

St. Mary's Primary School

Draperstown



POSITIVE BEHAVIOUR POLICY



Article 3: All organisations concerned with children should work towards what is best for each child.

Article 12: Every child has the right to say what they think should happen and be listened to.

Article 19: You should not be harmed and should be looked after and kept safe.

Article 29: Education should develop each child's personality and talents to the full. It should encourage children to respect their parents and their own and other cultures.

Reviewed	June 2025
To be Reviewed	June 2028

POSITIVE BEHAVIOUR POLICY

RATIONALE

Our Positive Discipline Policy is rooted in our mission statement, our vision and our core values. They are a summary of what we do and why we do it. We are a caring community with a sound value base. Our entire staff are nurture trained, and we understand that all behaviour is communication. In relation to behaviour, we strongly believe that mistakes are opportunities for learning. Our practice is informed by our experience as a Nurture trained school, our work as a PATHS school and a Rights Respecting School.

MISSION STATEMENT

Learning, Sharing and Caring Together

OUR CORE VALUES

We are kind.

We show respect

We have Faith.

We show courage.

We achieve.

Our School Vision

To respect, value and appreciate all members of our school community; praying together and working together to be the best we can be.

We recognise that our pupils and staff are unique and endeavour to meet their needs, nurturing gifts and talents, through quality provision with high expectations.

We encourage our children to achieve excellence across the curriculum, enabling them to fulfil their potential.

We encourage all members of our school community to use their skills to contribute and flourish in an ever- changing digital age.

Our Children's Vision

We pray, we show love, and we grow close to Jesus

We find our talents and work hard at them

We do what we can to flourish together

To be the best that we can be.

AIMS

- To ensure that every member of the school community feels valued and respected.
- To support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- To promote teaching and learning through the building of good relationships based on mutual respect and consideration for others.
- To help children grow in a safe, happy and secure environment and become positive, responsible and independent members of the community.
- To reward good behaviour and provide encouragement and stimulation to all pupils.
- To treat all children fairly and apply this policy in a consistent way.
- To ensure that children play an active part in the drawing up of the whole school moral Code of Conduct, Class Charters, Lunchtime and Playground Charters.
- To teach and model values and attitudes as well as knowledge and skills, to promote responsible behaviour, self-discipline and respect for self and others in a local community and global context.

RIGHTS RESPECTING SCHOOL

All members of the school community have rights. All classes draw up their Class Charter at the beginning of each school year based on the UNCRC. Our Playground and Lunchtime Charters are based on our School Values.

As a member of the school community of St. Mary's P.S. we show:-

- Mutual respect
- Respect for property
- Fairness and honesty
- Care and consideration for others
- Self-respect
- Self-discipline

Each member of the school community has:

- The right to be safe
- The right to be heard

- The right to fair treatment
- The right to be treated with respect
- The right to be able to learn and teach without unnecessary interruption

PATHS SCHOOL

PATHS has given us the consistency of knowledge and strategies throughout the school, to ensure children, staff and parents understand how we behave and why we do so. The consistent use of PATHS strategies across the school, is a particular strength when dealing with behavioural issues at school and at home.

Anti-Bullying Ambassadors use PATHS strategies, prompted by visual lanyards, when supporting children at lunchtime.

POSITIVE BEHAVIOUR CHARTER

We have worked together as a school community to define our Positive Behaviour Charter for St. Mary's P.S. Children, staff, parents and governors agree the following system for Positive Discipline in our school. Our School Charter clearly outlines what the school community agree to.

ST. MARY'S P.S. DRAPERSTOWN **POSITIVE BEHAVIOUR CHARTER**

Staff agree:

1. To adhere to our core values.
2. To care for each child at school.
3. To teach effectively and to set high standards in work and in behaviour.
4. To help each child discover their talents and support them to develop them to the full.
5. To enable the children to make the best possible contribution at school and to the community at large.
6. To keep regular communication with parents as a basis for close co-operation between home and school.

Parents agree:

1. To adhere to our core values.
2. To show by their own example, that they support the school in setting the highest standards for their children.

3. To make sure their children come to school regularly, on time, refreshed, correctly dressed and ready to work.
4. To take an active supportive interest in their children's work and progress.
5. To support the school in helping their children achieve maturity, self-discipline and self-control.

