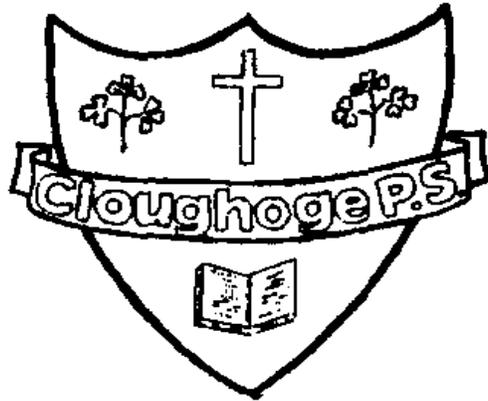


# CLOUGHOGHE PRIMARY SCHOOL AND NURSERY UNIT



## **Positive Behaviour Policy**

**Ag foghlaim 's ag fás le grá**  
Learning and growing with love

# **MISSION STATEMENT**

**Cloughoge School (Primary and Nursery Unit) is a Catholic School living with Christ at its heart. It is with this foundation that all adults, by example, aim to celebrate the uniqueness of every child and value all their contributions. We will ensure our children are happy, healthy, secure, respected and cared for in their learning environment.**

**Cloughoge Primary School Community in partnership with our parents and guardians aim to**

- 1. Share and promote our Catholic ideals, values, and beliefs so our whole community has mutual respect.**
- 2. Promote the spiritual, personal, social, health and academic goals desirable for all our pupils in order to mould them into caring and responsible citizens of the future.**
- 3. Enable our children to become articulate, literate and numerate with early intervention in place as required.**
- 4. Ensure all may become independent and confident learners in a well resourced environment.**
- 5. Encourage the children to develop lively, enquiring, imaginative and creative minds with the ability to question and argue rationally.**
- 6. Highlight the dignity and worth of each individual and promote the development of the whole person to the best each can be as valuable contributors to running our school effectively.**
- 7. Promote the multicultural nature of society and to foster respect for those with different religions, beliefs and ways of life.**
- 8. Involve parent, local schools and the local community as active participants and mutual partners in the education of our children.**
- 9. Ensure we deliver the Northern Ireland Curriculum to the highest standard and include a broad range of rich and meaningful experiences as part of their development in school time or as extra curricular activities.**
- 10. Foster children's awareness of and a caring attitude towards their local and wider community and environment, and of the effects their actions can have on them.**

## INTRODUCTION

Cloughoge school community aims to provide a happy, safe environment in which our pupils will thrive and make good progress academically, creatively, physically, socially and morally. We have a duty therefore to promote good behaviour and behaviour in our school with mutual respect between all members and an agreed code of conduct which provides the background against which all activities take place. Pupils, parents and teachers have been consulted in the review of this policy.

Our Positive Behaviour Policy focuses on the concern for the safety and well- being of all the pupils, staff and visitors and seeks to provide an orderly community where pupils learn to accept and recognise responsibility for their own decision, actions and consequences. The school views parents as partners in this process and recognise that the support, encouragement and co-operation of parents is crucially important in implementing this positive behaviour policy.

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 :

- Education aimed at developing personality, talents, preparing the child for an active adult life” and that the “administration of school behaviour is to reflect the child’s human dignity”“
- Love, understanding and care”
- Protection from all forms of physical or mental violence”.

We as a rights respecting school agree with these declarations and affirm that through the good practices outlined in our policy, we will always act in the best interests *of our children*.

## AIMS

1. To have a positive, caring and happy environment conducive to learning.
2. To enhance the pupils’ self-esteem and foster self-respect and respect for others.
3. To encourage the pupils to develop independence by accepting the need for self-behaviour and self-control and taking responsibility for their own behaviour.
4. To develop the pupils’ interpersonal skills and their ability to work co-operatively with others to resolve problems and conflict.
5. To treat all children fairly and apply this policy in a consistent way.
6. To ensure that children are aware of the’ School Rules’.
7. To teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self- behaviour and respect for self, others and the world around us.

