

ST. MARY'S P.S.



St Mary's Primary School, Stewartstown

**Positive Behaviour Policy Statement
Amendum Covid -19**

St. Mary's P.S. Stewartstown Positive Behaviour Policy

Mission Statement

We the Governors and staff of St. Mary's Primary School believe the school to be a vital part of the Stewartstown community. We want our school to be a safe, secure, welcoming and caring environment where children are encouraged to grow and develop to their individual potential. As a Catholic school we are firmly committed to an ethos which provides an educational experience, centred on Christ, his values and his gospel messages so that each child grows and learns by example in a strong Christian faith. We believe good example and self discipline to be the two most important ingredients in promoting positive behaviour in our school.

Aims

To fulfil our Mission Statement, the aims of our Positive Behaviour Policy are to:

- provide a safe and secure learning environment for all members of the school community;
- promote good relationships throughout the school by encouraging respect of self, others and their property; tolerance; honesty; self discipline and a positive attitude to learning;
- ensure all feel valued by acknowledging that every one has a personal part to play and each person's talents will be respected;
- promote pupil's self-image and self-esteem; and
- encourage each child to take responsibility for their own choices and decisions, their own behaviour and learning.

School Rules

At St. Mary's, together we promote positive behaviour through six generic 'Golden Rules', namely:

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.

In different areas of the school environment it is necessary to reinforce rules that are particular to that environment. So in addition to the school's six Golden Rules we promote additional rules in the playground and in the Dining Room.

Playground Rules at St Mary's Primary School

We line up quietly.

We play well with others. We don't spoil others' games.

We care for the playground. We don't damage or spoil anything.

We keep the playground safety rules.

Dining Room Rules at St Mary's Primary School

We line up quietly.

We walk in the dining room.

We finish what we are eating before we speak.

We remember to say 'please' and 'thank you'.

We put our rubbish away.

We talk quietly to the people next to us.

Promoting Positive Behaviour at St Mary's

It is acknowledged that all who are involved in the school community, staff, Parents and Governors work together to promote good behaviour. We firmly believe that all members of the school have a role to play, in the formation and implementation of our school positive behaviour policy.

Whole School

All staff at St. Mary's actively promote positive behaviour in many different ways and occasions throughout the school, for example: Through **whole school** practice we use:

- Appropriate praise;
- Constructive oral feedback when children respond appropriately;
- Displays to encourage and reinforce particular rules and positive behaviours;
- Assemblies as a way to promote, reinforce and reward effort for keeping to the Golden Rules;
- Monthly positive 'good news' newsletters to parents;
- A consistent approach to the school's 'Golden Rules' adopted by all members of staff; and
- Judicious use of incentives such as Achievement certificates and class trips to reward effort.

Staff

All staff lead by example and have high expectations of the pupils at St Mary's. Teachers provide a challenging, broad curriculum and differentiate appropriately. They also ensure that a variety of programmes within and beyond the curriculum promote and develop self-esteem and self-respect, a respect for others and allow pupils to show pride in their school, parish and community. In addition, teachers actively promote specific rules that aid the smooth running of their classroom. These take the form of Classroom Rules or a Classroom Charter and are developed as part of the Personal Development and Mutual Understanding area of the curriculum. At the beginning of each school year teachers and children jointly develop these class rules and they are reinforced from time to time throughout the year as and when the need arises.

Individual teachers also use different types of strategies to promote positive discipline in their classroom these make take the form of:

- Displaying and referring regularly to the Golden Rules;
- Using appropriate praise;
- Using positive and constructive feedback on work and behaviour;
- Use of circle time, reward charts or a behaviour record (as a way of communicating with parents); and
- Written and oral feedback to children and their parents.

Assistants and Supervisors

Assistants and supervisors reinforce the rules of the classroom, playground and Dining Room and have the authority to use the sanctions agreed in this policy. Assistants and Supervisors contribute to this policy during playtime, for example, through encouraging children to play together, using outdoor equipment safely, or playing traditional games. Assistants encourage older pupils to take on responsibilities in the playground, for example, gathering equipment or to show younger children how to play games.

