

St. Eoghan's P.S. Moneyneena



POSITIVE BEHAVIOUR POLICY

Reviewed January 2017

Saint Eoghan's Primary School, Moneyneena

Positive Behaviour Policy

Underlying Principles

1.1 The United Nations Declaration on the Rights of the Child asserts that:

'All actions should be in the best interests of the child'

It further declares that:

Children have the right to:

- (1) *'education aimed at developing personality, talents, preparing the child for an active adult life and that the administration of school discipline is to reflect the child's human dignity'.*
- (2) *'love, understanding and care'.*
- (3) *'protection from all forms of physical or mental violence'.*

1.2 We, the community of Saint Eoghan's Primary School, Moneyneena agree with these declarations and affirm with that through good practices outlined in our policy, we will always act in the best interests of our children.

Aims

- 1.3 The main aim of the whole school positive behaviour policy is to maintain an orderly school environment based on Catholic principles and values so that the school in close co-operation with parents and pupils can fulfil its mission statement **'Preparing Today's Children To Be Tomorrows Answer'** We will achieve this by promoting the spiritual, social, emotional, academic and physical development of all our pupils. We promote self-discipline, responsibility for an individual's actions and respect for others, their property and the environment.
- 1.4 Only in an orderly environment can effective learning take place and where effective learning is taking place, behavioural problems will be minimised. This orderly environment is further sustained when there is an appropriate balance between an individual's rights and respect for the rights of others (See Rights, Roles And Responsibilities). To facilitate this balance, pupils, parents, governors and school staff have contributed to the development of this policy and are collectively responsible for its promotion.
- 1.5 Therefore, when a child is admitted to Saint Eoghan's Primary School, Moneyneena his/ her parents should recognise that acceptance of admission to the school includes acceptance of the school's Positive Behaviour Policy.

Roles and Responsibilities of All Stakeholders.

(Promotion of Positive Behaviour) taken from ‘Pastoral Care In Schools: Promoting Positive Behaviour’, 2001.

Board Of Governors (Role and responsibilities)

1.6 ‘ The B.O.G. will

- *‘ensure that good behaviour and discipline policies are pursued at the school;*
- *make and keep under review , a written statement of ‘general principles about pupil behaviour and discipline which the principal will have regard to in determining school rules and behaviour policies;*
- *before making its statement of general principles, consult the principal and the parents, and consider any guidance from the department, the ELB or CCMS;*
- *decide and set out that 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’.(‘Pastoral Care In Schools: Promoting Positive Behaviour’, 2001, Pg 3).*

Principal (Role and Responsibilities)

1.7 The principal will:

- ‘ determine the measures ... which the school will take to:
- *promote among the pupil self- discipline and respect for authority*
- *encourage good behaviour and respect for others*
- *secure an acceptable standard of behaviour among the pupils’ (Pastoral Care In Schools: Promoting Positive Behaviour, 2001, Pg. 4).*

Parents (Roles and Responsibilities)

1.8 The parent is the child’s first educator. Therefore, parents continue to have a most important role to play in relation to their child’s learning and the promotion of positive behaviour after their child begins primary school. A good partnership between home and school reinforces learning and positive behaviour choices. Thus, parents have complementary roles to play in the development of their child’s education and positive behaviour choices. Parents also have a legal responsibility to make sure that their children go to school regularly and on time. It is also important that they accept a more general responsibility to support school policies including the school’s positive behaviour policy to ensure effective involvement in their children’s education.

1.9 Parents also have a responsibility to:

- *be aware of school rules and procedures and encourage their child to abide by them,*
- *make sure that their children are dressed in the agreed school uniform*
- *support their child / children in homework and other opportunities for learning*
- *attend parent-teacher meetings and support school functions, where possible*
- *be role models for their child / children with regard to their relationship with the school*
- *make the school aware of any problems / concerns that may affect their child / children*

Children (Roles and Responsibilities)

2.0 Children have a responsibility to:

- *attend school regularly and on time,*
- *wear the agreed school uniform*
- *bring all the things that they need,*
- *do all class and homework as well as they can,*
- *adhere to rules for their classroom, canteen, playground, school corridors and paths (see appendix 1).*

Teachers (Roles and Responsibilities)

