**Holy Child Primary and Nursery Unit**

**Positive Behaviour Policy**



Revised Policy: Sept 2021

Chair of Governors: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Principal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Review Date: Term 3 2023 (or before if an incident highlights the need for review or if directed by DE and in light of new guidance

PASTORAL CARE

Parents play the most important role in teaching and modelling good behaviour. It is expected that parents will have taught their children to respect the feelings and property of others.

In Holy Child Primary School and Nursery unit we reinforce the attitudes and discipline which begins at home but acknowledge that everyone within our school community has a role to play in order to create a positive learning environment and promote good manners and discipline. Good relationships between staff and children, setting high expectations and having agreed strategies for encouraging good behaviour, all have a bearing on the way children behave. An organised, attractive and welcoming classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

This Policy has been developed within the context of current legislation, policy and guidelines;

• Health and Safety at Work (NI) Order (1978)

• Children (NI) Order (1995)

• The Education (NI) Order (1998)- Articles 3&4

• Human rights Act (1998)- came into force in NI in 2000

• Education (NI) Order (2003)

• Special Educational Needs & Disability (NI) Order (2005)

• SEND Act (NI) 2016

• Northern Ireland Anti Bullying Forum www.NIABF.org.uk

• Addressing Bullying in Schools Act (Northern Ireland) 2016

***Staff and Governors of Holy Child Primary School and Nursery Unit believe that…***

Holy Child Primary and Nursery School respects the rights of children and puts the Catholic Ethos along with the United Nations Convention on the Rights of the Child at the heart of the curriculum, school policy and daily life. This school is committed to being a Rights Respecting School, ensuring that every member of the school community feels valued and respected, and that each person is treated fairly and well. It is a school where EVERYONE learns to use the language of rights, respect and responsibility. Adults and young people model rights respecting behaviour and language and this underpins the Positive Discipline Policy of our school community.

We believe our motto

“Every Child, Every Chance, Every Day”

also encapsulates this

 This statement is central to the Pastoral Care and Catholic ethos of our school.

At Holy Child Primary School and Nursery Unit we believe that positive behaviour is an essential condition for effective learning and teaching. We also believe that pupils and staff have the right to learn and teach in an environment which is safe, friendly, peaceful and fair. The 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 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. Put simply, we believe pupils learn best when they feel safe and happy in school.

The best results in terms of promoting positive behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement. We also know 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. Through the example which adults who care for them in school and through well-developed planned and stimulating learning opportunities, we believe that children can accept learning challenges and develop self-discipline. It is the responsibility of parents and carers 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, kind and nurturing
	+ Polite and friendly
	+ Helpful to each other
	+ Hardworking and conscientious
	+ Respectful and tolerant

**Aims of our Positive Behaviour Policy**

This policy exists to provide a framework for supporting the aims of Holy Child Primary School and Nursery unit and ensuring the happiness and learning of every individual in our community. It 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, opinions, 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 cooperation 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 pupil’s behaviour.

• Make the 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 skills necessary to resolve conflict and differences of opinion with sensitivity.

These aims support our existing school aims….

**We aim:**

• to help pupils acquire knowledge and understanding, fulfil their potential and develop a love for learning by providing a wide variety of learning opportunities and activities and delivering a balanced and relevant curriculum.

• to enable our pupils to develop creative, practical, sporting, technological and decision making skills to become competent and independent contributors to society prepared for life and work.

• to encourage the moral, social and personal development of all our pupils enabling them to build self confidence and self-esteem, cooperate with and value others, undertake responsibility and develop positive attitudes and high standards of behaviour.

***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 swift action where necessary.

• Constructive whole school planning for PDMU, circle-time.

• Bucket filling concept adopted whole school

• Whole school nurturing approaches adopted and nurture provision

• Providing calm areas and strategies to reduce anxiety e.g. breathing exercises, sensory breaks

• Developing the voice of the child, through for example the School, Class and Eco Councils, setting targets.

• 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 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.

• Creating a stimulating classroom environment.

• Providing a clear and positive learning experiences fairly and consistently.

• Offering a broad and balanced curriculum that is well planned, prepared and stimulating.

• Ensuring that the curriculum issues concerning organisation, methods of teaching and

 learning, content and differentiation are addressed.

• Use of rewards and other incentives and motivational tools.

• Playground Pals

• P7 Buddies

• Digital Leaders

• Pupil Involvement in events e.g. Open morning, greeting at door, seasonal events

• Community links

At Holy Child Primary School and nursery unit, we believe it is vital that positive behaviour is rewarded through sets of rules, both in the classroom and around the school, and a reward system that is transparent to the pupils is seen and applied consistently and fairly.

**Classroom Management and Curricular Provision**

1. The maintenance of positive behaviour within the school is the responsibility of all the staff. Individual staff have particular responsibilities e.g. within their own classroom or when on duty supervising corridors, cloakrooms and play areas.