## **GUIDELINES**

All adults working on the premises are responsible for behaviour, setting a good example and ensuring good patterns of behaviour throughout the school.

Children will be encouraged to work and play together showing consideration for the needs and feelings of others.

Good classroom organisation and management are essential to good order. Good staff/pupil relationships are essential. Children must feel able to approach staff with their problems.

Children, staff, parents and governors must understand and be fully aware of the defined codes of behaviour (rules), sanctions and rewards structure.

Parents should have the opportunity to voice any concerns with staff.

## **CLASSROOM BEHAVIOUR**

Behaviour is the responsibility of every teacher in the school. Each teacher shares the responsibility for behaviour throughout the school and is solely responsible for the behaviour in his/her classroom.

Good behaviour is essential for effective learning to take place. In order that this goal be achieved we will try to implement the following strategies:

1. Ensure that pupils of different abilities are given appropriate tasks where they can achieve success.
2. Make lessons enjoyable and challenging where children feel able to concentrate.
3. Use positive rather than negative language to communicate expectations and feedback to pupils.
4. Give regular praise and encouragement to pupils.
5. Praise disruptive children when their behaviour becomes acceptable.
6. Establish some classroom rules / Charter of rights and responsibilities
7. Class charter/PDMU/Circle time, Religious programmes will be used as an opportunity to consider group and individual behaviour and its effect on others.

## **PLAYGROUND RULES**

Whole school rules are in operation during lunchtimes and breaks. These periods are influential and important times in a child's school day. Here children are free to form friendships, to structure their own play and to exert self-behaviour and responsibility towards others. A range of play activities are provided.

Occasionally lunchtimes and breaks can be a source of stress for some children. These stresses and concerns must be aired and addressed to avoid adverse effects on relationships, behaviour and learning in our school. Children are able to air concerns directly to playground supervisors / class teacher / Student Council including Circle Time or via “Playground Buddies”.

## **REWARDS AND SANCTIONS**

This policy is based on consensus, incorporating an agreed rewards and sanctions procedure, which is understood, owned and consistently applied throughout the school by everyone acting in a supervisory role. All staff are aware of the need to create a climate in which positive behaviour is encouraged and commended and in which the pupils feel secure and equally valued.

While rules and procedures protect rights and define responsibilities, we realize as a staff, that rewards and sanctions are necessary to encourage and maintain these rules in class and throughout our school. ‘While rules and procedures protect rights and define responsibilities, rewards and sanctions are necessary to encourage and maintain the rules in class and throughout the school’ (DEN. Pastoral Care in Schools: Promoting Positive Behaviour paragraph 51).

### **REWARDS**

A system of rewards and incentives are applied with consistency by all the staff. This helps to establish and maintain a climate in which pupils come to appreciate what constitutes acceptable behaviour and positive attitudes. All pupils have a need for positive affirmation and therefore acceptable behaviour and positive attitudes are regularly celebrated within our school.

Praise can be given in many ways

1. An encouraging smile or handshake.
2. Words of praise from staff to pupil and older pupil to younger pupil.
3. A written comment on pupils’ workbooks.
4. Class award systems
5. Use of reports to comment favourably.
6. A visit to Principal for commendation and a small award may be given (for example - sticker pencil, book mark).
7. A public word of praise in front of a class by class teacher.
8. Recognition at Merit Assembly.
9. The development of pupils’ Records of Achievement from P1-P7.
10. Golden time/ Best Line Award

### **SANCTIONS**

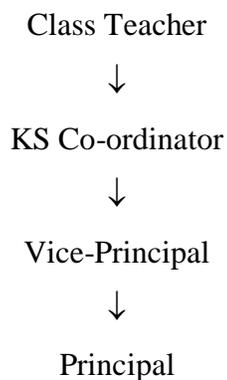
Sanctions are an integral part of our school’s positive behaviour policy. They provide pupils with the security of clearly defined boundaries and, in so doing, they encourage appropriate and acceptable behaviour. We as a staff believe that sanctions should not be applied to entire classes, when the guilty parties have not been identified.

