

St Anne's P.S. Positive Behaviour Policy Statement

The aim of the Positive Behaviour Policy in St Anne's P S is to foster within the children those values, attitudes and skills necessary to develop the self discipline which enhances their self esteem and is needed for them to become valuable members of society.

In order to fulfil this aim it is intended that the children should:

- develop a respect for their physical appearance and a pride in their work and school surroundings
- develop a respect for their peers
- develop a respect for the opinions, cultures and beliefs of others
- develop a respect for teachers, ancillary staff, visitors to the school and those in authority
- develop a respect for others' property
- develop a respect for communal property both within the school and within their environment
- be able to work within agreed classroom and school rules
- be able to share space and resources
- be aware of the needs of others
- develop appropriate social manners
- develop the skills necessary to deal with conflict
- develop empathetic skills
- develop a sense of the individual as part of a community

Rationale for St Anne's Behaviour Policy

St Anne's P S bases its behaviour policy on the assumption that all members in its community have rights and responsibilities and that these are maintained through a system of rules and routines. These rules and routines are designed to emphasise the positive aspects of discipline while recognising the need to indicate disapproval of certain behaviours.

The policy recognises that teachers within the school have rights. These include the right:

- to teach
- to be safe
- to have appropriate resources
- to expect co-operation from peers, colleagues, pupils and parents
- to appropriate staff development training
- to be consulted, kept informed and be treated courteously
- to have support from the system
- to be shown respect
- to have agreed rules and regulations obeyed
- to give constructive feedback
- to exercise their professional judgement

Similarly, pupils have rights which include the right:

- to be happy
- to be shown respect
- to have access to stimulating resources
- to be taught at a level appropriate to their needs
- to learn
- to feel safe and secure
- to be listened to
- to be treated fairly and equally
- to have the opportunity to avail of the experiences within the school
- to have support from the system
- to experience co-operation
- to have their achievements recognised

The school recognises that behaviour can be learned and the rules and routines are designed to encourage desired positive behaviours such as:

obedience, concentration, working independently, punctuality, listening attentively, staying in seat, tidying up, respecting property, treating others fairly, completing tasks and presenting them, showing a positive attitude, taking responsibility for their own actions and resolving conflict etc.

In the same way, it would be the aim of the behaviour policy to discourage certain behaviours such as:

inappropriate manners, excessive noise, bullying including cyber bullying, inappropriate language, rough play, fidgeting, shouting out, threat and use of violence, misuse of books, materials and equipment, disturbing others, unkind words and actions etc.

The promotion of appropriate and the reduction of inappropriate behaviours should be achieved through establishing rules, routines and agreed sanctions which are made explicit to the children, supported by clear guidelines for staff and developed by positive reinforcement.

The Role of Parents

Parents have an important role in promoting and encouraging positive behaviour. They have access to and are encouraged to familiarise themselves with the behaviour policy and procedures. Parents will be kept informed if their child does not respond to measures that the school takes and their assistance sought.

Admission to the school implies acceptance of the school's behaviour policy and procedures. Parents are expected to support the school in their implementation of the policy and procedures and inform the teacher if there are any problems which may result in an adverse change in the pupil's behaviour. It is when the school and home are working closely together that any concerns about behaviour are best resolved in an atmosphere of mutual respect.

A Positive Reward Systems

Positive reward systems allow teacher to use their professional judgement to foster and develop good behaviours.

The desired effects are:

- increasing the child's self esteem
- creating an atmosphere conducive to learning
- changing undesirable behaviour
- raising the level of achievement
- encouraging work and effort
- showing that the children's efforts are appreciated
- helping to form and develop the pupil/teacher relationship
- helping to minimise aggression
- encouraging the children to be positive
- encouraging the repetition of desired behaviour
- because the children respond well to praise
- the development of social skills

Positive behaviours we encourage and promote include:

- settling down to work
- neat work
- tidying up
- finishing work
- good handwriting
- concentration
- improved behaviour
- behaving well
- co-operating
- showing kindness
- sharing
- following instructions/ advice
- staying in seat
- putting hand up
- politeness
- punctuality
- attendance
- being fair
- keeping rules
- being enthusiastic
- using initiative
- “kind hands and feet”

While the above list is not exhaustive, it indicates that there are many opportunities which present themselves to teachers for rewarding children. At the beginning of each academic year teachers will remind children of the School Rules and establish clearly and as early as possible the shared classroom rules & routines. This is achieved through a process of discussion with the children. During the year school rules and routines will be revisited as a reminder to the children.

