enable them to fulfil their unique potential.

We aim to create opportunities for children to collaborate in the learning process, become lifelong learners, have mutual respect and contribute positively to their local and global societies for the good of all.

Christian values are placed at the centre of our daily life and underpin all the relationships we develop in a caring school community.

St Francis of Assisi Primary School is a Catholic School and values strong links between home, school and parish, and welcomes all children and their families.

General Aims of Our School

- Encourage positive attitudes to learning so that each child may be helped to realise his or her potential in all curriculum areas
- Recognise and respect the feelings and attitudes of others
- Promote the catholic ethos which should permeate and inspire all aspects of school life.
- Show a system of pastoral care which will exemplify fairness, compassion, tolerance and forgiveness while at the same time, setting high standards of respect, self-discipline, commitment and generosity.
- Strengthen links among school, parents, governors and the wider community, thereby fostering a sense of mutual responsibility.
- To enjoy reading and to develop a confidence with language which will enable them to communicate effectively with others.
- To develop the skills and knowledge of mathematics to enable them to cope confidently with everyday situations.
- Develop the ability to work hard and to succeed at tasks, to work independently and collaboratively with other children and adults, to appreciate human achievement and endeavour.
- Be the best they can be in all areas of school life.
- Contribute to our school team.
- Thoroughly enjoy and be proud of being a pupil at St. Francis of Assisi Primary School.

The staff and governors of St. Francis of Assisi Primary School believe:

- Positive Behaviour is essential for effective Teaching and Learning
- Pupils and staff have the right to learn and teach in an environment which is safe, friendly, peaceful and fair
- Our school community has defined a very clear set of non-negotiable standards of personal behaviour, which are based on respect for each individual in our community and their individual needs
- Our school community places self-discipline and a real sense of justice at the core, in our determination to provide opportunities where each individual can flourish and develop in safety
- Positive Behaviour must be carefully developed and supported
- Appropriate high self-esteem promotes good behaviour, effective learning and positive relationships
- Promoting positive behaviour arises from emphasising children's potential, rewarding success and giving praise for effort and achievement
- We recognise it is important to strike a balance between recognising positive behaviour and having appropriate consequences which are seen by all to be fair and just and applied consistently when standards are not maintained
- It is the responsibility of parents, carers and all adults who care for the children, to work with the school in helping to foster positive attitudes and behaviour

We believe that good behaviour means that everyone in school is:

- Careful and kind
- Polite and friendly
- Helpful to each other
- Quiet and hardworking
- Respectful and Tolerant

In St. Francis of Assisi Primary School, we all follow **The Golden Rules:**

We work hard
We are honest
We listen
We are gentle
We are kind
We look after property

Aims of our Positive Behaviour Policy:

This policy exists to provide a framework for supporting the aims of St. Francis of Assisi Primary School ensuring the happiness and learning of every individual in our community. This policy will do this through:

- Encouraging a calm, purposeful and happy atmosphere within school
- Helping our children develop into caring and thoughtful individuals who respect and value the feelings, beliefs, property and differences of others
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour
- A consistent approach to behaviour throughout the school with parental co-operation and involvement
- Helping our children develop appropriate self-esteem
- Encouraging our pupils to co-operate with one another and with the adults in school
- Help create a positive, stimulating learning environment where positive attitudes and behaviour are encouraged and rewarded
- Help working alongside parents to encourage our children to develop socially, academically, orally and spiritually in preparation for a positive role in society
- Ensure that everyone is clear about their role when managing a child's behaviour
- Make all children aware of unacceptable behaviour
- Allow all children equal opportunities to learn
- Allow all adults in school equal opportunities to fulfil their role
- Reward and encourage positive behaviour
- Use sanctions where appropriate in accordance with this policy; to develop the skills necessary to resolve conflict and differences of opinion with sensitivity

Encouraging Positive Behaviour:

We support positive behaviour and a positive environment through:

- A consistent approach by the whole school community
- Monitoring pupil attendance and taking action when required
- Whole school planning for PDMU
- Developing the voice of our children through our Student Council and ECO Council
- Appreciating and following the agreed **Code of Conduct**
- Encouraging our children to see themselves as part of a whole school community and recognising their responsibility within this
- Developing the children's skills of co-operation and discussion
- Encouraging everyone to take pride in the school environment
- Having a positive and consistent approach to playtimes and lunchtimes involving our Playground Buddies
- Creating a stimulating classroom environment
- Providing clear and positive learning experiences fairly and consistently
- Offering a broad and balanced curriculum that is well planned, prepared and stimulating
- Ensuring that all curriculum issues concerning our organisation, methods of teaching and learning, content and differentiation are self-evaluated and planned for
- Rewarding children both in the classroom and around the school
- Having a transparent reward system for the children that is seen and applied fairly and consistently.



Code of Conduct

For a safe and happy school we are expected to.....

- Arrive at school on time
- Wear our school uniform
- Show respect to everyone in school
- Be truthful, well-mannered and kind
- Take pride in our school building
- Look after our books
- Walk sensibly and quietly in the corridors in single file and on the left hand side
- Keep our school litter free
- Set a good example to others
- Play fairly and to play for enjoyment. This excludes:
 - Physical:** kicking, nipping, pushing, tripping
 - Verbal:** name-calling, teasing, spreading rumours
 - Emotional:** excluding from play, threatening, pulling faces
- Line up quickly and quietly when the bell rings
- Remember we are representing our school when we are out in the community
- Mobile phones are not allowed
- Jewellery, except wrist watches and small stud earrings should not be worn. These must be removed before PE lessons.

Our Code of Conduct was drawn up in consultation with our Student Council.

It is displayed prominently around the school and is articulated in a more suitable language in Foundation Stage.

The Rights and Responsibilities of Everyone in St. Francis of Assisi Primary School

Our Pupils

Pupil Rights	Pupil Responsibilities
<ul style="list-style-type: none">• Be valued as members of the school community• Get help when they seek it, whether with their work or with bullying or other personal worries and to have a sympathetic audience for their ideas and concerns• 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 with 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 interest, talents and abilities	<ul style="list-style-type: none">• Come to school on time, with homework done and suitably equipped for the lessons in the day ahead• Respect the views, rights and property of others, and behave safely in and out of class• Co-operate in class with the teacher, any other adult and with their peers• Work as hard as they can in class• Abide by the school rules – Code of Conduct• Seek help if they do not understand or are in difficulties• Accept ownership for their own behaviour and learning and to develop the skill of working independently

Our Staff

Staff Rights	Staff Responsibilities
<ul style="list-style-type: none"> • Work in an environment where common courtesies and social conventions are respected • Express their views and to contribute to policies which they are required to reflect in their work • Support and advice from senior colleagues and external bodies • Adequate and appropriate accommodation and resources • To be treated with care and dignity from all members of the school community 	<ul style="list-style-type: none"> • Behave in a professional manner at all times, being well prepared, punctual and neat and tidy in appearance • Ensure that lessons are well prepared, making use of available resources, and that homework is appropriately set and constructively marked • Show interest and enthusiasm for their pupils' learning • Listen to the pupils, value their contributions and respect their views • Be sympathetic, approachable and alert to pupils in difficulty or falling behind • Identify and seek to meet pupils' special educational needs through The SEN Code of Practice • Record incidences of misbehaviour • Share with parents any concerns they have about their child's development or progress • Expect high standards and acknowledge effort and achievement; pursue opportunities for personal and professional development • Report suspected cases of bullying or abuse to The Designated Teacher for Child Protection or in Mrs Donaghy's absence, Mrs McGarvey • Follow up any complaint by a parent about bullying, and report

	back within two weeks on the action which has been taken. The Principal must be informed of any complaint
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*Staff includes teachers, classroom assistants, office staff and ancillary personnel working in the school, both permanent and temporary.