Parents

The support and co-operation of parents is a crucial element in achieving the aims of this policy. Through an active partnership, we strive to maintain high standards of achievement through attendance, punctuality, wearing of the school uniform, caring for the resources in school and supervision of homework. We ensure that parents understand that acceptance of admission to St. Mary's includes acceptance of the school's Positive Behaviour policy.

Parents are kept informed of the Positive Behaviour policy through informal procedures such as talking with them in the morning before class or in the afternoon, after class; written communications (report book); achievement certificates issued to their children during Assembly, photographic displays in the school, Parents' Notice board, the TV Screen in the porch and the schools' website www.stmarystewartstown.com

In addition, the school communicates with Parents using more formal procedures, for example, through pre-arranged meetings, the Annual Parent Teacher interview and an Annual Report.

Outline of Consequences of Undesired Behaviour

In accordance with current legislation, sanctions imposed are dictated by individual needs. At St. Mary's, we classify unacceptable behaviour into 3 levels. Use of reasonable force may be used as circumstances dictate.

Level 1

Misbehaviour that can be effectively managed within the classroom environment by the teacher. At this level sanctions used are at the discretion of the class teacher.

Level 2

More serious *or* persistence of Level 1 is not so easily managed within a classroom environment.

At this level the teacher may involve the parents, either formally or informally. Notification of other staff may take place.

Referral to senior leadership level may also take place. Detention, depriving child of certain privileges may be used as sanctions.

Level 3

Very serious misbehaviour *or* persistence of Level 2. Formal involvement of Senior leadership within the school and parents.

Additionally, the involvement of outside agencies may be sought.

Sanctions

Where rules are contravened there is a system of appropriate sanctions agreed at staff level.

Sanctions at Level 1 may include: a verbal reminder or reprimand, withholding praise, repetition of task, loss of privilege or 'Time out' – having to sit apart from the rest of the class for a time, loss of some playtime or a treat.

Sanctions at Level 2 may include: Break time and or Lunch time detention where additional work will be completed, referral to another class or Senior Management, withdrawal of a major privilege, for example, a school trip, or removal from school sports team, phone call to parents and subsequent follow up discussion with parents about the issue.

If any problem, however minor, is exhibited on a regular basis then parents may well be informed at an earlier stage. If problems persist then it may be necessary to involve outside agencies such as Behaviour Support Team, MASTS or the Educational Psychologist.

Sanctions at Level 3

Fixed term exclusion
Permanent exclusion

The legal responsibility for producing schemes for suspension lies with the CCMS. For any suspension to occur the principal the local Diocesan Administrator of CCMS and the Chairman of the Board of Governors are notified. It is the school's intention that with the mutual support and co-operation that exists between staff and parents, such a situation will not arise.

COVID-19

If a child's behaviour is deemed high risk, for example, refusing to adhere to safety measures, such as, hand washing, social distancing, remaining in their bubbles or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people. The above sanctions will be used:

Any pupil who commits serious or persistent breach of the above COVID-19 mitigating actions, will be sanctioned by the principal using the full range of sanctions detailed above, dependent on the seriousness of the breach, up to and including in extreme cases permanent exclusion.

Policy Review

This policy takes account of current needs and is reflected in current practice. Its continued effectiveness and application will be monitored by St. Mary's staff and will be amended in the future where or if appropriate

What parents can do to help

Be **familiar** with the expectations the school has of behaviour and in particular playground behaviour.

Be **supportive** of the school if it is necessary to apply sanctions for inappropriate behaviour.

Approach the issue of squabbles between pupils **sensibly** and **calmly**
– encourage children to deal with the behaviours and not to blow things out of proportion.

Encourage children to play **appropriately** in the playground – taking account of the **needs** and **rights** of others.

Reiterate the school message that **bad language** is not used in school and is totally **unacceptable** in any situation.

Contact the **class teacher** if there are **concerns** that you would like to discuss.