2. Staff endeavour to model desirable behaviour and attitudes and avoid negative cycles of behaviour.

3. Every opportunity is taken to support self-discipline, whereby children are personally involved and accept responsibility for their own actions and behaviours.

4. Teaching methods, lesson content and other curriculum linked activities encourage active participation and support the school aims to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others.

5. Praise is used to encourage good behaviour as well as good work and constructive criticism should be a private matter between teacher/assistant and child where possible.

6. Classroom assistant/teachers may (under guidance) discretely relay specific guidance on the management of a particular pupil to other key personnel in school to support that pupil’s needs. 7. All staff and pupils are familiar with our school aims and our Code of Conduct.

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| Image result for holy child primary school***Code of Conduct (detailed in appendix 4)*****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 belongings;  | • Move sensibly around school; • Keep our school litter free; • Act responsibly and set a good example to others; • Exercise self-control; • Take responsibility for our actions in school, on trips and online: |

The Code of Conduct will be displayed prominently around the school. In the Foundation Stage the Code of Conduct is articulated in a more suitable language according to the age of the children. The School Council has been consulted when drawing up this Code.

 (Please see **Appendix 4**)

In addition, we have:

**School Rules**

**Be Respectful**

• We will be kind and helpful

• We will listen carefully to everyone

• We will be honest

• We will show respect to everyone in our school community

**Be Ready**

• We will be ready to learn

• We will be ready to listen

**Be Responsible**

• We will give our best in everything

• We will be good role models to others in school, on trips and online

• We will try to build a happy school

• We will take care of our school

• We will be proud of our school

**OTHER RULES**

**Classroom –** Teachers supported by the classroom assistants will develop this code within their classrooms at a level appropriate to the age and needs of their pupils.

**School canteen –** The children and school council devised rules to encourage a calm and positive atmosphere in the school canteen.

• We will eat our food politely

• We won’t waste food

• We will say please and thank you

• **We will respect the staff on duty**

• We will use our inside voices

• We will move around sensibly (when we are lining up and going for dinner)

**Playground Rules –** The children and school council devised rules for positive behaviour in both playgrounds.

• **We will care for and share the play equipment**

• We will let everyone join in

• We will line up quickly and quietly, ready to listen

• We will take care of each other and play safely

• We will say sorry if we hurt or upset someone

***Rights of Pupils in Holy Child Primary School and Nursery Unit***

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| ***Respecting the Rights of Others* Rights**  | **Respecting Rights of Others**  |
| ☺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 is reasonable, acted upon; ☺Be taught in a pleasant, well-managed and safe environment; ☺Work and play within clearly defined and fairly administered codes of conduct; ☺Experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met; ☺Develop and extend their interests, talents and abilities; ☺To feel safe and happy in school, on trips and online. ☺Feel respected by the whole school community  | ☺Respect others rights by coming to school on time wearing uniform, with homework done, and suitably equipped for the lessons in the day ahead; ☺Respect the views, rights and property of others ☺Respect others’ rights in class and out of class and behave safely at all times; ☺Co-operate in class with the teacher and with their peers; ☺Work as hard as they can in class☺Conform to the conventions of good behaviour and school rules; ☺Seek help if necessary ☺Accept ownership for own behaviour and learning, and to develop the skill of working independently; ☺Act responsibility in school, on trips and online.  |

***Rights of Staff in Holy Child Primary School and Nursery Unit***

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| **Rights**  | **Respecting Rights of Others**  |
| ☺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; ☺A suitable career structure and opportunities for professional development; ☺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 our school community; ☺To feel safe and respected in their work place  | ☺Behave in a professional manner at all times; ☺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 pupils, value their contributions and respect their views; ☺Be sympathetic, approachable and alert to pupils in difficulty or falling behind; ☺Respect all members of the school community ☺Identify and seek to meet pupils’ 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; ☺Report suspected cases of bullying to Designated Teacher for Child Protection or in their absence to Deputy Designated Teacher for Child Protection. The Principal must also be informed; ☺Follow up any complaint by a parent about bullying, and follow the procedure as outlined in our Anti-Bullying policy. |

***Rights of Parents in Holy Child Primary Nursery Unit and Respecting the Rights of Others***

***Rights Respecting rights of others***

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| ☺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 in a respectful manner; ☺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.  | ☺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; ☺be aware of 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 the school treating other parents, pupils and members of staff in a respectful manner; ☺attend planned meetings with teachers and support school functions; ☺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  |

**Rewards**

We at Holy Child Primary School and Nursery Unit 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. As already stated we believe our pupils learn best when they are happy in school.

All members of staff will recognise and celebrate positive behaviour and attitudes at all times around the school through informal praise. Wherever appropriate, children’s best efforts will be celebrated through display and performance.