Our Parents/Carers/Guardians

Parents' Rights	Parents' Responsibilities
<ul style="list-style-type: none"> • A safe, well-managed and stimulating environment for their children • Reasonable access to the school • Have their concerns and enquiries dealt with efficiently and sympathetically • Be informed promptly if their child is ill or has had an accident • Be informed promptly if the school has a concern about their child • Be well informed about their child's progress • Be well informed about school rules and procedures • A broad, balanced and appropriate curriculum for their child • Be involved in key decisions about their child's education • A suitably resourced school with adequate and well-maintained accommodation 	<ul style="list-style-type: none"> • Ensure that their child attends school regularly and arrives on time • Ensures homework is done • Ensures children are suitably equipped for the lessons in the day ahead • Be aware of our school rules and procedures and encourage their child to abide by them • Show interest in their child's classwork and homework, where possible, provide suitable facilities for studying at home • Act as positive role models for their child in their relationship with our school • Attend planned meetings with teachers and support school functions • Provide the school with all the necessary background information about their child • Informing the school promptly about any concerns they have about school, or any significant change in their child's medical needs or home circumstances

Board of Governors

Rights of our Governors	Responsibilities of our Governors
<ul style="list-style-type: none">• To be kept informed about all matters pertaining to the running of the school• To be consulted about all aspects of school life• To make decisions in good faith about the running of the school• To be kept in touch with opinions, concerns and expectations of parents, staff and children	<ul style="list-style-type: none">• To attend regular meetings• Be part of the process of development of policies and procedures• To work in partnership with The Principal and staff to ensure that the children receive a broad and balanced curriculum• To ensure that the school grounds and buildings provide a safe and secure environment for pupils and staff

Rewards

We at St. Francis of Assisi Primary School not only promote and teach positive behaviour and attitudes with our children; we also greatly value and reward them. The emphasis of this policy is on the positive and consistent reward of positive behaviour and attitudes.

We believe our children learn best when they are happy at school.

Each teacher has their own system of class rewards:

- Stickers, badges and stamps
- Pupil of the Week
- Golden Time
- Written comments in books
- Verbal signals
- Written notes to parents
- Sending the child to another teacher or Principal for praise
- Special responsibility for jobs
- Individual or table prizes

- Star charts
- Reward charts

Every child in the school is given 30 minutes of Golden Time on a Monday morning – this will be used on a Friday afternoon.

Playground Buddies – in recognition of their senior position in school and to help foster self-discipline and a sense of responsibility, Year 4, 5, 6 and 7 pupils are encouraged to be Playground Buddies.

Pupil of the Week Cup & Certificates – children are nominated by their class teacher or classroom assistant to receive a weekly certificate.

Levels of Unacceptable Behaviour and Relevant Sanctions

It is important that teachers keep a record (Behaviour Booklet) of incidents, particularly at Levels 2 and 3.

Notable incidents should be filed in the pupil's record folder.

All Records of Concern and IEPs at Level 3/4 should be held on file and referred to on the SENCO records.

