



St. Ronan's Primary and Nursery School

Positive Behaviour Policy

Signed _____ (Chair, BoG)

Date _____

Review October 2022

INTRODUCTION

St. Ronan's Primary and Nursery School strives to provide a safe and enriched environment where success is celebrated and the pursuit of excellence is emphasised. Relationships are at the core of everything we do in this school. The school aims to foster values of mutual respect and promote the well-being and self-esteem of all members of our school community.

RATIONALE

At St. Ronan's Primary and Nursery School, our Promoting Positive Behaviour Policy is a fundamental element of our overall Pastoral Care Programme and aims to ensure that all pupils within our care are educated in a safe, secure and caring environment. All staff at the school believe that:

- each pupil is an important member of our school community, entrusted to our care by his/her parents;
- each staff member is an important member of the school community and a professional, entitled to the respect and support of parents;
- quality relationships which are based on mutual respect between teacher and pupil promote good discipline;
- high expectations by teachers of pupils in relation to both their work and behaviour are essential to the success of the school's Positive Behaviour Policy.

Mission Statement

We are an inclusive Catholic Community where we inspire, nurture and respect each other.

Aims

- We aim to follow God's command to love, nurture, care and respect one another in everything we do.
- We aim to recognise the uniqueness of each person and to develop their self-worth and value by providing a fair, inspiring and enriching community.
- We aim to promote the full development of each person.
- We aim to inspire a caring inclusive environment where all are valued and respected within our school and wider community.
- We aim to celebrate individuality and the unique qualities of everyone.
- We aim to recognise the needs that are rooted in the Gospel values, to nurture and to help participate in building a better society.

This policy should be read in conjunction with:

- Child Protection Policy
- Pastoral Care Policy

- Anti-bullying Policy
- SEN Policy
- PDMU Policy
- Attendance Policy
- Safe Handling Policy
- E-Safety Policy

BACKGROUND

In St. Ronan's Primary and Nursery School we see good behaviour as a prerequisite to learning and achievement for all pupils. We recognise that the promotion of good behaviour is the remit of all in the school community: for pupils, teaching/non-teaching staff, parents and the Board of Governors.

The 2003 Statutory Requirements (Education & Libraries NI Order) requires schools to 'encourage good behaviour and respect for others and in particular prevent all forms of bullying.'

This policy has been informed and guided by:

Current legislation

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

DE guidance

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

PRINCIPLES

The school's Positive Behaviour Policy:

- promotes the core values of the school, as expressed in our Mission Statement;
- promotes good behaviour, discipline and respect for oneself and others;
- takes account of the rights and responsibilities of pupils;

- is based on a whole school approach and will be widely disseminated among staff, pupils and parents, who, through the process of consultation, will have a clear understanding of what the policy aims to achieve;
- is dependent on a shared understanding of what all in the school community believe and agree is acceptable behaviour.
- is linked to school policies as detailed above

PURPOSES

The school's Promoting Positive Behaviour Policy seeks to:

- promote and encourage acceptable behaviour by all pupils in the school;
- create a physically and emotionally safe environment where positive relationships and social skills are emphasised and the positive ethos of the school is upheld and promoted by all in the school community;
- create an ordered and caring environment where teaching and learning can occur;
- develop within our pupils a sense of responsibility, promote their self-esteem and foster self-discipline and respect for themselves and others;
- clarify for all staff the protocol and practice to be followed in dealing with unacceptable behaviour and promote consistency of approach among all staff in dealing with such behaviour;
- clarify our expectations with regard to the standards of behaviour and work ethic which we, as a staff, aspire to in order to ensure that all learners achieve success commensurate with their level of ability.
- develop positive attitudes among parents about what is acceptable behaviour, as per the school's Positive Behaviour Policy, and encourage their active support and endorsement of the policy;
- define our expectations with regard to what constitutes appropriate behaviour and a clear distinction is made between unkind, unacceptable, behavioural mistakes and bullying behaviour.

PRACTICES

The school's Positive Behaviour Policy embraces the need to:

- develop caring relationships among pupils, parents, teachers and support staff;
- consult with all in the school community, access the widespread support of all in the school and is a working document to be used by all staff;
- provide for regular training and updates for all staff;
- be monitored continuously for its effectiveness in the delivery of the principles, as set out above, and reviewed annually by the Pastoral Care Co-Ordinator, in conjunction with the principal and Board of Governors.