Sanctions should:

- Be fully understood by all staff (teaching and non-teaching), pupils and parents.
- Be applied by the staff in a fair and consistent manner.
- Be applied as soon as possible..
- Take account of the age and degree of maturity of the pupil and any special educational needs he or she may have, the home background and any other relevant circumstances.

Sanctions will include:

- A look of disapproval.
- Immediate verbal checking of behaviour.
- Completion of additional work to complement or reinforce current studies (not lines).
- During play pupils may be asked to have 'Time out' to consider actions. Return to play should be only with permission from adult on duty.
- Loss of freedom at break or lunch time. Children are supervised appropriately.
- Use of Special room to cool down
- Restriction of access to extra- curricular activities as appropriate.
- Brief {temporary} removal of a pupil from his/her group or class.
- A behaviour plan will be used if necessary. This allows staff and parents to monitor the behaviour of a particular pupil over a given period and keep records.
- Referral system is as follows;



- Informal interview with Parent and Teacher.
- Formal interview with Parent, Teacher and/ or VP/Principal.
- Daily or weekly reporting to Parents

## **Strategies to address on-going behavioural issues**

- Involvement from school SENCO or outside agencies in terms of advice and support.
- A pupil whose behaviour in school regularly gives cause for concern may be referred to the SENCO for monitoring. I.E.P.s will be drawn up. These I.E.P.s will include behavioural targets. These termly individual targets will be reviewed at the end of each term. The SENCO will discuss these targets with parents so that they can become actively involved in securing and maintaining their children's good behaviour in school.
- In very difficult cases, after consultation with parents which can include a Risk advice may be sought from external support services such as Educational Assessment Psychologist, Pupil and Personal Development Team or Behavioural Management Team.
- In severe cases the Principal may suspend a pupil in accordance with the procedures set out by CCMS
- Suspensions and expulsions are a last resort if all other strategies have failed. The Board of Governors will refer to the C.C.M.S. "Scheme for Suspension and Expulsion of Pupils attending Catholic Maintained Schools" if the need arises.

## **THE USE OF REASONABLE FORCE AND SAFE HANDLING**

Cloughoge Primary School acts, on the guidance received from D.E.N.I. in Circular 1999/9 and 1999/10 (Pastoral Care in Schools: Child Protection), under Article 4 of the Education (Northern Ireland) Order 1998.

This authorises teachers and non -teaching staff specifically authorised by the Principal to use safe handling to restrain or control pupils in the following circumstances:

to prevent a pupil from :

- committing an offence
- causing personal injury to, or damage to the property of any person (including the pupil himself); or
- engaging in any behaviour prejudicial to the maintenance of good order and behaviour at the school or among any of its pupils whether during a teaching session or otherwise.

"Safe handling should only be used as a last resort and only after other strategies have proved ineffective." When safe handling has been used, a written report on the appropriate proforma must be supplied to the principal that day. In her absence the report should be forwarded to the Vice Principal.

Copies of D.E.N.I.'s guidance can be made available to Principal

## **REVIEW**

The Positive Behaviour Behaviour policy should take account of current needs and therefore should be updated on an annual basis as required. All staff, pupils and governors will contribute to a review within the SDP cycle where significant changes are contemplated .

Reviewed Spring 2016

# Cloughoge Primary

## SCHOOL RULES

Pupils and staff have agreed the following rules-

1. Treat everyone in school the way you would like to be treated.
2. Listen to all members of staff.
3. Show respect and consideration for everyone with appropriate language and action
4. Have good manners at all times.
5. Try to do your best work at all times.
6. 'Hands and feet off' - 'Kind hands' no physical contact prompts
7. Include anyone who wants to join in your game.
8. If you have a problem in the playground or classroom tell an adult.
9. When the bell rings walk to the class area and line up quietly.
10. Take care of and appreciate ALL school property
11. Keep to the left on the corridors
12. Do not have mobile phones in school.