Rewards may include:

- smiling
- individual praise
- praise from another teacher
- public praise

- praise from the class
- note to parent
- written praise
- stars/stickers
- points score
- team awards
- tangible rewards
- display of pupil's work
- allocation of classroom duties
- homework passes
- non-verbal acknowledgement
- certificates
- pupil of the week
- whole school praise

This list is not exhaustive. Within the classroom it is expected that the teacher will draw upon these and other rewards to effectively manage pupils' behaviour. Each teacher, as part of their class reward system, will select children as 'Pupil of the Week' and acknowledge these with a certificate and display on the entrance foyer notice board and on the school website. Rewards earned through appropriate behaviour should not be lost as a sanction for poor behaviour.

MANAGING UNACCEPTABLE BEHAVIOUR

Dealing with Disruptive Behaviour

Working within the guidance of the classroom rules or code of conduct, the use of rewards or a reward system should reduce the incidents of disruptive behaviour by acknowledging and praising acceptable behaviour.

While this positive system of rewards and reinforcement will develop children's self-discipline, it is important that strategies exist to assist teachers in dealing with disruptive behaviour. All teachers devise their own effective ways of managing such behaviour and it is desirable that they should continue to do so.

When acting on inappropriate behaviour, it is desirable to intervene at the lowest level e.g. a short comment or direction, rule reminder etc. (see appendix 2 "Stepwise Approach to Managing Pupil Behaviour" *Rogers*).

This strategy allows for a progressive intervention and encourages the pupil to take responsibility for his / her behaviour.

From time to time it may be necessary to use an appropriate sanction. The purpose of the sanction is to stop the behaviour and to influence the pupil to choose more appropriate

behaviour in the future. Sanctions constitute part of a teacher's repertoire of responses./see *Appendix 1*/ They must always be just and fair and applied consistently, positively and calmly, aimed at defusing rather than escalating the situation. When possible, the sanction should be related to the misbehaviour. The consequences should equal the degree of the misbehaviour and be stated in polite matter-of-fact terms. The sanction should not be designed to belittle the child in any way and should, in most cases, be preceded by a warning of the consequences of continuing the behaviour e.g. "If you continue to I will have to ask you to....."

If, after counselling the pupil, the misbehaviour persists, further action may be necessary. Serious or persistent poor behaviour should be recorded on the "**Class Behaviour Record**" sheet.

If a child's behaviour is continuing to cause concern, the teacher may place the pupil on "**Daily Behaviour Report**" and use their **Peer Support Teacher** to help modify the child's behaviour. The "Daily Behaviour Report" form should be kept in the teacher's file. This action should be recorded on the "Class Behaviour Record" sheet and should only be initiated after consulting a member of Senior management.

The Daily Report Form

If this report form is to be used, the parents should be informed at this stage and an interview arranged with the class teacher to enlist their support in dealing with the behaviour. The class teacher will note the child's behaviour on the Daily Report form for each session. The child will bring the form to the support teacher at the end of the session who will comment, hopefully positively, on the child's behaviour and initial the form. At the end of the week the Report is brought to the Key Stage co-ordinator, vice-principal or Principal who will add a general comment. In consultation with the class teacher a decision will be made about continuing the Daily Report for another week. The Principal should be informed if this is to occur. When the "Daily Report" form is continued for a second week, it should be taken home each day for the parent to sign.