CONSULTATION

This policy has been developed and is consistent with The Education & Libraries (NI) Order 2003 and DE Circular 2003/13 – Welfare and Protection of Pupils Education and Libraries (NI) Order 2003, through a process of consultation, involving pupils and their parents. Consultation with pupils is facilitated through:

- class based workshops
- questionnaires to all in the school community

CLASSROOM BEHAVIOUR MANAGEMENT PLAN

The school has gone through the five stages required to establish an agreed Classroom Behaviour Management Plan which will establish an effective teaching and learning climate / environment within each classroom. The school has discussed and agreed with pupils the following:

- a set of class values
- a set of agreed rights and responsibilities – pupils, staff (teaching and non-teaching, parents / carers
- a set of acceptable behaviours which facilitate learning and a set of unacceptable behaviour which block learning
- a set of agreed classroom rules and routine
- a set of agreed class rewards used to acknowledge and confirm compliance with the agreed class behaviour management plan; a set of agreed class sanctions used to acknowledge and deter non-compliance with the agreed class behaviour management plan

RIGHTS, ROLES AND RESPONSIBILITIES OF ALL STAKEHOLDERS

ROLE OF THE BOARD OF GOVERNORS

The Board of Governors will:

- have overall responsibility for ensuring a Positive Behaviour Policy is in place; The Education and Libraries (NI) Order 2003 places a statutory duty on the Board of Governors to safeguard and promote the welfare of all registered pupils at the school at all times when the pupils are on the school premises or in the lawful control or charge of a member of the school staff;
- set down general guidelines on standards of behaviour and discipline;
- review the effectiveness of strategies promoted in the policy;
- support the principal in following the guidelines agreed in the policy;
- ensure the policy is administered fairly and consistently.
- Ensure that good behaviour and discipline policies are pursued at school;
- Safeguard and promote the welfare of all pupils

ROLE OF THE PRINCIPAL

The principal is responsible for:

- Securing an acceptable standard of behaviour amongst pupils;
- the consistent implementation of the school behaviour policy throughout the school;
- acting in accordance with the Board of Governors statement of general principles and any guidance given by them;
- reporting to governors, when required, on the effectiveness of the policy;
- consulting with registered pupils and their parents before deciding upon measures to encourage good behaviour and respect and to prevent bullying. Education & Libraries (NI) Order 2003;
- ensuring due regard is given to the health, safety and welfare of both staff and pupils in school
- maintaining records of all reported serious incidents of inappropriate behaviour;
- imposing fixed-term suspensions on individual children for serious acts of misbehaviour;
- the expulsion of a pupil for repeated or very serious acts of anti-social behaviour;
- ensure school wide supervision by all staff is vigilant and effective and that responses to inappropriate behaviour are prompt, consistent and restorative;

In the event of the need to suspend or expel a pupil, the principal will consult with the Board of Governors and CCMS prior to the planned action.

THE ROLE OF THE PASTORAL CARE CO-ORDINATOR

The Pastoral Care Co-Ordinator has a duty to:

- ensure that the Positive Behaviour Policy is implemented fairly and consistently by all school staff;
- advise all staff members of their roles and responsibilities in ensuring the success of this policy;
- monitor pupil behaviour records at the end of each term;
- review this policy for its effectiveness and develop new approaches, if required, in conjunction with SMT.

THE ROLE OF THE CLASS TEACHER

Rights of Teachers	Responsibilities of Teachers
Teachers have a right to: <ul style="list-style-type: none">• work in an environment where common courtesies and social conventions are respected;• be treated fairly and with respect by pupils and all members of staff• express their views and contribute to policies which they are required to reflect in their work;	All teachers will: <ul style="list-style-type: none">• provide a challenging, interesting and relevant curriculum;• be consistent and fair;• behave in a professional manner at all times;

