

St. John the Baptist Primary School

Bunscoil Eoin Baiste



Positive Behaviour Policy

Policy Review

Date Agreed by Board of Governors:

Next Review Date:

Signed by Chair of Governors:

Date:

Our School Mission Statement:

It is our mission at St. John the Baptist P.S. to serve our community and enhance its social and educational well-being through the provision of a warm, caring, secure and effective Catholic school.

We believe this will enable our children to maximise their individual potential for academic, spiritual, personal and social development and help prepare them for the opportunities, responsibilities and experiences of adult life.

Introduction

In St. John the Baptist Primary School we aim to educate our children in a happy, stimulating school environment to enable them to have mutual respect and to become socially responsible and self-disciplined. This, we believe, is essential for effective learning to take place and for everyone to have a positive experience of school life. In doing this we strive to recognise and safeguard the rights of pupils, staff and parents alike. We are aware that we each have a responsibility to create an atmosphere of Christian behaviour and to make our school environment one where all feel secure and supported.

This policy uses the school's ethos and a system of rules to outline reasonable expectations and requirements of the school community in terms of positive behaviour. It aims to raise awareness that everyone is responsible for the consequences of their actions. By doing so we hope to encourage mutual respect for the needs and aspirations of all within our school environment.

Parents can and should help the school by taking an active interest in all aspects of their children's work, by speaking well of the school and the staff and encouraging their children to behave well at all times.

This policy links with other key pastoral policies within the school.

Aims

- To promote teaching and learning
- To enhance the pupils' self-esteem and encourage self-respect and respect for others
- To encourage pupils to develop independence by accepting responsibility for their own behaviour
- To promote self-discipline and self-control
- To develop interpersonal skills which will help pupils to work co-operatively, solve problems, develop relationships and resolve conflict appropriately
- To encourage consistency of response to both positive and unacceptable behaviour

School Practice

As good relationships underpin positive behaviour it is school practice to:

- Value each child as an individual created by God and worthy of unconditional respect for his/her dignity
- Foster sound relationships between teachers and pupils and within the whole community

Classroom Practice

Within the classroom, teachers will promote and encourage development of those factors which research evidence indicates as effectively contributing to positive behaviour.

- The establishment of good relationships with mutual respect between teachers and pupils
- A consistent firm and fair implementation of the school's agreed behaviour policy
- A positive rather than a negative approach by using praise, encouragement and rewards more regularly than criticism and sanctions
- A careful matching of the curriculum and teaching methods to the needs of the pupils
- Setting tasks, which will enable pupils to regularly achieve success
- Providing challenging and enjoyable lessons in a physically attractive environment with adequate and appropriate resources
- Nurturing the children's growing maturity and self-esteem by holding high expectations of their academic and social abilities
- Encouraging the personal and social development of pupils in all settings
- The establishment of a small number of classroom rules

Implementing and maintaining a positive behaviour policy is a shared responsibility between teachers, auxiliary staff, parents, pupils, governors and the employing authority.

All of the above as partners in the education process have a responsibility to create the pleasant school atmosphere necessary for children to learn and develop self-discipline, respect for each other and respect for those in authority.

The Child

What the child can expect

- ④ To learn
- ④ To have access to adequate resources
- ④ To have a safe, secure, comfortable working environment
- ④ To have respect from adults and peers
- ④ To have the opportunity to develop their own potential
- ④ To be treated fairly

What is expected of the child

- ④ To treat all members of the school community with dignity and respect
- ④ To work to the best of his/her ability
- ④ To be co-operative
- ④ To be well-mannered
- ④ To be aware of and obey rules

The Teacher

What a teacher can expect

- ④ To teach
- ④ To be listened to
- ④ To have reciprocal respect and co-operation from all pupils
- ④ To have property respected
- ④ To have respect and support from:
 - Colleagues – teaching and auxiliary
 - Parents
 - Board of Governors
 - External Agencies

What is expected from a teacher

- ④ To treat all members of the school community with dignity and respect
- ④ To work to the best of his/her ability