Pupils agree:

1. To show the values of the school in their words and actions.
2. To attend school regularly, on time, ready to learn and take part in school activities.
3. To be the best that they can be.
4. To respect the feelings and property of other people both in school and in the wider community.
5. To care for the school grounds buildings, furniture, equipment and books.

I support the above expectations for my child at school

Signed: _____ Parent of _____

Signed: _____ on behalf of the school

A SYSTEM OF POSITIVE BEHAVIOUR

POSITIVE BEHAVIOUR CHARTER

A copy of the Positive Behaviour Charter will go to every family at the start of each school year. We encourage the whole school community read and sign up to the Positive Behaviour Charter, highlighting the part they will play to support our positive learning environment.

CLASS CHARTERS

Each class has an incentive system, and an agreed Class Charter based on the UNCRC. These outline the specific behaviours that show respect and caring towards one another in their classroom. Class Charters are agreed, signed and displayed in each classroom at the start of every year.

Our Anti-Bullying Ambassadors

Our Values

All members of our school community have been involved in agreeing the core values that are important in the daily life of our school. These values are central to what we do and how we do it.

As a pupil of St. Mary's P.S. Draperstown

- We are kind.
- We have respect.
- We have courage.
- We have Faith.
- We achieve.

We reward our children who are modelling our Code of Conduct each month.

***We all understand that mistakes are opportunities for learning.
We understand that all behaviour is communication.***

How We Respond to Positive Behaviour and Challenging Behaviour

All behaviour is considered through the lens of individual circumstances. As a nurture informed school and a PATHS School, we understand that all behaviour is communication. We also understand that SEN can be a factor when behavioural incidents occur. When an incident of bullying type behaviour is suspected or has happened, the school will follow the clear procedures outlined in the policy for Dealing with Bullying Type Behaviour. All perceived or actual cases of bullying type behaviour are reported to the Board of Governors.

POSITIVE BEHAVIOUR WILL BE REWARDED WITH:

- Public praise, stickers, class stickers, principal's stickers, certificates and golden pencils.
- Positive comments in books or on Seesaw/TEAMS

- Special mention in class or in Assembly
- Monthly Kindness Cup for Foundation Stage, Key Stage 1 and 2
- Awards for pupils displaying the school values
- Points system for Back and Front Yard
- Individual class reward systems
- Annual Tyler Wilson Endeavour Cup
- Annual Mary Murray Cup for Great Example in Foundation Stage
- Annual Darren Henderson Spirit of the School Award
- Annual Outstanding Commitment Award
- Annual Community Service Award
- Annual P7 Awards

We understand that all behaviour is communication and SEN may be a significant factor.

PROCEDURES FOR DEALING WITH CHALLENGING BEHAVIOUR

Pupils will be given the opportunity to discuss the situation and will be encouraged to learn from their mistakes. There will be an emphasis on making good choices. We have a strong belief that mistakes are opportunities for learning.

Persistent disruptive behaviour in class, particularly behaviour that is distracting other children, may result in a child being seated at a single desk or near the teacher.

Disruptive or dangerous behaviour in the playground will result in time out. Children will be asked to think about their behaviour and their choices.

The child will speak with their class teacher first. If disruptive behaviour continues, the child will meet the principal for a discussion on choices.

If, after applying all previous steps, no improvement in behaviour or attitude is evident, parents will be informed by teacher.

If necessary, the parent may meet the principal for a discussion.

If, after applying all previous steps, no improvement in behaviour or attitude is evident, the pupil may be placed on a Behaviour Plan, so that behaviour can be closely monitored. Parents will be involved in this process. All challenging behaviour will be documented and after close monitoring and consultation with the principal and Special Needs Co-ordinator, further support will be sought from the Behaviour Support Team at EA.

Advice and assistance may be sought from other professionals e.g. Educational Psychologist. At this stage, the child may be placed on the Special Needs Register.

If the behaviour does not show signs of improvement, the Board of Governors will become involved.

Extremely serious misconduct may result in suspension or expulsion under the terms set out by DE/EA.

SERIOUS INCIDENTS INCLUDE:

- Bullying.
- Assault on a pupil with intent to cause injury.
- Assault on a member of staff.
- Possession of illegal drugs.
- Possession of dangerous weapons.
- Persistent intentional disruption of class.
- Vulgar, abusive and inappropriate language.

