

St Colman's Primary School



Promoting Positive Behaviour Policy

Policy Reviewed on :

April 2024

Ratified by Governors

June 2024

Date of Review

August 2027

Signatures

St Colman's



Lambeg

Joined by faith

Encourage to succeed

Mission Statement

We the Governors and Staff of St Colman's believe the school to be a vital part of the Catholic Community.

Further we believe the children's well-being, developmental needs and supporting them to reach their potential is at the centre of all we do.

We are firmly committed to:

- The aims of Catholic Education.
- Providing a broad, balanced and vibrant curriculum to ensure that our children develop to their full potential.
- Developing positive relationships with all within our school, and with our parents and the wider parish community.
- Creating a welcoming educational community centred on Christ so that His values and Gospel message pervade the whole life in our school.
- Establishing a caring Catholic ethos with a positive pastoral care system.
- Fostering within our children the ideals of tolerance, respect, regard and understanding for different faiths and cultures.

Promoting Positive Behaviour Policy

*“All actions should be in the best interests of the child.”
(The United Nations Declaration on the Rights of the Child)*

The school’s Promoting Positive Behaviour policy reflects the school’s Motto and Mission Statement and ensures that the conduct of **all** members of the school community is consistent with the values and beliefs of the school, as mentioned in the school’s Mission Statement.

We strive to provide an ethos in which fairness, tolerance, compassion and forgiveness will permeate all relationships within our school community.

The school aims to promote a positive atmosphere of mutual respect, support, enjoyment and where there is an overriding commitment to the care and welfare of all children. High standards of respect, self-discipline, commitment and sensitivity will be sought and the safety, welfare and development of everyone in our school community will be of paramount importance.

- We aspire to fully realise the unique potential of each individual child by educating and nurturing their academic, spiritual, emotional, social, cultural and physical development.
- We endeavour to achieve a happy and positive, well ordered, stimulating teaching and learning environment which will reflect the values of the gospel.
- We develop a vibrant curriculum that is broad, balanced, relevant, differentiated and accessible to all.
- We aim to develop a genuine love of learning and enable our children (and ourselves) to become independent lifelong learners and thinkers.
- We seek to foster a distinctive Catholic ethos by valuing all children and adults equally regardless of ability, disability, beliefs, religion, class, gender or background.
- We actively enable all our children to become happy, healthy and emotionally intelligent, open-minded citizens with a high self-esteem and concern for others and the confidence, skills and competencies required for a diverse and changing world.
- We work in close partnership with parents to provide the very best learning opportunities and all round education for each and every child in our school
- We strive for continuous improvement in all areas of school life.
- We are a self-evaluating school. We reflect on our work and make adjustments for improvement, willingly.

Children's Rights

Children have a right to:

- be **valued** as members of the school community;
- get **help** when they seek it, whether with their work or other personal worries, and to have a sympathetic audience for their ideas and concerns;
- **make mistakes**, learn from mistakes and be forgiven;
- 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;
- be **taught** in a pleasant, well-managed and safe environment;
- work and play within clearly defined and fairly administered school rules;
- **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.



Staff Rights

Staff have a right to:

- work in an environment where common courtesies and social conventions are respected;
- express their views and contribute to policies in which they are required to reflect in their work;
- a suitable career structure and opportunities for professional development;
- support and advice from senior colleagues and external bodies;
- feel safe in their work
- adequate and appropriate accommodation and resources.
- To speak to colleagues in an environment where confidentiality is assured.

Parents' Rights

Parents have a right to:

- a safe, well-managed and stimulating environment for their child's education;
- reasonable access to the school, and to have their enquiries and concerns dealt with sympathetically and efficiently;
- be informed promptly if their child is ill or has an accident, or if the school has concerns about their child;
- be well informed about their child's progress and prospects;
- 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.

Roles and Responsibilities of Board of Governors

As part of their pastoral care responsibilities, Boards of Governors and Principals also have a common law duty of care towards their children, as well as a statutory responsibility for order and good behaviour in their school.

The Board of Governors must:

- ensure that good behaviour and discipline policies are followed at the school;
- before amending its policy consider any guidance from the Department, EANI and the Council for Catholic Maintained Schools
- decide, and set out, what aspects of discipline/behaviour should be a matter for the principal, and give him/her any guidance on these aspects which they feel is appropriate.