- To provide opportunities for parents to communicate
- To keep good records
- To adhere to agreed policy
- To correct unacceptable behaviour
- To document incidents of bad behaviour
- To develop job related skills and expertise

Parents

What a parent can expect

- To know how their child is progressing
- To know that their child has access to a broad and balanced curriculum
- To know that they will be listened to in the school
- To know that their child is in a safe, caring environment

What is expected of a parent

- To treat all members of the school community with dignity and respect
- To send their child to school punctually
- To send their child to school prepared physically and mentally
- To share information which is relevant to their child's performance – academic, health, behaviour
- To ensure homework is completed and monitored
- To meet with teachers when necessary (by appointment)
- To encourage co-operation and respect for rules

Auxiliary Staff

Children must, at all times, show respect for the authority of auxiliary staff members e.g. the secretary, classroom assistants, caretaker, kitchen staff and supervisory assistants.

The Role of Parents in Promoting Positive Behaviour

A child's acceptance of any system of rules to promote positive behaviour is determined by the attitudes of home. Parents, in particular, exert a major influence on the behaviour and attitudes of

children. Therefore, the primary responsibility for good behaviour within the school lies with parents who have an obligation to support and reinforce the efforts of teachers in establishing and maintaining acceptable standards of behaviour. Parents also have a responsibility to ensure that their child causes no injury to others or damage to property. The school seeks to establish and maintain positive links with parents, enlisting their due co-operation and support in order to promote the general behaviour policy as laid down by the school.

Travelling to and from school

- ④ Use footpaths and pedestrian crossings
- ④ Walk in a safe manner to and from school

Courtesy

- ④ Do not use foul or abusive language
- ④ Allow adults to enter through doors in front of you
- ④ Use appropriately the words 'please', 'thank you' and 'excuse me'
- ④ Obey staff at all times

Inside school buildings

- ④ Walk – don't run
- ④ Talk – don't shout
- ④ Leave toilet areas the way you would like to find them

At play – outdoors

- ④ Show consideration, courtesy and respect for other pupils at all times
- ④ Always play where you can be seen
- ④ Ask permission of staff on duty to go to the toilet and let them know when you have returned to the playground
- ④ Line up when the whistle blows; first whistle - stop, second whistle - walk to your line
- ④ Never leave school premises without permission from any member of staff

Dining hall

- ④ Walk – don't run

- Talk quietly
- Remain seated - if you need to speak to the supervisor, put up your hand
- Obey the supervisor at all times

The positive side of discipline

The emphasis will always be on the positive approach of encouragement and praise. Pupils appear to achieve more, to be better motivated and to behave better when teachers commend and reward their successes and emphasise their potential rather than focusing on their mistakes and shortcomings.

It is school policy to encourage effort and achievement and to positively promote good behaviour by developing a system of praise and rewards.

Class teachers will draw on, as appropriate, the range of suggestions listed below.

Praise and Rewards

Praise and rewards can be given in many ways:

- A quiet word or encouraging smile
- A written comment on a pupil's work
- A visit to the Key Stage Co-ordinator, Vice-Principal, Principal for commendation
- Public acclaim in front of a group, a class or at school assembly
- Certificates for 'Pupil of the Week' and 'Star of the Month'
- Within each class, every child has the opportunity to be 'Pupil of the Week', enabling their talents, positive qualities and achievements to be highlighted
- 'Star Pupil' celebration board in each Key Stage area
- Incentive stickers and notes for effort and achievement
- Children are greeted and welcomed to school and to assemblies
- Achievements are celebrated on the school website
- Children's work is marked in a positive and supportive way in line with the school's marking policy
- Children's work is displayed
- The child's positive contribution to the school is emphasised at all parent teacher meetings

- Use of annual reports to comment favourably on behaviour, involvement and general attitude

House System

At the beginning of each school year, every pupil is allocated a house - Ulster, Munster, Leinster or Connaught. Children aim to earn 'house points' for their group through showing evidence of being a successful learner, confident individual, effective contributor or a responsible citizen. Anything from demonstrating good manners to improving their written work, being a good team-mate or confidently explaining their learning, setting a good example to others or caring for younger children in the playground can earn pupils a house point.