2.1 Teachers also have the following responsibilities regarding the promotion of positive behaviour:

- *to ensure lessons are well prepared and their classrooms/ resources are well organised,*
- *listen to pupils, value their contributions and respect their views,*
- *be fair and consistent in their approach to the promotion of positive behaviour (Rules, Rewards & Consequences),*
- *raise pupils' self-esteem, (rewards system & positions of responsibility),*
- *to ensure that homework is appropriately set and constructively marked,*
- *identify and seek to meet pupils' special educational needs,*
- *discuss with parents any concerns they have about their child's progress or behaviour,*
- *expect high expectations of pupils' behaviour and work and acknowledge effort and achievement.*

(Pastoral Care In Schools: Promoting Positive Behaviour, 2001)

Rights of Stakeholders (Pupils, Parents & Staff)

2.2 Pupils have right to:

- *be valued, treated fairly , consistently and with respect,*
- *get assistance when they seek it (help with their work or personal worries such as bullying),*
- *be taught in a pleasant, well managed and safe environment,*
- *make mistakes and learn from them,*
- *work and play within clearly defined rules which are fairly and consistently applied,*
- *experience a broad, balanced and suitably differentiated curriculum,*
- *be consulted about matters that affect them, and have their views listened to , and as far as possible acted upon.*

2.3 Parents have a right to:

- *a safe well managed and stimulating environment for their child's education,*
- *be informed about school rules and procedures,*
- *be well informed about their child's progress or concerns that the school has about their child,*
- *be promptly informed if their child has had an accident or is ill,*
- *a broad and balanced and suitably differentiated curriculum,*
- *a suitably resourced school,*
- *have their enquiries and concerns dealt with sympathetically and effectively,*
- *be involved in key decisions about their child's education,*
- *reasonable access to the school, and to have their enquires and concerns dealt with sympathetically and efficiently.*

2.4 Teachers have a right to:

- *work in an environment where common courtesies and social conventions are respected,*
- *express their views and contribute to policies which they are required to reflect in their work,*
- *adequate and appropriate accommodation and resources,*
- *support and advice from colleagues and external bodies,*
- *opportunities for professional development.*

2.5 Saint Eoghan's Primary School, Moneyneena staff and pupils have determined what constitutes desirable and undesirable behaviour:

Desirable behaviour in pupils

- *showing respect for the views, ideas and property of others,*
- *following the school's code of conduct for the classroom, playground, canteen and corridors,*
- *applying themselves to tasks and working to the best of their ability,*
- *recognising that all pupils have a right to contribute to the lesson,*
- *co-operating with the teacher and other children on group activities,*
- *displaying common courtesies and good manners,*
- *reacting positively when given the opportunity to act independently of the teacher,*
- *co-operating with all members of staff,*

Undesirable behaviour in pupils

- *being hurtful to other pupils or being involved in any form of bullying,*
- *being unwilling to show or incapable of showing common courtesies and good manners,*
- *displaying a lack of interest in learning and preventing others from learning,*
- *interrupting other pupils during lessons by calling out in class,*
- *displaying a lack of respect for other pupils' property or school property,*
- *using abusive language which is directed at other pupils or members of staff,*
- *displaying aggression or acting violently towards other pupils or members of staff.*

Rules, Rewards and Consequences

Rules

- 2.6** In Saint Eoghan's Primary School, Moneyneena we the staff and pupils have agreed a set of rules to ensure good behaviour for each classroom, canteen, playground and corridors (see appendices 1-5). Rules have been kept to a minimum and have been expressed in positive terms. Staff and pupils have agreed that rules should be enforced fairly and consistently by anyone acting in a supervisory capacity within the school (i.e. teaching staff, ancillary staff as well as pupils with responsibilities eg. prefects and monitors).