Roles and Responsibilities of the Principal

The principal must determine the measures (which can include rules and the means of enforcing them) which the school will take to:

- promote the children's self-discipline and respect for others.
- encourage good behaviour and respect for others
- secure an acceptable standard of behaviour among the children
- maintain good order and structure in the daily business of the school's operation

Roles and Responsibilities of Children

Children have a responsibility to:

- understand that we come to school to learn;
- 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, other adults and with their peers;

- work to their potential in class;
- conform to the conventions of good behaviour and abide by school rules;
- seek help if they do not understand or are in difficulties;
- help other children if they can;
- accept ownership for their own behaviour and learning, and to develop the skill of working independently;
- allow themselves to be wrong, to make mistakes and errors of judgement
- accept help and direction provided by trusted adults (school staff)

Roles and Responsibilities of Staff

Staff have a responsibility to:

- be aware of and be familiar with the school's policies
- be knowledgeable of Safeguarding and Child Protection;
- behave in a professional manner at all times; adhering to the agreed Code of Conduct;
- interact with parents respectfully;
- ensure that lessons are well prepared, making use of available resources, and that homework is appropriately set and constructively marked;
- show interest and enthusiasm in the work in hand and in their pupils' learning;
- listen to the children, value their contributions and respect their views;
- be sympathetic, approachable and alert to children in difficulty or falling behind;
- identify and seek to meet children's special educational needs through the SEN Code of Practice;
- share with the parents any concerns they have about their child's progress or development;
- expect high standards and acknowledge effort and achievement;
- pursue opportunities for personal and professional development.

Roles and Responsibilities of Parents

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;
- follow the school Complaint's procedures if necessary.
- be aware of school rules, procedures and practices, and encourage their child to abide by them:

- show interest in their child's class work and homework, where possible, provide suitable facilities for studying at home;
- act as positive role models for their child in their relationship with the school;
- interact with school staff respectfully;
- attend planned meetings with teachers;
- resist from critiquing school/teacher practices;
- act in the best interests of the school when using social media.
- provide the school with all the necessary background information about their child, including telling the school promptly about any concerns they have about school, or any significant change in their child's medical needs or home circumstances.

St Colman's Primary School staff and children have determined what constitutes acceptable and unacceptable behaviour.

Acceptable behaviour in children:

- demonstrating a positive self-image and the self-confidence to engage successfully in activities;
- showing respect for the views, ideas and property of others;
- recognising that all have a right to share in and contribute to the lesson;
- co-operating with the teacher and with their peers on shared activities;
- following the school's rules for the classroom, playground, canteen and corridors.
- applying themselves to the task, and working to the best of their ability;
- displaying common courtesies and good manners;
- responding positively to opportunities to act independently of the teacher and to show initiative;
- co-operating with all members of staff;
- make mistakes, accept direction and learn from errors;
- inform a trusted adult if they are worried about themselves or someone else

Unacceptable behaviour in children:

- being hurtful to others, including being involved in any form of bullying;
- being unwilling to display common courtesies and good manners;
- calling out in class, interrupting others and being inattentive when others are contributing to the lesson;
- displaying a lack of interest in learning and preventing others from learning;
- being unable or unwilling to abide by the accepted conventions of courtesy and good manners;

- displaying a lack of respect for other children's belongings or school property;
- using abusive language at other children or the members of staff;
- acting aggressively or with violence towards other children or other members of staff;
- choosing not to learn from errors

Rules

In St Colman's Primary School, we the staff and children devise and agree a set of rules to promote positive behaviour for the classroom, canteen, playground and corridors. Rules are kept to a minimum and are expressed in positive terms. Staff and children have agreed that rules should be overseen fairly and consistently by anyone acting in a supervisory capacity within the school (i.e., All staff, ancillary staff, playground buddies)

In St Colman's Primary School, we recognise that rewards and consequences are necessary to encourage and maintain the rules in class and throughout the school.

It is important that staff are consistent in their presentation of Rewards and how consequences are delivered. Uniformity of practice is **vital**.

We promote a whole school approach.

Rewards

A system of rewards and incentives, applied with consistency by all of the staff, will help to establish and maintain a climate in which children come to appreciate what constitutes acceptable behaviour and positive attitudes. Staff have embraced the ClassDOJO system of rewards. It is important that children realise that acceptable behaviour is noted, acknowledged and praised. The fact that acceptable behaviour is regularly celebrated through Assemblies within the school reinforces this point.