Exiting procedures

If there is a serious breach in discipline or the teacher has progressed through the behaviour management steps, the child may be exited to another teacher. The purpose of this is to give "time out" to think about their behaviour. The child should be put in a quiet part of the room away from other pupils to complete work or contemplate their actions. The support teacher does not question or interact with child at this stage. It should last between 5 and 15 minutes. When he/she returns to their class the teacher should outline the behaviour expected and the pupil should be allowed to return to the class activities. On the day of the exiting, the two teachers should meet with the child to discuss the incident and decide on further action, if necessary. A written record must be kept on the Behaviour Report form of any time a child is sent to another teacher.

In the event of a child failing to respond positively to the procedure outlined above and either continues to commit serious breaches in discipline or is continually disruptive, it may be necessary to implement a 'rolling exit' procedure whereby he/she will spend a longer period of time(half or whole day) in a number of other classes.

The child will be given work to complete and each support teacher will comment on his/her behaviour on the Rolling Exit form that will be retained by the class teacher. Parents will always be informed if this procedure becomes necessary.

With the exception of a very serious incident, e g fighting in class, no child should be exited without a warning that this may happen if their behaviour does not improve.

The school recognises that this strategy may not work with all children. Alternative strategies will be put in place for those children and parents will be informed.

Break-time/ Lunch-time Detention

A pupil may be excluded from break-time or lunch-time play as a means of influencing him/her to change behaviour that may be inappropriate, disruptive or harmful to others.

Confiscation of property

At times it may be necessary to confiscate a pupil's property if a teacher deems it necessary on safety grounds or to avoid a disruption. Any such items confiscated will be kept in a safe place and returned to the child or parent at an appropriate later time. Normally this would be the next day or within a week.

Peer support system

All teachers have responsibility for the maintenance of good order and discipline in their own class and throughout the school.

This will be most effective when the staff act consistently and to the same ends. Teachers should be confident that, when they work within the discipline procedures in the policy, they will have the support of senior management and other staff.

The peer support system allows teachers to draw on colleagues to encourage children to adjust their behaviour in a supportive manner. Your support teacher should be someone in close proximity to your class e g same corridor or foyer, and the same year group, or year group above or below. Their role in the procedures has been outlined and they can also be used to counsel the child during discipline procedures.

When a child does not respond to the school's discipline procedures a referral may be made to the school's psychologist after consultation with the Special Needs co-ordinator.

Involvement of Outside Agencies

If a pupil does not respond to the above measures, or alternatively if a child needs support immediately, it may be necessary to seek a referral to the Educational Psychologist for an assessment of his/ her needs.

Suspension and expulsion

Where there is a serious act of misbehaviour a pupil may be suspended only on the authority of the Principal (or senior teacher in the principal's absence). The procedures followed will be

those outlined in the arrangements made by CCMS, which have been adopted by the Board of Governors.

Behaviour outside of school

The school discipline policy may also cover matters which occur outside the school such as school trips and going to and from school when the children are in uniform. Bullying, including cyber bullying, of other pupils or behaviour which may bring the school's good name into disrepute will be investigated and addressed by senior staff. Further detail on school procedures to deal with bullying can be found on our Anti Bullying policy statement. Parents will be informed if such incidents are dealt with by the school.

Appendix 1

SUGGESTED SANCTIONS

- A look of disapproval - Stepwise strategy.
- A thinking chair/desk/carpet - time out.
- A sorry card (which may be sent home).
- Write about the rule.
- Withdrawal of play and privileges etc.
- Break/lunch-time detention.
- Stand out at break-time.
- Internal exclusion (from classroom at lunch or break)
- Withdrawal of 'Golden Time'.
- Happy/sad/shock faces.
- An incident book.
- Change seating arrangements.
- Standing out.
- Incomplete work sent home.
- Moved to a single desk.
- Taken out of a group activity to work individually.
- 'Reflection sheet' - signed by parents.
- Withdrawal from school teams.
- Lose a point/star for team[class reward system]
- 'Sorry note'.

Appendix 2:

A STEPWISE APPROACH TO STUDENT BEHAVIOUR MANAGEMENT

Enables a teacher to plan ahead for appropriate strategies so that they can respond more effectively

(rather than react) to student disruptions.