Each month house points are totalled by our P6/7 House Captains/Vice-Captains and the winning house is announced during Key Stage assemblies.

Sanctions

In St. John the Baptist P.S. we prefer to reward positive behaviour rather than apply sanctions for unacceptable behaviour. Our first choice is to persuade rather than punish. No school can eliminate disciplinary difficulties entirely-incidents occur even in the most orderly of classes and schools. Nevertheless, it is important to have high expectations for members of the school community with regard to positive behaviour.

Class teachers will draw on the sanctions listed below, according to the seriousness and/or frequency of the incident and the age group concerned.

The child will be referred to the Principal only if the incident is serious or if the problem behaviour persists. (See Appendix 1 for Referral Process)

Sanctions will include:

- A look of disapproval
- A verbal reprimand and reminder of expected behaviour
- The loss of privileges e.g. loss of break-time or lunchtime, subject to the proviso that the child is given sufficient time for eating his/her meal, for toileting and is supervised
- The temporary isolation of a continually disruptive pupil within his/her own classroom
- Completing, repeating or doing additional work e.g. where the presentation or content of work is clearly below the pupil's potential
- Sending work home

- ④ Letters of apology
- ④ Loss of responsibility
- ④ Parents contacted and asked to address child's behaviour at home

It would not be appropriate, or indeed necessary, to inform parents of every minor breach of discipline; however, if problems are persistent or recurring, they will be involved at the earliest possible stage.

Where incidences of indiscipline occur the class teacher is expected to:

- ④ Record behaviour in class teacher's Incident Report log (See Appendix 2)
- ④ Inform parents if troublesome behaviour persists
- ④ Issue an invitation to visit school for discussions
- ④ Child may be placed on a weekly report (See Appendix 3)
- ④ After third consecutive unfavourable report the child **may** be placed on an individual behaviour plan and the Code of Practice adhered to. If necessary, advice will be sought from agencies such as RISE, the Primary Behaviour Support and Provisions Team and other EA personnel.

Exclusion from the school can occur in accordance with the CCMS scheme through:

- ④ Suspension
- ④ Exclusion

In the most extreme cases and as a last resort, these ultimate sanctions cannot be excluded.

When major breaches of discipline occur the school will have to request the support of outside agencies. A very serious problem may result in the normal procedure being abandoned and a child being removed from school straight away.



In Our School:



We are honest

We are kind and helpful

We play fair and well with others

We respect ourselves, our school and others

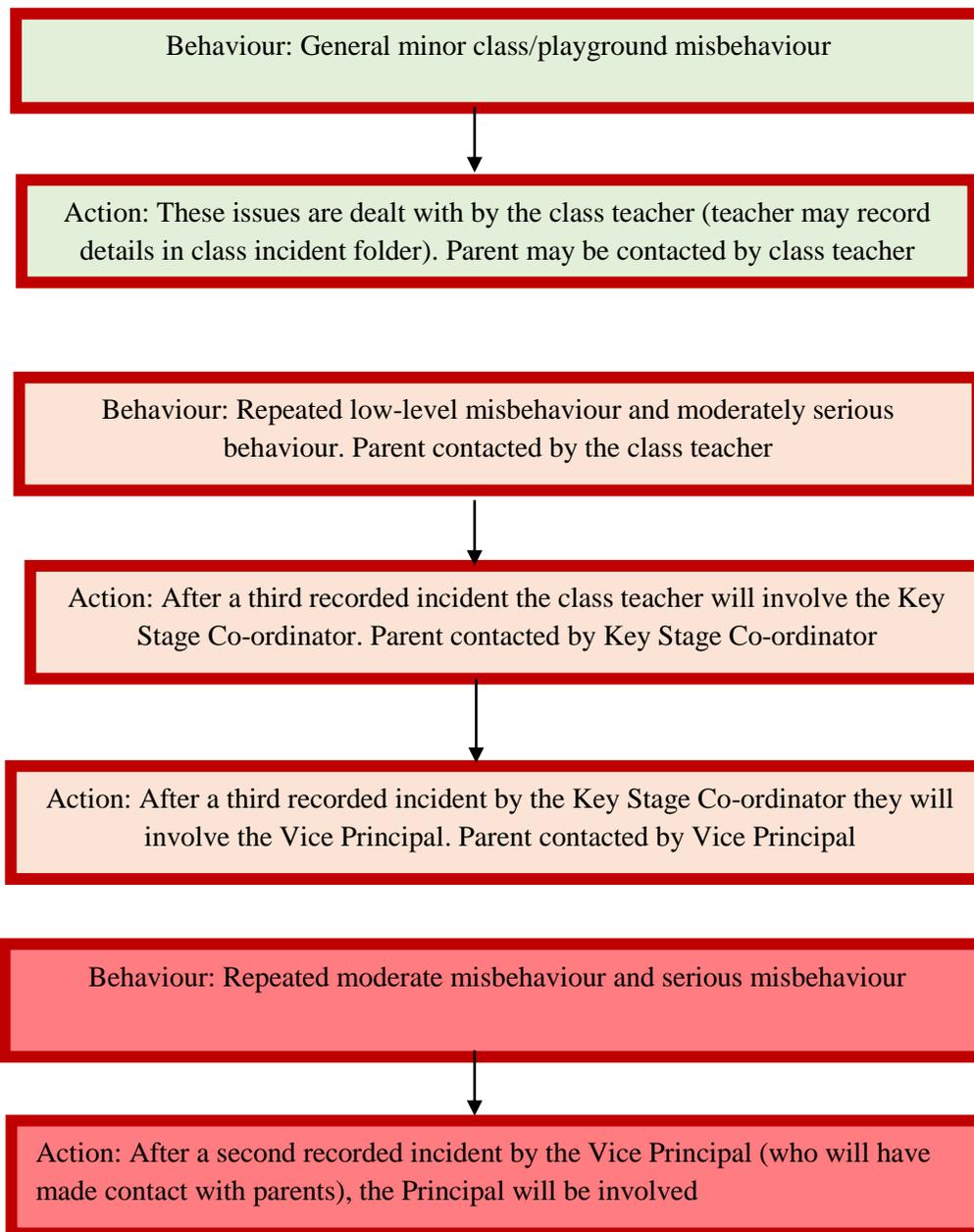
We have a positive attitude

We show good manners

We listen to each other

**We are allowed to make mistakes and learn
from them.**

St. John the Baptist P.S. Referral Process



On occasional circumstances where behavioural challenges are persistent and may present safety issues for the pupil or his or her peers, a risk reducing action plan may need to be carried out between the class teacher and a member of the SLT. This may result in modification to the pupil's day in line with Good Practice guidelines.

St. John the Baptist P.S. Behavioural Report

Name:

Class:

Date put on Report:

Report No:

| Day and Date | Comments on Behaviour | Class Teacher | Parent's Signature and Comment |
|--------------|-----------------------|---------------|--------------------------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Principal's Signature:

Date:

Taken Off Report: Yes / No

Parent:

Please sign and return this report to the class teacher on the next school day.

Incident Record Log

| | |
|---------------------|-----------------------|
| Child's Name | Date of Birth: |
|---------------------|-----------------------|

| | |
|--|---------------------------------|
| Date of Incident: | Time of Incident: |
| Name of witnesses/adults present: | Place incident occurred: |
| | |

| | |
|---------------------------------|--|
| Description of incident: | How staff handled the incident: |
| | |

Condition of child following the incident:

Parent contacted? Yes No

Name of parent contacted: _____ **Time:** _____

How parent was contacted: Call Gate

Other comments:

Minor Incident Report Record

Class Teacher: _____

| Name(s) of Pupil(s) Involved : | Date: | Description of Incident and Action taken |
|---|--------------|---|
| | | |
| | | |
| | | |
| | | |
| | | |



Positive Behaviour Policy COVID-19 Addendum:

August 2020

COVID-19: Addendum to Positive Behaviour Policy

The principles as set out in St. John the Baptist Primary School's Positive Behaviour Policy remain and should continue to be followed. This addendum is not intended to be used as a stand-alone document and therefore should be read in conjunction with the existing policy. It sets out the expectations of St. John the Baptist Primary School's in response to the COVID-19 guidance and the need for the whole school community to adjust to this guidance upon return to school. The new guidance will describe how the school community will be supported to adhere to the new procedures and routines outlined in the addendum.