Each teacher will have their own system of class rewards. Rewards may include the following:

* Verbal prise to the child
* Verbal or written praise to parents about their child
* A simple word of thanks
* Sticker, badges or stamps
* Star of the Week
* Star of the Day
* Class of the Week
* Certificates
* Written comments in books
* Sending the child to another teacher, Vice Principal or Principal for praise.
* Star/ Reward Charts
* Special Assemblies – Special Mention, rewards for being a good friend,

 curriculum area, Bucket Fillers, attendance.

Bucket fillers are when individuals, groups or tables show the following throughout the week in class, playground, canteen:

☺ being careful and kind

☺ being polite and friendly

☺ being helpful

☺ being hardworking and trying our best

☺ being respectful and tolerant

☺ demonstrating good manners

☺ quality presentation of work

☺ good listening

☺ following instructions first time

☺ managing distractions

☺ completing homework

☺ bringing water bottles

☺ looking after possessions

☺ lining up

☺ following class rules and routines

☺ name on work

☺ demonstrating patience

☺ being a good role model, displaying school values and following rules

Please see **Appendix 5** for detailed rewards used in each class. These may vary from year to year depending on needs and interests of class. When this policy is updated annually any new reward systems will be reflected.

***Star of the Week***

Every week each teacher will choose a pupil to be the class’s Star of the Week. This award will be given right through all classes from P1-7.

The weekly areas take into account:

• Classwork

• Behaviour

• Endeavour

* Bucket Filler

The class teacher will choose a pupil, who in their opinion has made a significant contribution in the areas mentioned. The awardees names and reasons why they have been chosen will be recorded in a golden book by their class teacher each Monday. The awardees will be presented with a certificate at the school assembly and their photograph will be on display in the classroom.

**Attendance Rewards**

Monthly attendance certificates are awarded to class with the best overall attendance. Certificates are also awarded at the end of the school year for 100% attendance. The Principal will monitor attendance and liaise with EWO.

**Supervisor Stars**

Supervisors award weekly certificates to pupils displaying positive behaviour in the playground/ canteen.

***SANCTIONS & CONSEQUENCES***

Although the emphasis of this policy is on encouraging and rewarding positive behaviours and attitudes, we at Holy Child Primary School and Nursery Unit recognise that it may be necessary to employ a number of sanctions to enforce our Code of Conduct and Classroom Rules to ensure a safe learning environment. As with matters relating to reward, consistency and fairness are vital in the application of sanctions which should be appropriate to each inappropriate behaviour.

When dealing with all forms of inappropriate behaviour, staff should employ the following strategies;

• Be calm- all children must be dealt with in a calm yet firm manner, referring to which behaviour is not acceptable and the action being taken.

• Make clear that it is the behaviour which is being punished and this is not a personal matter.

• Logical consequences- a logical consequence is a sanction that is proportional to and fits the misdemeanour. The first step is to stop the behaviour and the second step is to provide an action that recalls the rules, reinstates the limits and teaches alternative behaviours.

• Make good choices- remind the pupil they need to make good choices.

• Fresh start- although persistent or serious misbehaviour needs recording on SIMS, every child must feel that every day is a fresh start.

***Class Charter***

We believe that children respond well if our expectations are made clear to them and at a level which they understand. Through collaboration and a sense of ownership for the class charter, children are encouraged to make the right choice.

As a school we will;

• Teach the expectations just as we would teach any curriculum area

• Emphasise the aspect of pupil choice in engaging in appropriate behaviours

• Share information with parents and carers with regards to the Classroom Management

• Clarify with all stakeholders any areas of concern

The Class Charter aims to help pupils to make good choices in terms of their behaviour.

**Script for use:**

Step 1, Teacher: “Tom, please remember one of our classroom rules is that we listen to the person who is talking, thank you.” (Allow take up time and praise Tom if he complies)

Step 2, Teacher: “Tom, this is a verbal warning. I need you to listen to the person who is talking, please make a good choice, thank you.” (Allow take up time and praise Tom if he complies)

Step 3, Teacher: “Tom, you have chosen not to follow my direction. I need you to work away from your group for a short time.”

**Class Plan for Learning P1 - 7**

We believe that good behaviour is about making the right choices. Children decide with their teacher acceptable behaviour for a happy classroom. The charter changes annually with each class but the principles remain the same.