<p>Level One Behaviours (step 1)</p> <p>Misbehaviour that can be effectively managed within a classroom environment by the class teacher/ classroom assistant/supervisor – (the class teacher should be informed. Level One behaviours will normally be dealt with by class teacher)</p> <ul style="list-style-type: none"> • Infringement of playground and class rules/Code of Conduct. • Disregarding instructions • Speaking out of turn • Minor bad language- spontaneous swearing, sectarian, racial, insulting or rude remarks • Disrupting/distracting another child leading to incompleteness of tasks • Unsafe movement around the classroom/school e.g. running in corridor. • Entering out of bounds areas such as classroom at specified times, without permission • Use of property/resources without asking • Unsafe use of property/resources causing damage. 	<p>Level One - Behaviour Modification Strategies/sanctions</p> <ul style="list-style-type: none"> • Verbal warning to individual/whole class (amber) • Private discussion with child • Reminder of class/school rules/Code of Conduct • Oral apology • Repositioning of pupil • Withdrawal of pupil from situation (temporarily) • Use of quiet corner/calm box/thinking area (age dependant) • Reduction in play privileges / Golden Time etc. in line with class routines.
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<ul style="list-style-type: none"> • Insensitivity to others • Not taking instructions • Telling lies/getting others into trouble • Rough play 	
<p>Level Two (Step 2)</p> <p>More serious behaviour that is not so easily managed within a classroom environment. Level two behaviours may also be dealt with by class teacher. Class teacher may involve parents either formally or informally. Key Stage coordinator intervention may also be required. (Class Teacher/Assistant/Supervisor will notify other staff and involve Principal. Parents may be notified in writing or by phone call)</p> <p>Persistence of Level One behaviours e.g.</p> <ul style="list-style-type: none"> • Deliberate use of bad language to hurt others (includes sectarian/racial/ abuse written or verbal) • Deliberate destruction of another child's piece of work/Persistent infringement of school rules. Persistently not taking instructions. Persistently telling lies/getting others into trouble/name calling <p>also</p> <ul style="list-style-type: none"> • Bullying behaviours • Answering back/ shouting/ • Refusal to work or cooperate • Stealing/intent to steal • Isolated acts of violence – kicking, hitting, thumping, biting etc. • Threatening behaviour • Working or playing in an unsafe manner • Outburst of anger but pupil regains composure 	<p>Level Two - Behaviour Modification Strategies/sanctions</p> <ul style="list-style-type: none"> • Inform parent through a phone call • Meeting with parent/s if necessary. • Principal discusses sanctions with pupil if age appropriate. • Ensure work is completed at another time. • Pupils sent in from playground to a supervised area • Stay in at break/lunch-time in a supervised area, as directed by principal • Loss of privileges – football day/golden time/stars/playtime etc. (not curriculum areas) • Written apology or self-reflection using questioning e.g. oral or written (no lines/extra maths) • "Time out" in the classroom or in another classroom • Record of Concern completed for child by teacher and copy given to SENCO and behaviour monitored.
<p>Level Three (step3)</p> <p>Very serious misbehaviour or persistent Level Two behaviours. Formal involvement by the Principal and parents. (Additionally other outside agencies may also become involved).</p>	<p>Level 3 - Behaviour Modification Strategies/sanctions</p> <ul style="list-style-type: none"> • Principal informed immediately if crisis occurs-pupil removed from situation and supervised in designated area e.g. office/interview room. Appropriate protection for staff in place

<p>Principal/ Vice Principal involved. Depending on the seriousness of the issue Board of Governors involvement may be required.</p> <p>Persistence of Level Two e.g.</p> <ul style="list-style-type: none"> • Persistent bad language (includes racial/verbal abuse) /defiance/ • Persistent stealing/intent to steal/ Vandalism of school building or property/ Dangerous refusal to obey instruction. Violent playtime incident Repeated and deliberate incidents of bullying Major disruption of class activity <p>also</p> <ul style="list-style-type: none"> • Leaving school premises without consent • Violent hitting/kicking/fighting – aggressive violent behaviour, causing deliberate injury • Aggressively threatening behaviour towards staff/parents/ pupils 	<ul style="list-style-type: none"> • Risk assessment of location/situation • Principal/SENCO involved in monitoring situation from level 2 • Crisis/ anger management and de-escalation intervention • Parents contacted to meet principal along with class teacher /SENCO (DTCP (Designated Teacher Child Protection))/ may attend if appropriate) • Consider placement on SEN register (EBD) for Social Emotional and Behavioural reasons following discussion with SENCO & Principal • Seek advice from BST • Other interventions – Targets, Daily Report Card etc. Counselling • Anger de-escalation strategies
<p>Level 4 (step 4)</p> <p>Where there is persistence of Level Three behaviours and the above interventions are not supporting the pupil adequately, further agency involvement may be deemed necessary.</p>	<p>Level 4 - Behaviour Modification Strategies/sanctions</p> <p>Continued Placement on SEN Register in line with Code of Practice (EBD) Other agencies e.g. CAMHs, EWO, Psychology, Social Behaviour Support Team involvement. If behaviour shows no improvement after all possible interventions have been made and procedures followed, suspension or exclusion will be considered. The BoG and Principal will adhere to EA & CCMS advice and DENI guidance prior to suspension or exclusion of pupil.</p>