Consequences

Similarly, it is important that our children realise that unacceptable behaviour will be challenged and stepped consequences applied. Consequences provide children with the security of clearly defined boundaries and thus encourages children to make positive choices regarding their behaviour. As with rewards, we aim to apply consequences fairly and consistently and the consequences applied will be in proportion to the offence. They will be applied in a calm manner as soon after the offence has occurred

as possible. The use of consequences is aimed at defusing rather than escalating the situation. Additionally, when applying consequences, staff will as far as possible take account of the age and degree of maturity of the child, their level of understanding, any special/additional needs s/he may have, home background as well as any other relevant or related circumstances.

(A sample of the rules, rewards and consequences can be found in Appendix 1)

If a child is identified as having Emotional MLD, SLD and/or Behavioural Difficulties, appropriate assessments will be carried out. Behavioural IEP's will be devised and implemented through the provision given. The school may use one of the following outside agencies for support where a child with Emotional and Behavioural Difficulties has reached stage 2-3 of Code of Practice.

- TASH Phonenumber
- EA SEN Team
- Educational Psychological Service
- Education Welfare Officer
- Child Protection Officers (CCMS and EA)
- EA Behaviour Support Team
- Social Services
- Provision specified in statements of Special Educational Needs.

Further, the school may seek support (with parental permission) from TASH (EA Behavioural Support) for children who have no Special Educational Needs and when classroom strategies are proving ineffective.

Classroom Management

Classroom Management and teaching methods have an important influence on children's behaviour. Relationships between teacher and children, strategies for encouraging good behaviour, arrangement of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms are organised to develop independence and personal initiative and the display of children's work helps to develop their self-esteem. Teaching methods and organisational strategies encourage enthusiasm and active participation for all. Lessons aim to develop the skills, knowledge and understanding that will enable the children to work and play in co-operation with others.

Circle time and PDMU curriculum work will provide everyone with opportunities to discuss relevant issues such as positive behaviour, rules, bullying, etc. in a non-threatening environment where the children will be encouraged to be open and honest.

Outside the Classroom

Agreed School Rules are designed to make clear to the children how they can achieve acceptable standards of behaviour. These will be kept to a minimum but will be enforced to ensure the smooth running of the school. All staff shares the same authority in the implementation of these rules, but will show understanding and consistency when applying them.

Communication and Parental Partnership

We give high priority to clear communication within the school and to a positive partnership with parents. A positive partnership with parents is crucial for building trust and developing a common approach to behaviour expectations and strategies for dealing with problems.

Parental participation in many aspects of school life is encouraged, as parents who share a positive relationship with the school are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

Where behaviour is causing concern, parents will be informed at an early stage and given the opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy and further support/intervention will be discussed with them.

A collaborative, team approach is promoted.

Links to the Curriculum in Promoting Positive Behaviour

The promotion of values such as respect, tolerance, caring, empathy, integrity which are fundamental to the establishment of positive behaviour should be developed through the content and delivery of subjects within the taught curriculum.

Safe Handling

St Colman's Primary School acts on guidance received from DENI "*Regional Policy Framework on the Use of Reasonable Force/Safe Handling*" to prevent children from physically harming her/himself or others or seriously damaging property. Circular 99/09 has supported our work in this area.

A copy of our Reasonable Force Policy and Safe Handling" is available in the school.

Note: Only in the most exceptional circumstances, will the school Governors consider the agreed procedures for the exclusion of children (CCMS Scheme for Suspensions and Expulsions) – Appendix. No 'informal' method of suspension is permitted.

Monitoring and Evaluating

Monitoring and evaluating are integral parts of school life and are the responsibility of all members of staff. The Principal and Board of Governors will oversee the progress we are making towards fulfilling our aims. This policy will be reviewed and updated on a regular basis.

In forming this policy, we have used guidance and advice as set out in ...

DENI Circular 2017/04 "*Safeguarding and Child Protection in Schools- A Guide for Schools*"

Updated Sept 2023.

This policy is one of a suite of related Pastoral policies which includes but is not limited to:

- Anti-Bullying in School Policy
- Educational visits Policy
- Safe Handling Policy
- Child Protection Policy
- Pastoral Care Policy
- Code of Conduct for Staff
- Social Media Policy
- SEN & Inclusion Policy

School is very proud of our pupils, and we will work collaboratively and with children's best interests at the centre to help them fulfil their potential and develop the skills and mindset for personal success.