<ul style="list-style-type: none"> • support and advice from senior colleagues and external bodies; • adequate and appropriate accommodation and resources. 	<ul style="list-style-type: none"> • prepare and resource lessons thoroughly, giving due account of the ability and aptitude of pupils • maintain high but realistic expectations of all pupils, in terms of both their work and behaviour; • show interest and enthusiasm in pupils' work and learning • set tasks which ensure all pupils will achieve success in their work; • recognise and reward positive behaviour as and when it occurs, both in and out of the classroom; • promote positive behaviour in their classrooms; • praise all achievement regularly; • treat all pupils with respect and understanding as per our ethos; • liaise with SENCO and external agencies to access support and guidance on the progress of pupils who are giving concern; EA SEBD team, Educational Psychologist; CAMHS
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THE ROLE OF NON-TEACHING STAFF

Rights of Non-Teaching Staff	Responsibilities of Non-teaching staff
<p>Support staff have a right to:</p> <ul style="list-style-type: none"> • be valued as members of the school community • be treated fairly and with respect by pupils and all members of teaching staff • have adequate facilities and resources to enable them to perform their duties effectively • be well informed about school rules and procedures 	<p>All staff have the responsibility to:</p> <ul style="list-style-type: none"> • arrive at school on time, well prepared for the day ahead • co-operate with colleagues and teaching staff • act in such a manner in order to secure the safety of all pupils at all times • share with teaching staff any concerns they have about pupils

<ul style="list-style-type: none"> • have the opportunity to contribute ideas and have them taken into consideration when decisions concerning the smooth running of the school are being taken. 	<ul style="list-style-type: none"> • be aware of school rules and procedures • handle sensitive information in a confidential manner at all times • seek support from colleagues and SMT as and when required
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THE ROLE OF ALL STAFF (teaching and non-teaching)

ALL staff are duty bound to promote positive behaviour and will do so in the following ways:

- demonstrate by example the high standards of personal and pro-social behaviour we expect of pupils;
- develop and maintain positive relationships with all stakeholders;
- treat all pupils fairly and with respect;
- create a physically and emotionally safe, happy, caring and stimulating environment;
- foster self-esteem in all pupils; explore, agree and reinforce their rights and responsibilities to others and their mutual safety needs;
- use positive language to communicate expectations and provide feedback to pupils;
- praise and reward pupils who are generally disruptive as soon as acceptable behaviour is observed;

THE ROLE OF PUPILS

The staff of St. Ronan's Primary and Nursery School believe that all pupils have the right:

- to a broad and balanced curriculum at a pace and level commensurate with their learning needs;
- to be taught in a caring and stimulating environment
- to be treated positively and fairly.

All Staff has agreed that pupils have the following rights and responsibilities:

Rights of Pupils	Responsibilities of Pupils
Pupils have a right to: <ul style="list-style-type: none"> • feel safe and secure within the school environment which promotes a rights respecting ethos. • be valued as members of the school community and treated fairly and with respect. 	We expect our pupils to: <ul style="list-style-type: none"> • treat all in the school community with dignity and respect and contribute positively to all aspects of school life. • model their attitude to learning and behaviour in accordance with the school's mission statement.

<ul style="list-style-type: none"> • be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon. • access to an appropriately planned education and resourced curriculum. • be acknowledged for all effort in achievement in both classwork and homework. • be positively affirmed for abiding by the school's code of conduct. • a sympathetic hearing. • have opportunities to pursue and develop interests, talents and abilities. 	<ul style="list-style-type: none"> • behave in a safe and responsible manner. • report any behavioural issues which they have witnessed and intervene, if safe to do so, when an incident occurs. • seek help from supervisors, teachers etc when experiencing difficulties. • walk away from a situation which may entice them to respond negatively; • accept ownership for their own behaviour and learning; • co-operate with their teachers, support staff and fellow pupils; • be honest and open with staff, fellow pupils and parents; • be aware of their personal choices in relation to behaviour. • engage in good behaviour which allows learning to take place and respects the rights of others to avail of quality learning experiences. • demonstrate a positive self-image and become confident individuals. • be aware of the effect of their actions on others; • be aware of the consequences which they must face when their behaviour does not comply with the rules of the school.
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THE ROLE OF PARENTS

The staff of St. Ronan's Primary and Nursery School respect the right of parents to adequate information about their child, to be listened to and to know that their children will be taught in a safe and secure environment where lessons are differentiated according to their child's learning needs.