Class Behaviour Booklets

- Each class teacher has a Class Behaviour Booklet into which he/she enters notable events of discipline and immediate action taken.
- Teachers and other relevant school staff should consider themselves responsible at all times for the behaviour of all pupils. Responsibility for the behaviour of all pupils in the school is one which all teachers share. In all matters relating to the maintenance of discipline and the applications of sanctions, it must be remembered that our aim is to develop self-discipline in our pupils and build and maintain their self-esteem. Acceptance of admission to the school implies the parent's acceptance of the School's Positive Behaviour Policy.

Staff and Discipline

- It is the responsibility of all staff members – both teaching and non-teaching – to work together to ensure that good discipline prevails at St. Francis of Assisi Primary School.

Monitoring and Evaluating

This policy is continually monitored by the school principal. This policy will be reviewed every three years and/or up-dated when advice is given by DENI. All stake holders will be involved in the review through a consultation process.

Golden Time

Golden time is a positive behaviour management strategy used in many primary schools. It's a period of 30 minutes, usually on a Friday afternoon, where children will spend time doing special, enjoyable activities.

Golden time is intended to reward good behaviour, rather than learning or academic achievement. The majority of children behave well most of the time, but their behaviour doesn't get noticed. Golden Time ensures that children who behave well are rewarded. The message we will be sending the children is if they are sensible, co-operate and work to the best of their ability, they will be consistently rewarded for their efforts.

Golden time celebrates those children who have followed the rules which are based around the Golden Rules. If a child behaves in a manner which breaks these rules, if appropriate, they receive a warning. If the child already has had a warning and continues to break the rules, they lose golden time

(five minutes at a time). Then, when the rest of the class is enjoying golden time, those children who have lost some of it sit quietly and do some independent work for the appropriate amount of time.

Staff will use their professional judgements in implementing Golden Time.

Coping with Aggressive Behaviour

Aggressive behaviour is behaviour which threatens the safety of other pupils and staff. Dealing with instances of such behaviour is extremely stressful for the teacher. It is important in such instances for staff to learn and recognise the triggers which signal potential confrontation and attempt to avoid it or reduce the impact of it. It is important that teachers use strategies to defuse and de-escalate the situation and, in the event that these do not succeed, to apply CALM crisis management strategies as outlined below.

Diffusion Techniques

Diffusion techniques may be applied instantly when the teacher identifies the 'triggers' or warning signs that a problem is likely to develop. Diffusion strategies include:

- | | |
|----------------|--|
| ○ Interruption | the teacher interrupts the undesirable behaviour |
| ○ Redirection | the teacher re-directs the pupil to an acceptable task |
| ○ Distraction | the teacher tries to distract the pupil's attention to something else |
| ○ Humour | the teacher tries to lighten the situation by introducing humour |
| ○ Ignoring | the teacher chooses to <i>tactically ignore</i> the behaviour |
| ○ Slow Down | the teacher talks in a slow, deliberate voice using calming |
| Approaches | gestures to manipulate the responses of the individual and to slow down the pace of the interaction, e.g. 'Let's consider that possibility for a moment' |

Interruption ----- re-direction-----praise appropriate behaviour

If the situation deteriorates, it is then necessary to introduce de-escalation strategies to calm the agitated or angry person.

De- escalation strategies

- Teacher speaks slowly and deliberately, using calming gestures
- Use assertive 'I' messages where unacceptable behaviour is described in a non- blameful way, concrete tangible effects of the behaviour for you and others present are clearly stated and describe how you as a teacher feel
- 'Broken Record Technique': teacher repeats his/her initial instruction or request and does not respond to any irrelevant issues the pupil may introduce
- Active Listening: helps the pupil's anger: acknowledging the pupil's anger helps the pupil to see that you are empathising with him/her and genuinely concerned to help him or her with the problem.