Rewards And Consequences

- 2.7** In Saint Eoghan's Primary School, Moneyneena, we recognise that rewards and consequences are necessary to encourage pupils to follow classroom rules and rules throughout the school.
- 2.8** We believe that a system of rewards, applied consistently, will help to maintain a climate in which the pupils of Saint Eoghan's Primary school will come to appreciate what constitutes good behaviour. Additionally, it is important that our pupils are aware that their good behaviour is noted and acknowledged. We aim to ensure that all rewards are commensurate with the behaviour displayed and provide just enough incentive for the child to continue to display similar positive behaviour. Details of rewards for good behaviour in classrooms, canteen, playground and corridors can be found in appendices 1-5.
- 2.9** Similarly, it is important that our pupils realise that unacceptable behaviour will be challenged and stepped consequences will be applied. Consequences provide pupils with the security of clearly defined boundaries and thus encourages pupils to make positive choices regarding their behaviour. As with rewards, we aim to apply consequences fairly and consistently and the consequence 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 pupil, any special needs he or she may have, the home background as well as any other relevant circumstances.
- 3.0** If a child is identified as having Emotional And Behavioural difficulties, appropriate assessments will be carried out and provision will be made in accordance with the school's policy on 'Special Educational Needs'. The school may call on one of the following outside agencies for support where a pupil with emotional and behavioural difficulties has reached stage 3-5 of the Code Of Practice:

- Curriculum Advisory and Support Service
- Educational Psychology Service
- Education Welfare Office
- Child Protection Officers (CCMS & NEELB)
- Behaviour Support Team
- Social Services
- Alternative Education Provision
- Provision specified in statements of Special Educational Needs

- 3.1** Saint Eoghan’s Primary School, Moneyneena acts on guidance received from D.E.N.I. ‘*Regional Policy Framework on the use of Reasonable Force / Safe Handling*’ to prevent pupils from physically harming him/herself or others or seriously damaging property.

A copy of D.E.N.I.’s guidance on ‘*Reasonable Force and Safe Handling*’ can be made available by applying to the principal.

- 3.2** Only in the most exceptional circumstances, will the school authorities consider the agreed procedures for the exclusion of pupils (CCMS Scheme For Suspensions and Expulsions – February 2002) Appendix 6

Professional Development

- 3.3** The development of the school’s Positive Behaviour Policy is continually ongoing. Opportunities to attend professional development courses regarding issues connected with the promotion of positive behaviour will be made available to teachers, learning support assistants and supervisors as they become available from external agencies and / or developed from within the school.

Policy Review

- 3.4** Saint Eoghan’s Primary School’s Positive Behaviour Policy will be reviewed annually. All staff, governors and pupils will contribute to this review. Where significant changes are contemplated, parents shall also be consulted, and, in any event, will be consulted periodically.

Appendix 1

Golden Rules

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

Lunchtime Rules

- We line up quietly.
- We walk in the dining hall.
- We finish what we are eating before we speak.
- We remember to say 'please' and 'thank you'.
- We put our rubbish away.
- We put our hands up to ask to leave the hall.
- We talk quietly to the people next to us.

Playground Rules

- We play safely.
- We play on the playground or grass if permitted to do so.
- We follow directions given by teachers and supervisors.
- We get permission to leave the playground.

Corridors And Pathways

- We walk calmly on the right-hand side.
- We are courteous and well mannered.

Rewards for good behaviour in the canteen, playground, corridors and pathways.

- 3.5 Individual, small group or whole class rewards for displaying good behaviour in the canteen, playground, corridors or pathways will be linked to classroom rewards system. However, pupils will also be able to gain marbles in the canteen jar when the whole class or whole school displays desirable behaviour in any of the above areas and this will result in extra play-time.

Consequences for displaying undesirable behaviour in the canteen, playground, corridors and pathways

3.6 Consequences for displaying inappropriate behaviour in the canteen, playground, corridors or pathways will take the same format as classroom consequences:

1. Reminder.
2. Warning.
3. 5 minutes away from the group.
4. 10 minutes away from the group.
5. Send for principal.
6. Send for parents.

Consequences will be administered by staff on duty (e.g. teachers, the lunch-time supervisor or classroom assistants as appropriate)

Appendix 2

Mrs Herron Classroom (P.1/2)

Rules

- We listen carefully
- We sit nicely
- We listen to the teacher, assistants and each other at all times
- We ask for permission before leaving the classroom
- We always share and take turns
- We put our hand up when we want to speak
- We remember to say please and thank you
- We use our indoor voices
- We do not touch items on the teacher's table
- We remember to tidy up

Rewards

- Links are given – 10 links = a certificate or prize
- Special award
- Sticker or reward stamp
- Class party
- DVD or visit to other classes for praise
- Trip
- Extra playtime
- Visit Mr Diamond or other teachers to show good work

Consequences

- You will talk to the teacher
- You will lose a link
- You will speak to Mr Diamond
- Parents will be contacted.