This addendum follows the guidance provided by the Department of Education for Northern Ireland:

<https://www.education-ni.gov.uk/landing-pages/education-restart>

<https://www.education-ni.gov.uk/publications/northern-ireland-re-opening-school-guidance-new-school-day>

The return to school will see some significant changes to the structure of the school day, daily routines and social and behavioural norms. There is an awareness that COVID-19 has potentially impacted significantly on the mental health and wellbeing of staff, pupils and their family members due to the experiences that they may have had during the lockdown period.

To ensure that our school continues to be a calm, nurturing and supportive learning environment, it is essential that new routines and expectations are established for the safety of the whole school community.

Addendum Guiding Principles – A Trauma Informed Approach

Clear communication will support and build their confidence and re-establish a sense of familiarity - Appropriate and effective measures are in place for communicating and involving pupils regarding their expected behaviour upon returning to school. These will include online materials, social stories and other means. Communication will be tailored to be age-appropriate and take account of pupils with special educational needs and/or disabilities.

Expectations for behaviour will be clear - We will teach pupils that they have a responsibility to keep themselves and others safe, physically and emotionally. We will apply our expectations consistently and fairly so that pupils know the consequences of their behaviours and support will be provided to ensure all pupils are able to meet these expectations.

Routines and behaviours will be taught - Routines and expectations for behaviour will be taught and modelled by all. Our aim is to support the school community in a trauma informed way, therefore **first and foremost behaviour will be seen as communication**. Behaviour that challenges is not seen as a choice, but as communication of an unmet need. The school community will strive to understand the function behind the behaviour and offer support.

Supporting emotional health and wellbeing - We will seek to reconnect and rebuild relationships and focus on the emotional health and wellbeing of the school community by

promoting connection and communication, predictability and providing opportunities for movement before focussing on the academic curriculum.

Mutually respectful relationships are key - Relationships, showing empathy and feeling safe will continue to be prioritised.

Parents/guardians will be kept fully informed - We will continue to nurture close relationships and ensure that appropriate and effective measures are in place for communicating the new system in place around the behavioural changes expected upon return to school. The school will encourage parents/guardians to share concerns and we will respond.

A proactive and supportive approach will be taken - we will look at patterns of behaviour and anticipate risks, we will continue to update/implement Risk Reduction Action Plans as required, to support pupils.

Behaviour for Learning

We will celebrate the resilience of pupils in how they deal with the demands of Education Restart. It is important to continue to praise and reward the expected behaviour within school.

There are occasions when behaviours which are neither safe nor conducive to learning occur. In order to promote positive behaviour, the school community will seek to reduce tension and anxiety by actively promoting de-escalation strategies.

To support pupils' reintegration a range of supports will be implemented consistently across the whole school, proportionately and fairly:

- emotion coaching, i.e. talking with a pupil calmly about their feelings and behaviour and discussing strategies that could help, goal is to empathise, reassure and teach
- supporting pupils to assess their learning progress, gaps and requirements as a result of school closures and blended learning;
- offering time to reflect and plan for better choices

New Procedures and Routines

In line with the New School Day Guidance we in St. John the Baptist Primary School are implementing the following practices:

<https://www.education-ni.gov.uk/landing-pages/education-restart>

<https://www.education-ni.gov.uk/publications/northern-ireland-re-opening-school-guidance-new-school-day>

- social distancing as far as is possible and practical
- classes are organised in bubbles
- pupils and staff move around the school using a one-way systems