Physical Restraint

The responsibility of staff in dealing with a potentially aggressive pupil is always to safeguard the other pupils and themselves and also the safety of the offending pupil. It may be necessary to use physical restraint on a pupil in order to protect all concerned, including the pupil, and to avoid damage to the school property. In this instance, the teacher / member of staff will follow the guidelines stated in the school's 'Use of Reasonable Force' Policy.

Crisis Management

The school recognises the importance of having structures in place to deal with any crisis behaviour which may occur. For this purpose, the teacher will use the C.A.L.M. Approach

Communication	Communication with pupil. Acknowledge he/she is upset but remind him/her that we don't behave like that in school.
Aware	Be aware of pupil's potential to create a crisis. Recognise the triggers and assess potential of pupil to create a future crisis. Teacher plans for future crisis. Plans for future crisis must prioritise the safety of the offending pupil. All other pupils and the teacher herself/himself and any non-teaching staff e.g. – exit via designated quiet area in school, to which the pupil may be sent with supervision.
Listen and Look	Listen and look. Remain alert to the situation and be aware of pupil's difficulties.
Make safe	Check classroom and remove objects which angry pupil may throw.

Debriefing strategies for pupils

In the event of a crisis situation, it is essential that a debriefing process is put in place to restore positive relationships and plan for future crisis situations. The debriefing process will involve core staff. This process will enable teacher and other staff to talk to the pupil calmly, and without any sense of recrimination, in order to void repetition of aggressive behaviour. The discussion should focus on how the situation arose, how it could be handled differently or better, what both pupil and

teacher have learned from it and what to do if a similar situation should arise again. Teacher should use the HELP process to debrief the pupil.

Hear - Hear what the child has to say

Environment - Create a child – friendly environment for the debriefing process.

Select quiet area, free of disruption and sit at an angle at the same level as the child.

Listen - Listen to the child and explain why you took such action. Link feelings of pupil to others involved in the crisis. Help child to understand how his/ her behaviour is not pleasant for staff or other pupils

Plan - Plan for future crisis. Discuss with pupil possible solutions to deal with future incidents. How could we deal better with this situation? Agree with pupil agenda for management of future aggressive behaviour.

Record- Keeping

Teacher will compile a brief report, describing events leading up to and during the incident, the steps taken to diffuse the situation and restore order, the outcomes of the steps taken and the nature of the follow-up.

Debriefing strategies for teacher/ other staff member

Debriefing is also important for the teacher/ staff member involved in managing the crisis.

Debriefing strategies would include:

Provision for the teacher to talk about the incident to an experienced colleague, to think through how the situation was handled and identify what has been learnt that might make it easier to deal with a similar situation next time.



St. Francis of Assisi Primary school

Daily Report Card Key Stage 2

Name of Pupil: **Class:**.....

Teacher: **Date:**.....

COMMENTS

MONDAY PARENT
TUESDAY PARENT
WEDNESDAY PARENT
THURSDAY PARENT
FRIDAY PARENT

Taken off report yes/ No Date..... Class teacher comments on behaviour daily. Parent to sign daily and ask your child to return to class teacher at 9.10 am the following day. Parents and children should be reminded that each day is a fresh start.

St. Francis of Assisi Primary school

Daily Report Card Foundation Stage & Key Stage 1

Name of Pupil: Class.....

Teacher: Date.....

COMMENTS

MONDAY



PARENT.....

TUESDAY



PARENT.....

WEDNESDAY



PARENT.....

THURSDAY



PARENT.....

FRIDAY



PARENT.....

Taken off report yes/ No Date..... Class teacher comments on behaviour daily. Parent to sign daily and ask your child return to class teacher at 9:10 the following day. Parents and children should be reminded that each day is a fresh start.