Role of Parents	Responsibility of Parents
<p>Parents have the right to:</p> <ul style="list-style-type: none"> • have their child educated in a safe, well-managed, caring and stimulating environment. • the provision of a broad, balanced, challenging and appropriate curriculum for their child. • be well informed about school rules and procedures • be informed about their child's physical and emotional well-being. • be informed regularly about their child's academic performance. • have their children taught in a well-resourced and well maintained classroom. • reasonable access to the school and staff and to have their enquiries and concerns dealt with sympathetically and efficiently. • be consulted on key policies which directly involve their children. • be involved in key decisions about their child's education. 	<p>Parents have a responsibility to:</p> <ul style="list-style-type: none"> • ensure their child attends school regularly, arrives punctually at school and is collected by themselves or by a designated adult at the correct time. • ensure their child comes to school prepared for the day ahead, with the appropriate equipment, books and materials required for class. • ensure their child wears the proper school uniform; • display an interest in their child's school work and ensure all homework is completed appropriately; • act as positive role models for their child in their relationship with school staff. • show an interest in their child's school work, attend meetings and school functions. • provide the school with all necessary background information about their child, ie report any concerns they have about school, or any significant change in child's medical needs or home circumstances. • Inform school of their child's special medical needs. • check their child's school diary for homework and comments from teacher and respond in diary to teacher. • encourage independence and self-management skills in their child. • encourage their child to be self-disciplined and develop independence in their learning;

	<ul style="list-style-type: none"> • meet with teacher/staff when requested; • support all school policies;
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RESPONSIBILITIES OF ALL

All staff have a pastoral responsibility towards children in their care and should take reasonable steps to ensure the welfare of all children is safeguarded and their safety preserved. To ensure this duty is addressed appropriately, all staff will:

- work together to create a happy and secure environment where everyone is valued and treated with respect and contribute, in whatever way possible, to the protection and maintenance of such an environment.
- focus on the positive aspect of discipline, rather than the punitive element of it.

School Rules	Class Rules
<p>We try our best at all times and try to do better.</p> <p>We care for and respect each other and the school staff</p> <p>We care for and respect our school environment and property at all times</p> <p>We listen and show respect for everyone's opinions</p> <p>We treat each other the way we would like to be treated</p> <p>We are aware of our own safety at all times</p> <p>We make school fun for all</p>	<p>Each class will work together to produce their own positive class rules which will enable all pupils to access teaching and learning in a safe, respectful, happy and stimulating environment.</p>

STRATEGIES TO PROMOTE POSITIVE BEHAVIOUR

In St. Ronan's Primary and Nursery School we believe that 'in order to teach the child we must be able to reach the child.' To do this, as a school, we must create emotionally literate classrooms where the

feelings of children are expressed and validated by teachers. Therefore, the staff of will use the following strategies to promote positive behaviour among all pupils:

- display and teach them class rules when inappropriate behaviour occurs;
- use Circle Time and PDMU to enhance pupils' self-esteem, provide opportunities for pupils to voice their feelings and develop skills to manage their feelings, become more 'self-aware' and take responsibility for their own behaviour.
- use school meetings as a forum for pupils to voice their concerns, discuss issues which affect them and what could be changed or improved in school;
- provide Golden Time for all well-behaved pupils;
- catch pupils with behavioural issues being good and praise them in presence of others;
- use PDMU to reinforce the need for appropriate pro-social behaviours and empathy for others:
- encourage other pupils to promote good behaviour among their peers;
- report child to his/her class teacher for his/her good behaviour;
- incorporate personal and social education programmes which promote pupils' consideration and respect for others, enhance their self-respect, confidence and self-esteem and, through suitably challenging classroom approaches, provide opportunities for them to develop their assertiveness and self-protection skills.
- invite outside agencies to deliver Anti-Bullying workshops for pupils.
- early intervention programmes, including suitable incentives to encourage good behaviour.
- the provision of appropriate staff development and effective links with the relevant external support agencies.
- engage positively with parents and encourage their support in promoting good behaviour in school.
- provide a copy of school's Promoting Positive Behaviour to parents on school's website once it is launched.

OUR REWARDS SYSTEM

Our Rewards System aims to promote and encourage positive behaviour and therefore is meaningful to all pupils. Our rewards are verbal, non-verbal and tangible. All rewards will be commensurate with the behaviour exhibited and provide the required incentive for repetition of the positive behaviour. Rewards and sanctions should be fully understood by all staff (teaching and non-teaching), pupils and parents.