***Our Classroom Charter***

1. We follow instructions carefully

2. We use kind hands and kind feet

3. We only use kind word

4. We listen to the person who is talking

5. We respect adults, our peers, our school and equipment as well as property of others

6. We will try our best in everything

**Positive Recognition/ Rewards**

**When we choose to keep to these expectations we may receive the following rewards;**

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| • Praise• Stickers• Stamps/ points* Star of the Week
 | • Pupil of the Day• Certificates• Special Class reward |

***Consequences***

***If I choose to break a rule the following steps will be taken***

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| First time a pupil shows noncompliance with a rule…  | **Verbal Reminder of rule**  |
| Second time a pupil shows noncompliance with a rule…  | **: 2nd Verbal Reminder**  |
| Third time a pupil shows noncompliance with a rule…  |  In class: Timeout 1 - during class time for period of time (1 minute per year group **max 7 mins**  |
|   |
| Fourth time a pupil shows noncomplianceWith a rule  | Timeout 2 –child moved

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| to another agreed class (within Key Stage) during class time for period of time (1 minute per year **max 7 mins**). Child completes behaviour reflection sheet (obtained from teacher). Upon completion the teacher should discuss behaviour with child. A copy of the BR sheet should be sent home, a copy retained by school  |

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| Fifth time a pupil shows noncompliance with a rule…  | Timeout 3 - Child loses 1-7 minutes (1 minute per year group) of break playtime and behaviour recorded by teacher detailing all incidents in class diary. Child completes behaviour reflection which is differentiated for different Key Stages, copy sent home and copy retained in school. Upon completion the teacher should discuss behaviour with child. Teacher contact parent via phone call.  |
| Sixth time  | Timeout 4 - Child meets with principal, who will contact parents to arrange a meeting to discuss behaviour. Timeout from privileges could include some playtime for agreed period (one day to begin with)/ positive reinforcement, withdrawal from trips, after school clubs for agreed period etc  |
| Seventh time  | Principal and class teacher meet with parents and discuss behaviour plan and possibility of further support  |

**Every child has the right to be safe and happy in school with every child respecting the rights of others so in the event that a child is physically hurting another child this will invoke the severe clause below.**

**Major incidents**

**1. A sanction will immediately be imposed (withdrawal from class or playground for specific length of time).**

**2. Parents must be informed via phone call – the parents of the child being hurt and the child doing the hurting. Principal must be informed if a child is marked.**

**3. If this happens on 3 occasions to any child and it is recorded, the child’s parents are invited in to discuss behaviour with the class teacher and principal and agree the way forward taking into account the age and needs of the child and other related policies.**

**Severe Clause: Remove from class and send to Senior Teacher or Principal**

**In a serious case of physical hurting/ fighting/ aggression or violence parents may, at the Principal’s discretion, be asked to come and take their child home.** There should be prior notification with the Principal before parent/ carer is contacted.

All sanctions for inappropriate behaviour need to be clearly understood by staff, children, parents and governors. The use of sanctions will be characterized by the following features:

•It must be clear why the sanction is being applied

• The child should be encouragedto take responsibility for their actions, apologise, redress any damage caused, improve their own standards of behaviour.

• It must be made clear what changes in behaviour are required.

• Group sanctions are avoided.

• There is a clear distinction between minor and major offences and their regularity in occurring.

• Focus on the behaviour not the child.

**Undesirable Behaviour & Sanctions**

It is important to recognise that some misbehaviours are more serious than others. The frequency of occurrence also has a bearing on the sanctions imposed. A risk assessment/ strategies will be implemented in order to support where necessary.

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| **Rather than classify misbehaviour – it is the repeated nature of low level disruption which can cause it to become more serious**.  | **Occasional**  | **Regular** **5 or more times in week**  | **Persistent** **Frequently in one week and over several weeks**  |
| ***Minor Breaches*** Unkind to member of school community – calling names Preventing others from learning:  Interrupting class work  Shouting out Not following class rules, refusing to cooperate with instructions and advice Bad language (one-off) Answering back Being unmannerly Not completing work *Arriving late for school Not wearing correct school uniform* *These are pastoral issues speak to Mrs Concannon* | Non-verbal – frown, look, change in tone, quiet word. Reminder of rule being broken. Loss of points.Timeout 1 – move position.  | Timeout 2 Behaviour Reflection sheet. Class teacher contact parents via phone call.Loss of 3 points Moved to an agreed area Time out – 1 min per age Must be evidence based | Timeout 3 Behaviour Reflection sheet.Parents contacted via phone call Timeout 4 Child speak with Principal. Principal contact parents for meeting. Behaviour plan. Further Support. Withdrawal from trips  |

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| ***Major/ Gross Breaches*** Persistent minor breaches Acting aggressively or with violence/ Fighting Endangering self or others Bullying (all forms) Unacceptable online behaviour Vandalism Actions which are designed to cause damage to property Leaving school premises without permission Theft Verbal/physical assault on adults Abusive language, persistent bad language Leaving area without permission | Timeout 3 Behaviour Reflection Parents contacted via phone callTimeout 4 Child speak with principal Principal contact parents for meeting Behaviour plan Further Support Suspension  | Timeout 4 Child speak with Principal Principal contact parents for meeting Behaviour plan Behaviour recorded on SIMS Suspension Withdrawal from trips  | Suspension Expulsion  |

**Desirable Behaviour & Rewards**

It is important that good behaviour is not taken for granted, and we intend to ensure a climate where praise and encouragement far outweighs the frequency of criticism and sanctions.