- staggered departure times, break times and lunch times
- hygiene rules and routines are promoted specific to handwashing and sanitising, sneezing/coughing, use and disposal of tissues ('catch it, bin it, kill it'), avoiding touching your mouth/nose/eyes with your hands, what to do if you develop symptoms of coronavirus
- allocated toilet slots for each bubble
- items which are brought to school are for personal use and children are encouraged not share these
- no spitting at or towards another person
- encouragement of 'cough in your arm it does no harm, cough in the air it goes everywhere'
- age appropriate rules for pupil conduct during remote learning are shared
- signs/posters/visual prompts are displayed throughout the school as reminders of the new safety measures
- worry/suggestion boxes and our school council are used to ensure concerns can be heard and responded to
- arrangements are in place for pupils who are 'clinically vulnerable' and learning from home
- provisions are made for pupils who understand the expectations of our Positive Behaviour Policy but struggle to follow/adhere
- pupils who require additional support to follow these expectations will be supported through our Code of Practice and Special Educational Needs Policy and reasonable adjustments made

Emotional Health and Wellbeing

A whole-school approach will be taken to promote emotional health and wellbeing and will involve all members of the school community actively working together in partnership to achieve this outcome through delivery of the curriculum by:

- creating environments where pupils and staff feel safe and happy;
- providing opportunities for pupils to build self-esteem, develop confidence and cope with change;
- supporting the development of emotional literacy and resilience to help pupils understand and find ways to promote their own health and wellbeing;
- lesson planning;

- talks/discussions;
- promoting small group work, 1:1, peer-mentoring, team building;
- providing wellbeing through providing therapeutic support;
- raising awareness of how and where support can be accessed
- developing supportive networks and promoting self-care.

Support: Reasonable Adjustments

At certain stages in a child's or young person's school life they may struggle to access, or manage within, the typical provision offered by the school as a result of:

- Social, Behavioural, Emotional and Well-Being Needs (SBEW) and/or;
- Special Educational Needs and Disabilities (SEND)

School staff will be supported by the Special Educational Needs Coordinator (SENCO) to implement the school's Special Educational Needs Policy and be guided by existing/new Individual Education Plans/Education, Health and Care Plans.

Reasonable adjustments may include, but are not limited to:

- preparing pupils for new routines, eg a visit to the school, visuals, etc.
- identification of a key member of staff to act as point of contact who will provide support when needed
- additional support at break and lunch time
- adapted resources
- liaising with EA Support Services, e.g. Autism Advisory and Intervention Service, Psychology Service, Primary/Post-Primary Behaviour Support & Provisions
- liaising with external agencies as appropriate e.g. Child and Adolescent Mental Health Service, Social Services, Health and Social Care Trust, Family Support Hub.

Responding to ongoing concerns together with the pupil:

- review, amend and implement support strategies and, through consultation with school staff and parent/guardian, agree a plan which is in line with Special Needs Code of Practice and the school's Special Educational Needs Policy
- if appropriate, complete a Risk Assessment and develop a Risk Reduction Action Plan (RRAP).
- address serious health-related issues of non-adherence to COVID-19 measures, such as coughing and spitting at others through the implementation of a RRAP

Suspension and Expulsion:

When appropriate support has been implemented, monitored and reviewed but a pupil's SBEW continues to cause significant risk to self or others in the school community, a short period of suspension may be considered to allow time for a Risk Assessment and the development of an appropriate RRAP. As part of a planned return to school following a suspension, parents/guardians will be requested to attend a meeting with the Principal (or their representative) to agree the implementation of the RRAP. If, when all appropriate supports and guidance have been implemented and reviewed, a pupil continues to be unable to follow the safety rules, the Principal may, consider alternative arrangements to formally suspend a pupil for a fixed period or, as a last resort, move towards expulsion proceedings

<https://www.education-ni.gov.uk/articles/suspensions-and-expulsions>

Note, suspension should therefore be considered only after:

2.1a period of indiscipline

The school must maintain a written record of events and of the interventions of teachers, contacts with parent / guardian and any requests for external support from the EA's Education Welfare Service, Educational Psychology Service or other applicable EA services; and / or

2.2a serious incident of indiscipline

The school must have investigated and documented the incident. The investigation should include an opportunity for the pupil to be interviewed and for his or her version of events to be given before any decision to suspend is made. Consideration should be given to the necessity of a parent / guardian being present at an interview particularly if the child is of primary school age.