- Non-verbal rewards may include a smile, a nod, a thumbs-up sign, a handshake.
- Verbal rewards include words of commendation, praise, written comments to inform parents of achievements in terms of work or behaviour; praise from peers.
- Golden Time.
- Stickers, stars, smiley faces, small material rewards such as pencils, rubbers, notebooks etc.
- Attendance Awards.
- Pupil certificate distributed at assembly.
- Classroom treats.

- Special note of commendation for a pupil in class or at assembly.
- A word of encouragement.

We, as a staff, believe it is essential that all children receive positive encouragement and are given the opportunity to enjoy the positive rewards listed above. The success of pupils, whether in work or behaviour, should be measured against their previous performances rather than against that of other pupils in their class.

SANCTIONS

Consequences or sanctions are, occasionally, necessary to uphold the rules and procedures outlined above, to focus the child's thinking and to demonstrate to other pupils that certain behaviour is unacceptable. Appropriate sanctions will be applied in accordance with the nature of the offence, the age of the pupil, any special educational needs pupils may have and any emerging pattern of behaviour displayed by the pupil. It is important to note that a one-off lapse in good behaviour will not incur the same sanctions as continuous, persistent unacceptable behaviour.

Sanctions are not the same as punishments, as they focus upon achieving behavioural change. A restorative approach will be taken. Sanctions will take into account the vital importance of maintaining good relationships and will be applied as soon as possible, in a calm, measured manner. They will be proportionate and separate the behaviour from the child and avoid escalating the situation. Sanctions will not be applied to entire classes or groups of pupils when the guilty parties have not been identified, degrade pupils or cause them public or private humiliation or involve physical force.

MAKING the CONSEQUENCES fit the INAPPROPRIATE BEHAVIOUR

The staff has classified inappropriate behaviour according to the severity of it and have put in place a range of consequences to be applied in dealing with misbehaviour.

Low Level Misbehaviour	Range of Consequences
Talking out of turn Shouting out Leaving their seat at the wrong time Homework undone Not actively 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	Verbal Warning Move to another seat Complete homework the following night Loss of Golden Time.
Moderate Level Misbehaviour	Range of Hierarchical Consequences
Persistently talking out of turn	Option 1: 'Think About my Actions' sheet

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	Option 2: Send pupil to another teacher, noting reason. Option 3: The pupil will be sent to a member of SMT and the parent is invited to a meeting with class teacher and principal. Option 4: Daily Behaviour Report initiated. The pupil may be considered for placement on the SEN register for behavioural issues.
Serious Level Misbehaviour	Range of Consequences
Disregarding adults within the school Stealing Physically/emotionally/verbally hurting another pupil (bullying behaviour) Serious physical/verbal threat made to staff. Displaying violent behaviour. Leaving school without permission.	Pupil sent to principal/Pastoral Care Co-ordinator Parents are invited to a meeting Consider referral to Educational Psychologist Consider suspension/expulsion Record action in 'Behaviour Record' in Staff folder

STAFF TRAINING

All staff will be made aware of any relevant and appropriate training that is available.

POLICY REVIEW

The policy will be reviewed every three years and updated where necessary in keeping with new DENI initiatives and legislation. Staff will monitor the effectiveness of the policy and an assessment made of the success of the approaches and procedures advocated by the policy in encouraging positive attitudes on the part of the pupils, keeping unacceptable behaviour to a minimum and creating a climate within the school which is conducive to positive relationships and effective learning and teaching. Where weaknesses are found, a review will be necessary and will be done through a consultation process with all staff, (teaching and non-teaching), the pupils, The Board of Governors, and the parents. Where significant change is required, parents will be consulted and consultation with parents on our Positive Behaviour Policy will take place every three years. The review will take account of current needs and be reflected in current practice.

Thinking about my actions

What rule did I break?

This means I was not:

☐

Being Respectful

☐

Being Responsible

☐

Following instructions

☐

Being Kind

☐

Being Safe

My actions made me feel:

☐

Happy

☐

Angry

☐

Confused

☐

Embarrassed

☐

Shocked

☐

Sad

A different emotion? _____

I will fix my poor choice by:

Signed (pupil)

Signed (teacher)

Date