When a serious incident is reported to the Board of Governors, they will act in accordance with the scheme prepared by CCMS under Article 49 of the 1986 Order (Scheme of Management) in respect of the suspension and expulsion of pupils from maintained schools.

SUPERVISION

Children will be supervised in the morning by a classroom assistant from 8.20 am – 8.45 am in the assembly hall.

Children will be supervised by teachers in their classrooms from 8.45 am - 9.00 am.

At breaktime children are supervised by teachers on duty and classroom assistants.

At lunchtime children are supervised by lunchtime supervisors.

Classes begin at 9.00 am and finish at 2.00 pm for P1 and P2 and 3.00 pm for everyone else.

At home time children are supervised by their teachers from 2.00 pm - 2.10 pm and 3.00pm – 3.10 pm.

Parents of Foundation Stage children are expected to collect their children at 2.00 p.m. Parents of children P.3 – P.7 collect their children at 3.00 p.m. Children staying for after-school activities should be collected at 4.00 p.m.

Parents are asked to enter the school via the main entrance gate. For health and safety reasons, parents and children are asked not to enter the school via the staff carpark.

For their own safety, children are advised to:

1. Always walk inside the school.
2. Always stay inside the school perimeter fences.
3. Avoid rough play.
4. Enter and leave the school via the main entrance gate.

AREAS OUT OF BOUNDS

1. The school carpark.
2. Any area outside the school perimeter fence.
3. Inside the school during break unless a child is sick or going to the toilet.

Children must remain inside the school grounds during school hours unless accompanied by an authorised adult who has completed the sign-out sheet. If a child is going home for lunch, a note must be provided at the beginning of each school year.

ROLE OF PARENTS

Parents play a vital role in the education of their children at St. Mary's P.S. Parental support regarding positive behaviour is of prime importance. Strong links with parents and good communication are high priorities at St. Mary's P.S.

We inform parents if we have any concerns about their child's welfare or behaviour and we would appreciate it if parents, in turn, inform staff of any concerns.

Parents are asked to enter the school via the main front door and report to the Main Office. For Health and Safety reasons adults bringing children to the school are asked to wait at the main foyer. Staff will bring children to their class or collect them if necessary. Parents are advised that dogs are not permitted on the school premises.

ROLE OF GOVERNORS

The Board of Governors of St. Mary's P.S. have endorsed this policy and with the principal, will review its effectiveness annually.

They will ensure that the policy is administered fairly and consistently and will review and update regularly.

LINKS TO OTHER SCHOOL POLICIES

The school Positive Discipline Policy has strong links with several other policies in the school. These include:

- Special Educational Needs
- Addressing Bullying Type Behaviour
- Safeguarding/Child Protection
- Pastoral Care
- Health and Safety
- Safe Handling
- E-Learning and E-Safety

At St. Mary's P.S. we work diligently to identify and support vulnerable children whose behaviour may be a symptom of another issue e.g. SEN or challenging home circumstances. As a Nurture informed school, we understand that all behaviour is communication. We have strong links with our colleagues in Educational Psychology, Education Welfare and the Behaviour Support Team in the EA.

CONCLUSION

We work as a community to provide a well-ordered, positive, safe, caring environment for our children. We strive to encourage our children to make wise, informed choices and become good citizens who show respect, tolerance, care and empathy for others.

Parents play a crucial role in enhancing their children's self-esteem, in setting behaviour boundaries and in reinforcing the academic and social boundaries being enforced within the school. We encourage parents to work with us to value and uphold our Positive Behaviour Charter, Code of Conduct and Class Charters.

APPENDICES

We have used the following documents to inform our Positive Behaviour Policy.

UNCRC – A World Fit for Children

DENI Circulars

Safeguarding and Child Protection in Schools

Evaluating Pastoral Care

Promoting and Sustaining Good Behaviour: A Discipline Strategy for Schools

Code of Practice for Special Educational Needs

Educational Research on Positive Behaviour in Schools

PATHS Programme

Roots of Empathy

Nurture Informed Practice

The Elton Commission of Enquiry

Building a Better-Behaved School –Leeds Project

Promoting Positive Behaviour in Schools –The Strathclyde Project

Positive Teaching in the Primary School – Birmingham Project

Turn Around Your School - Jenny Mosley

Discipline for Learning – A Positive Approach to Teaching and Learning