Extract from Approved EA Scheme:

<https://www.eani.org.uk/publications/school-document/2015-0513-approved-ea-scheme-for-the-suspension-and-expulsion-of>

NB. There is a statutory requirement for schools to arrange for the provision of suitable education for registered pupils of the school when they are suspended, regardless of the length of suspension or reason for the sanction.

<https://www.education-ni.gov.uk/publications/circular-201125-education-suspended-pupils>

Safe handling: Use of Physical Intervention

In the present COVID-19 circumstances while it is unlikely that school staff would choose to use physical intervention, there may be times when physical intervention is deemed necessary as per Article 4 of the Education (Northern Ireland) Order 1998, enabling a member of staff to prevent a pupil from: a. committing an offence; b. causing personal injury to, or damage to the property of, any person (including the pupil himself); or c. engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether during a teaching session or otherwise. See the Regional Policy Framework on the Use of Reasonable Force/Safe Handling:

<https://www.education-ni.gov.uk/publications/regional-policy-framework-use-reasonable-forcesafehandling>

St. John The Baptist Primary School will be guided by the above principles during COVID-19 circumstances and acting in line with the school's Reasonable Force/Safe Handling Policy, staff will:

- be aware of possible risk of infection if they physically intervene, contrasted with the risk of not intervening
- act in accordance with Public Health and Government guidelines on COVID-19
- focus on early intervention as a preventative measure alongside de-escalation strategies and reducing 'triggers' to manage risk
- only use physical intervention as **a last resort**, ensuring that their actions are reasonable and proportionate and in the best interests of the pupil
- continue to explore alternatives that maximise safety and minimise harm when risky behaviours occur
- maintain accurate records of physical intervention according to the school's Reasonable Force/Safe Handling Policy
- act to maintain the care, welfare, safety and security of all members of the school community

New procedures and routines: Tracking and monitoring arrangements

Regularly collect data to review how effectively the new routines and procedures are being implemented and embedded, e.g. new entry and exit arrangements, RRAPs are working effectively, one-way systems are being used, maintenance of social bubbles.

Invite regular feedback from staff and pupils (School Council) to inform practice and guide adjustments to procedures and routines and make improvements as appropriate.

Useful links

Trauma information:

https://pureadmin.qub.ac.uk/ws/portalfiles/portal/168356931/ACEs_Report_A4_Feb_2019_Key_Messages.pdf

<https://beaconhouse.org.uk/resources/>

<https://www.safeguardingni.org/aces/publications-and-helpful-resources>

<https://www.bps.org.uk/sites/www.bps.org.uk/files/Policy/Policy%20-%20Files/Psychological%20wellbeing%20in%20the%20approach%20to%20a%20new%20school%20day%20%28DECP%20NI%29.pdf>

Legislation/DE Guidance:

<https://www.education-ni.gov.uk/landing-pages/education-restart>

<https://www.education-ni.gov.uk/publications/northern-ireland-re-opening-school-guidance-new-school-day>

Pastoral Care in Schools: Promoting Positive Behaviour

<https://www.education-ni.gov.uk/publications/pastoral-care-schools-promoting-positive-behaviour>

Towards a Model Policy in Schools on the Use of Reasonable Force

<https://www.education-ni.gov.uk/publications/towards-model-policy-schools-use-reasonable-force>

Pupil Voice:

<https://www.education-ni.gov.uk/publications/circular-201414-pupil-participation-0>

Special Educational Needs and Disability Act (Northern Ireland) 2016:

<http://www.legislation.gov.uk/nia/2016/8/contents>

New SEN Framework: Details legislative duty to seek and have regard to the view of the child when making decisions about them.

<https://www.education-ni.gov.uk/articles/review-special-educational-needs-and-inclusion>

‘Seeking the views of the child’ document, provided to SENCo at EA SEND Implementation Team training.

Well-being and Mental Health information:

<https://youngminds.org.uk/>

<https://www.place2be.org.uk/our-services/services-for-schools/mental-health-resources-for-schools/return-to-school-resources/>

<https://www.publichealth.hscni.net/publications/take-5-steps-wellbeing-english-and-11-translations>