**Desirable Behaviour:**

Well- behaved, trying best at work, attentive, raising hand to speak, homework done, correct uniform, work with name on it, polite, lining up well, being kind, following classroom and school rules

* + Certificates or merit awards – student of the week
	+ Comments and ‘smiley’ faces on children’s work
	+ Stickers, badges or ink stamps in books
	+ Seesaw message
	+ Time on special activity/ ipad
	+ Lunch time special activity
	+ Photographs of award winners taken and displayed
	+ Work displayed
	+ Lucky dip
* Privilege/ Golden Time – x minutes per week where children sign up for particular activities
* Regular assemblies where commendations are given for good attendance, good behaviour, good work, Bucket Filling
* Principal’s Award
* Raffle tickets
* Class helper/ messenger

The above awards / rewards (non-exhaustive list) are aimed at individual students, but it is also important to reward classes because this encourages the development of a collective image where the pupils share a positive group identity which fosters and encourages co-operative behaviour. Such awards/rewards might include

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| Extra play time (lunch) ● Extra Golden Time● Class treat ● Class outing ● Class of Week | ● Outdoor activities ● Work exhibited ● Reward assemblies ● Class prizes  |

Like sanctions, rewards need to match the behaviour. Aim to get a balance between all the positive reinforcement types.

1. **Social Reinforcers** – ‘good job’, written approval – note home, smiling, clapping, thumbs up

2. **Activity Reinforcers** – iPad time and other preferred activities etc. This proves also to be very effective especially if get to do it with a classmate.

3. **Token Reinforcers** – points, token for appropriate behaviour. Little value in themselves but can be exchanges for something of value. (Good for use all the time then change the motivators termly and good way to order rewards.)

When delivering Positive Reinforcement:

◼ It should be consistently delivered, be fair and age appropriate

◼ It should be delivered immediately – waiting until end of day for something done earlier is lost. If it’s not possible to deliver immediately use verbal reinforcement so he/ she can expect to receive other reinforcement later

◼ Improvement should be reinforced – don’t wait until behaviour is perfect

◼ Whenever possible, pair any reinforcement with social reinforcement – e.g. if participating in iPad time as reward tell student ‘you did an excellent job today.

***Causes of Inappropriate Behaviour***

There are a number of “in school factors” and “out of school factors” which can lead to inappropriate behaviour, these are presented in the tables below, Lehman, Hawkins and Catalan (1994).

Table 1: In School Factors which influence pupil behaviour

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| ***In school factors*** |
| **The Environment** ❖Lack of proper ventilation ❖Physical problems of limited space ❖Special occasions which cause excitement, e.g. Christmas, Fire Drills  |
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| **The Child** ❖ Tired due to lack of proper rest ❖ Hungry due to insufficient or inappropriate food ❖ Poor or inappropriate social skills ❖ Need for attention from teacher or parent  |

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**The Teacher**

❖Offering poorly differentiated curriculum leading to either frustration or boredom

❖Lack of knowledge of pupils

❖Poor management skills such as being inconsistent, laissez-faire, over-reliance on domination or lack of reinforcement of appropriate behaviour

❖Poor dictation

❖Lack of clarity in explaining expectations for behaviour or subject

❖Lack of or confusing instruction on subject matter

❖Lack of professional development

❖Teacher stress

Table 2: Out of school factors which influence pupil behaviour

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| ***Out of school factors***  |
| **Family Circumstances** ❖ Child’s position in the family ❖ Child’s relationship with parent/siblings/grandparents ❖ Divorce/ bereavement ❖ Mental health problems ❖ Family trauma ❖ Alcohol or drug addiction  |
| **The Neighbourhood** ❖ Child’s popularity ❖ Peer relationships ❖ Bullying ❖ Social Problems ❖ Civic disturbance  |