Appendix 3

Mrs Bannon (P.4/5)

Rules

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

Rewards

- Stickers
- Praise.
- Homework pass
- Class party
- Certificates
- Visit to other classes for praise.
- Trips
- Full privilege card – prize from box/night off homework
- DVD
- Extra play-time
- Sharing excellent work with other staff members
- Time given to play with outdoor play equipment

Consequences

- Reminder
- Warning
- Send to principal
- Extra Homework P.4/5
- P4/5 Stay in at break/dinner time for 5 minutes
- Note to parents
- Send for parents.

Appendix 4

Mrs Molloy's Classroom P.6/7

Rules

- We listen to the teacher at all times.
- We only talk when necessary.
- We raise our hand and wait until asked to speak. We do not interrupt.
- We take pride in our classroom and school.
- We respect all staff, pupils, visitors and their belongings.
- We stay in our seat at all times if we are told to do so.
- We only ask to go to the toilet if necessary.
- We always put 100% effort into our work and we always try before asking others.
- We always keep busy.
- No childish behaviour.
- We wear the correct school uniform.

Rewards

- Praise.
- Homework pass/privilege pass.
- Positive notes to parents.
- Party/Video (marbles in jar).
- Certificates.
- Class rewards

Consequences

- Reminder.
- Warning.
- Punishment homework.
- Time away from the group
- Lose 2 minutes of breaktime.
- Stay in for duration of break(s).
- Send to principal.
- Note to parents.
- Send for parents.

Appendix 5

Miss Convery's Classroom (P.5/6)

Recipe for a Happy Class

- We raise our hand when we want to speak, and do not interrupt others.
- We listen to the teacher, assistants and each other at all times.
- We behave well both inside and outside our class.
- We have all the necessary books and belongings in class.
- We respect both our property and the property of others.
- We are kind helpful, and show good manners always.
- We share and are fair.
- When we are on task we only talk about work.
- We always do our best.
- We wear the correct school uniform every day.

Above all, treat others as you would like to be treated yourself!

Rewards

- Praise
- Marbles
- Privilege Points
- Homework Pass
- Reward Box
- Certificate/ Headteacher's Award
- MARBLE JAR FILLED
 - Class party/ Movie afternoon
 - Sit beside a friend for the afternoon
 - Extra playtime/Activity Time
 - Extra computer time
 - Visit to other classes for praise
 - Trips/ Fun Days

Consequences

- Reminder
- Warning
- Punishment homework
- Less playtime – five minutes
- Send to Principal
- Note to parents
- Send to parents

Appendix 6

Miss Dyas (P.2/3)

Rules

We will always:

- Talk in group voices when working in groups.
- Say please and thank you.
- Put our hand up when we want to talk.
- Listen to others.
- Listen to the teacher when she is talking.
- Play with others and help children find friends.
- Be kind to other children.
- Talk quietly.
- Listen to our teacher.
- Show respect for other peoples things.
- Walk and not run in the classroom.
- Say sorry, please and thankyou.
- Be kind.
- Forgive each other.
- Show you are listening by looking at who is talking.
- Push in your chair.
- Always share.
- Show good manners to other people.
- Play safely in the playground.
- Put our rubbish in the bin.
- Do our best.

Rewards

Star Charts

Children obtain a star when they follow the rules, for good work, behaviour and other achievements.

- 10 stars achieved = Prize Box.
- Golden Time on Friday

Consequences

- Reminder
- Time out from privileges (e.g. Golden Time)
- Warning
- Extra homework
- Send to principal
- Note to parents
- Send for parents

Appendix 7

Letter to Parents Re: Discipline Plan

Dear Parent

I am happy to have _____ in my class and together I hope we will have a successful year.

We have developed a classroom discipline plan which gives every pupil help in making positive choices about their behaviour.

The plan below outlines our Classroom Rules, Rewards and Consequences:

(Individual plans for each classroom entered here)

My goal is to work with you to ensure the success of your child this year. Please read this classroom discipline plan with your child, then sign and return the form below.

Yours sincerely,

PRINCIPAL

I have read the discipline plan and have discussed it with my child.

Parent/Guardian Signature: _____ Date: _____

Comments (if any) _____

Signed _____
Chairperson of B.O.G

Date _____

Next Reviewed January 2019