1. TACTICAL IGNORING OF BEHAVIOUR (TIB)

A step for low level disruptions.

TIB means tactically ignoring (a decisive choice not to notice) such behaviour.

With TIB you are deciding:

- which behaviours you can appropriately ignore
- how long you are prepared to ignore
- what will you do next if TIB is not achieving its aim

While you are using TIB you also attend to, notice and reinforce on-task behaviour. 'TIBBING' is exceptionally effective for low-level attention seeking such as the few who persistently call out.

2. SIMPLE DIRECTIONS (SD)

A simple direction should express our intent clearly and simply rather than getting involved in

long-winded discussions eg "David (tapping) put that pen down now, thanks".

Always use the student's personal name.

When using simple directions:

- speak to the behaviour you want to see ("Wendy, Melissa, face the front and listen, thanks" rather than, "Oi!! You two, I'm trying to teach, what's wrong with you? Do you want to share it with the whole class?!")
- establish eye contact
- speak clearly, firmly, briefly
- repeat is necessary
- expect compliance

3. RULE RESTATEMENTS – RULE REMINDERS (RR)

The teacher simply restates the rule to the student or quietly reminds them of the relevant rule (safety, communication, learning, movement, manners, treatment, conflict, etc) eg "Melissa, you know the rule for calling out – use it thanks".

4. QUESTION AND FEEDBACK (see Glasser, 1969)

Move alongside the student and ask 'What's happening here?' or 'What's going on?' or 'What are you doing?' The voice tone is not sarcastic or threatening, just appropriately firm.

A 'what' question is an attempt to get some feedback from the student and put a bit of responsibility their way.

Avoid 'why' questions – these are better used when taking the student aside on a 1-1. If the reply to a 'what' question is 'nothing', simply inform the student about what you saw or heard (your feedback to the student) and follow up with a secondary question (re-direction) "What should you be doing?" – or "What are you supposed to be doing?" Again if the student avoids responsibility re-direct to the required task or behaviour.

5. DEFUSION

Appropriate humour can often take the heat out of a problem so that the student has been distracted and the heat defused.

6. BLOCKING STATEMENT

If a student procrastinates, argues etc 'blocking' is a verbal strategy that reasserts a teacher's fair direction, using the same words repetitively. There are two basic forms of 'blocking' one is a simple re-direction (sometimes called a 'broken-record' approach) the other is re-assertion.

With a re-direction the teacher is basically re-directing the initial direction, rule, or question, re:

- (T) "David back in your seat – thanks"
- (S) "But I was just getting a rubber!!"
- (T) "Back in your seat now"
- (S) "But I told you, I was just getting a rubber – what you picking on me for!!"
- (T) "OK back in your seat."

Remember 'blocking' is an approach to use with argumentative students. We avoid taking up verbal arms, as it were, about 'being picked on' or, 'other do it too!' With re-assertion the teacher briefly 'tunes in' to what the student is saying but re-asserts the rule, direction or appropriate question, ie:

- (T) "Melissa and Wendy (two loud 'yakkers') What are you doing?" (QAF)
- (S's) "Nothing!" (aggrieved)
- (T) "Actually you're talking loudly (tune-in) and I'm trying to work over there; what should you be doing?"
- (S's) "Other people talk – you don't pick on them!"
- (T) "Other people do, what should you be doing?" (tune-in but re-assert)
- (S) "Our work!"
- (T) "OK back into it thanks."

7. GIVING SIMPLE CHOICES

Empty threats are pointless.

Let the student choose the responsible alternative.

Choice enables the student some measure of self-control.

"If-when" "If you continue to call out, David, I'll have to ask you to stay back and explain why you won't work by our fair rules" (deferred option)

8 EXIT PROCEDURES

When a student's behaviour is so disruptive that other students'/the teacher's rights are being infringed.

ANY exit procedure will have to be preceded by steps aimed at enabling the child to manage his/her own behaviour.

Reviewed + approved by BOC on 14/06/18

Claire Kelly
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Revised & approved by BOE on 11/10/18

Class Kelp
(1st)

11/11/18

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