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| ***Positive Behaviour Management***Listed below are a range of strategies which are proven to have been effective in positive behaviour management; **Positive Feedback**- Acknowledge/Approve/Affirm:  **Positive Correction**- tell the pupils what you want them to do i.e. not what you don’t want them to do e.g. “Please walk” instead of “stop running.” Avoid saying, “don’t” or “stop”.  **Positive Repetition**- when you give a direction, ask someone who knows what to do to repeat it rather than focusing on the one who doesn’t- praise the children who carry out the instruction.  **Non-verbal Cues**- hands up, finger on the lips, the “look”.  **Give take-up time-** give a clear specific direction in a non-confrontational way, move away from the pupil with a clear expectation that the pupil will comply.  **Re-direction**- repeat direction without being side tracked. Use thanks and take-up time, do not stand over pupils in a confrontational way. **Tactically ignore-** ignore any secondary behaviour if the pupil is compliant with the primary behaviour request e.g. if the pupil begins the task (primary behaviour) when asked, ignore any annoying secondary behaviours such as huffing and muttering. **Physical Proximity-** move closer to a disruptive pupil **Distraction/ Diversion-** give an alternative task or activity to a disruptive pupil without highlighting the inappropriate behaviour **Clear Expectations-** e.g. “When we go back in to the classroom after break, I will give a point to those who go straight back to their task.” **Where/ What-** “Where should you be?” (In my seat) What should you be doing? (My work). **Choices-** “Put your (e.g. toy) on my desk or in your bag- which are you going to do?” **Broken Record-** Calmly repeat the request or rule or consequence; avoid being drawn into an argument, stay neutral. **Private Reprimand-** a quiet word rather than a public confrontation. **Repair & Rebuild-** as soon as possible after a reprimand, find an opportunity to say something positive about the pupil, “Catch them being good”. ***Suspension and Expulsion of Pupils*** The school reserves the right to Suspend or Expel a pupil following DENI and EA set procedures. The school reserves the right to impose any listed sanction if an incident is serious enough to warrant it.

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| ***Reasonable Force/ Safe Handling*** The Education (NI) Order 1998 (part ll Article 4 (1)) states; “A member of the staff of a grant aided school may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely: • Committing any offence • Causing and injury to, or damage to the property of, any person (including the person himself); or • Engaging in any behavioural prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether the behaviour occurs during a teaching session or otherwise.”Based on this legal framework the working definition of “reasonable force” is the minimum force necessary to prevent a pupil from physically harming himself/herself or others or seriously damaging property, but used in a manner which attempts to preserve the dignity of all concerned. Under Duty of Care, staff may use a physical intervention and when they do so, they should be clear that the action was; • In the child’s best interest • Necessary • Reasonable and proportionate • **Last resort (where possible)****Parents must be informed before end of day if any member of staff has used physical intervention.*****MONITORING AND EVALUATION*** Monitoring the effectiveness of the Positive Behaviour Policy is the responsibility of the Principal. This Positive Behaviour Policy will be reviewed annually. It will be reviewed by the Principal with the whole staff and as we value the input of the whole school community, parents and pupils will also be surveyed to gauge opinions on the effectiveness of the policy. After this consultation the reviewed draft policy will be brought to the Board of Governors for approval. ***Link to Special Educational Needs Code of Practice*** Social, Behavioural, Emotional and Well-Being (SBEW) is one of the categories of Special Educational Needs in the 2016 SEND (NI) Act. Target support is provided to children where necessary**Links with other Policies** This Policy is integral to all school policies. It has key links with policies such as: ❖Special Educational Needs and Inclusion ❖Safeguarding & Child Protection ❖Anti-Bullying ❖Attendance Policy ❖Online Safety/ Acceptable Use of the Internet  |

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***Appendix 1***

**Strategies for dealing with difficult situations**

In dealing with difficult situations adults need to make professional judgements based on their experiences and the knowledge of the individual pupil.

Listed below are some points to remember and some strategies which may be useful in managing difficult situations.

❖Stay calm

❖Use a quiet voice

❖Use neutral language and keep it to a minimum

❖Avoid invading personal space unless necessary

❖Avoid prolonged eye contact

❖Stand still

❖State expectations clearly

❖Remind pupil of the consequences (use cautiously)

❖State what will happen next

❖It may be necessary to remove the audience

❖Withdrawal- move the pupil away from the group for a short period. This models a non- violent response, gives “cooling off” time and a time for reflection. It also teaches that inappropriate behaviours will not be tolerated and protects the rights of all.

❖Exiting- refer to Safe Handling Policy (DE, 2004)

❖Always remember to give a thought driven professional response to a pupil’s behaviour with a view to de-escalating the situation

❖All behaviour is a means of communication. Habitual behaviour serves a purpose but more appropriate behaviour can be learned. How we as adults choose to respond is very important in teaching and achieving the desired behaviour

❖Consistency of approach from all adults

❖Give the following messages to all pupils; “I want you to succeed in my class.”

“You are responsible for your own behaviour

***Appendix 2***

Positive Behaviour Pupil Consultation…

For a safe and happy school we are expected to…

* Arrive to 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
* Keep our school litter free
* Set a good example to others
* Exercise self-control
* Line up quickly and quietly when the bell rings

**What do you think would be good rules for your Classroom? Can you suggest 3 or 4?**

**What do you think would be good rules for your Classroom? Can you suggest 3 or 4?**

**What rewards are there in our school and your class when you keep to our rules or do something great**?

**Can you suggest any other rewards in class or for our school?**

**What sanctions do you think should be in place for poor behaviour choices?**

Tick if you think the following would be sensible sanctions in our school…

* Reminder of the rule
* Change seat in class
* Complete work again or work sent home
* Timeout from Playground
* Withdrawal of special treats e.g. Golden Time
* Letter or phone call home (speak with parents)
* Send to another teacher, VP or Principal
* Red/ Yellow Card System for outside play

***Appendix 3***

**Discipline and Behaviour**

Behaviour must be managed with sensitivity and professionalism. Staff should constantly re-examine and reflect upon their own values, attitudes, behaviours and professional training in order to appreciate the messages and expectations that they are giving pupils.

Whilst the discipline and behaviour of the class is, primarily, the responsibility of the class teacher, *all* members of staff are collectively responsible for ensuring that *all* pupils learn to be considerate to others and behave appropriately. Staff should always endeavour to remark on good behaviour and manners, and to commend children for their positive actions. Aim to ‘c*atch children being good’* and reinforce positively*.*

If pupils do have to be reprimanded regarding inappropriate or anti-social behaviour, this should be done in a constructive manner, condemning the *behaviour* without humiliating or “putting down” the child. In this nurturing environment, most children will respond more co-operatively and with less resentment than if they were constantly being criticised for any negative behaviour. Speaking in a calm but firm way is imperative.

Staff need to be familiar with clear guidelines and strategies eg. pupil behaviour, support and management plans, to help maintain positive behaviour and discourage unwanted behaviour when it occurs. Recognition, praise and encouragement will be used as much as possible in all situations. We believe it is important that those involved in settling disputes:

• Avoid confrontation

• Listen

• Try to establish the facts

• Investigate and address the problem

• Talk through the issues and use appropriate strategies to support the child to address their behaviour/ conduct

• Use sanctions appropriately

Holy Child Primary School and Nursery Unit is a nurturing school and our core beliefs are that:

• Behaviour can change and that every child can be successful.

• Praising and a system of rewards are more likely to change behaviour than blaming and punishing. Using a restorative approach, with a positive system of rewards will increase children’s self-esteem and thus help them to achieve more.

• Celebrating success helps children to achieve more.

• Being aware of each child’s needs and their individual circumstances helps us to act in the fairest way. We always consider the safety of other children and minimize disruption while helping children acquire self-discipline.

• Reinforcing good behaviour helps our children feel good about themselves.

We aim to create a healthy balance between rewards and sanctions with both being clearly specified. Staff will encourage children to behave appropriately, deal calmly but firmly and consistently with inappropriate or disruptive behaviour. All behaviour requiring sanctions will be recorded on SIMS.

To achieve high standards of behaviour and conduct, staff will deal with behaviour issues as and when they occur. In appropriate behaviour will not be ignored or condoned.

Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour. All systems are flexible to take account of individual circumstances. The emphasis of the school discipline Policy is on REWARD and PRAISE, which should be given whenever possible for both work and behaviour. Communication to parents/guardians about poor behaviour will take place by either telephone or inviting parents to come for a meeting, and we welcome the support of adults working closely with teachers to improve behaviour where appropriate.

Particular effort and commendable behaviour will also be recognised during celebration assemblies, with ‘Bucket Filling’ awards weekly. Children displaying positive behaviour will be awarded in class as well as by supervisors. Each class will have their own reward system with motivators to positively reinforce.

***Appendix 4***

**CODE OF CONDUCT FOR CHILDREN**



**INTRODUCTION**

Pupils at Holy Child Primary School have the right to an education (United Nations Convention on the Rights of the Child- Article 28), which offers them every opportunity to attain their full potential. The Principal, teaching staff and non-teaching staff are here to create the circumstances to allow this to happen. Governors, parents and the wider community also assist in this process.

**GUIDING PRINCIPLES**

In order for the above to be achieved it is essential that **every member of the school community** acknowledges and reflects the values promoted by the school:

• Honesty

• Respect

• Responsibility

• Acceptance

• Self-Discipline

• Fairness

• Forgiveness

• Perseverance

• Kindness

• Tolerance

**THE PRINCIPLES IN ACTION**

These values and principles underpin our school ethos and are seen to be met when pupils observe the following:

**I will:**

**BE READY BY DOING MY BEST TO ….**

• Come to school on time

• Wear my school uniform

• Be prepared, by doing my homework and bringing all the books and items I need for work and play

• Follow school and routines for e.g. lining up, having my lunch, carrying out classwork

**BE REPECTFUL BY DOING MY BEST TO….**

• Respect the rights of my peers to feel happy and safe in school (inside or outside) by using kind words and actions, adhering to school and classroom rules and being aware of others’ feelings

• Respect the right of others to learn by listening in class, follow routines, respect adults and peers

• Respect the rights of others to play by cooperating with others and working within my group in a positive manner

• Respect all adults and visitors in school e.g. coaches, volunteers

• Listen when an adult speaks to me and act first time every time

• Be truthful and kind

• Not use abusive or aggressive language or actions with others

• Use school or others’ property carefully

• Take pride in our school building

**BE RESPONSIBLE BY DOING MY BEST TO ….**

• Uphold our school values during school and out of school e.g. school trips

• Uphold our school values when wearing our school uniform

• Take care of my books and school equipment

• Help to look after the school building and grounds

• Act responsibly inside the school building and in playgrounds

• Do my work to the best of my ability

• Take ownership of my actions and any resulting consequences

• Exercise self-control

**I know that not following this code of conduct will incur consequences which are found in the school’s behaviour policy. These consequences may involve me losing privileges (but not my rights) and giving me the opportunity to think about my actions. The safety and happiness of**

**everyone in school is of utmost importance, having the right to play and learn is everyone’s right so I understand I have a responsibility to respect this right. I understand my parents will be contacted when necessary to discuss my behaviour.**

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Parent sign if child P1/2)

**Appendix 5**

**Reward Systems in each Classroom**

**(amended accordingly depending on needs of class)**

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| **Foundation stage** | Table point system using marbles collected in jars. Prizes are linked to the level collected in the jar. Everyone will receive some reward on a Friday. **Low level rewards** are sweets/ stickers **Medium**: treasure box (toys, sweets, pencils etc) **High**: 5min extra play, choice of class game, take home class mascot, cushion to carpet, teacher's helper etc **CLASS reward** if 3 tables earn high level rewards: Movie Time Free Play Play Park Baking **Daily reward**: Star of the Day (Certificate home) Weekly: Bucket Fillers Stampers are used on work and stickers for special effort.  |
| **Key Stage One**  | Table point system using marbles collected in jars. Table with the most collected choose a prize from the treat box. Everyone will receive a low level reward: sticker or sweets. As a class, we work towards a high level treat, for example, trip out, golden time. Daily reward: Star of the Day (Certificate home) Weekly: Bucket Fillers, Star of Week  |
| **Key Stage two**  | Table point system using marbles collected in tubs. Prizes are linked to the level collected in the tub. Everyone will receive a reward on a Friday when they trade in their marbles for a reward. Examples include: Extra ipad time, sit at teacher’s desk for lesson, desk swap with a friend, VIP lunch pass, lunch with the teacher/ Principal etc. Children earn points for work, attitude, effort, progress, behaviour etc. While we aim to ensure this system is a positive one, children ae aware on occasion they can lose points for not adhering to class/ school rules. They have the opportunity to earn points every day and to earn back at any lost points. While we also endeavour to encourage team spirit, any individuals continually choosing inappropriate behaviour and thereby continually losing points at their table are given an individual reward system which will help target effective working with others. Daily reward: Star of the Day (Certificate home) Weekly: Star of the Week, Bucket Fillers Stampers are used on work and stickers for special effort.  |

**It is important to realise that these are class reward systems but can vary depending on individual needs of some children.**

**We draw up the rewards with our classes at the start of the year so the choices motivate the children and we aim to ensure that our choice or rewards are varied:**

◼**Edible reinforcers:** Things such as sweets and anything that a student can consume and that is liked, and that will have the student continue to display the target behaviour.

◼**Tangible reinforcers:** Things such as books, toys, pens, pencils, erasers, dolls, balloons, stickers, and anything that the student can hold, feel, manipulate in some way, and that the student likes.

◼**Exchangeable reinforcers:** Things such as tokens (in a token economy system in a classroom), smiley face charms, marbles, achievement stars, gift certificates, and points earned and saved that can be “cashed in/ traded” for something else more desirable and valuable.

◼**Activity reinforcers:** Things such as extra golden time / outdoor play time, serving as the hall monitor, being the first in line, (again, only if the individual student finds this activity prestigious and desirable)

◼**Social reinforcers:** Things such as smiles and a “thumbs-up” gesture by the teacher, verbal praise such as “good job,” “can’t fool you,” “that’s right,” and “good for you” and positive comments written on a student’s work.

◼**Sensory reinforcers:** Things such as watching a DVD, listening to music, manipulating a toy that makes noise

**HOLY CHILD PRIMARY SCHOOL AND NURSERY UNIT**



Date:

Dear Parent

Your child missed some/ all of playtime today. After repeated warnings (five) he/she refused to comply with the rules for safe play in our playgrounds.

This consequence is in place so we can ensure the safety of all children outside. We have adequate supervision of staff during playtimes, however, the additional level of supervision required when a child poses a continual risk to themselves or others or shows repeated non-compliance with rules, is not something we are in position to offer with the limited staff available at this time in school.

Please discuss with your child the importance of observing our rules as they are in place to safeguard your child and others. Adhering to the boundaries in place are non-negotiable when it comes to safety, safeguarding all our pupils from harm is our top priority as well as ensuring their well-being and right to safe play is protected.

You are welcome to discuss with the class teacher any concerns you may have but if you receive three of these notifications you will be invited to discuss with the principal the way forward.

Thank you for your cooperation on this matter.

Kind Regards

Mrs Cullen