

**St.Patrick’s P.S. Mullanaskea**

**Positive Behaviour Policy**

**Policy Ratified by Governors:…February 2023 ……………………………………….**

**Signed by Chairperson:……………………………………………………**

**Date for Review: February 2024**

**St.Patrick’s P.S. Mullanaskea’s Positive Behaviour Policy**

**Mission Statement**

***The Governors and staff of St. Patrick’s Primary School believe the school to be a vital part of our parish and of the wider Catholic community. As such, we are firmly committed to the aims and ideals of Catholic education and the provision of quality education for all our pupils. St. Patrick’s affirms its commitment to a positive and caring pastoral system and to foster an atmosphere of praise, encouragement and mutual respect.***

**Aim of our Positive Behaviour Policy**

At St.Patrick’s, we aim to create a calm and caring community where teachers teach and pupils learn. Each child is encouraged to fulfil his/her intellectual, spiritual, physical, social, aesthetic and emotional potential. Central to the creation of this environment is a commitment to Catholic values, the recognition of the worth and value of each child and the cultivation of self-respect, so that the child may accept his/her appropriate responsibilities and show respect for others. We aim to establish a community wherein pupils, teachers, parents and staff enjoy a sense of belonging and have an important part to play. It is imperative that the school does everything in its power to identify and address underlying causes of behaviours: this could range from an unidentified special educational need or a medical need, a family situation etc. It is vital that the school works closely with the family to address and support the behaviours in order to encouragement improvement.

**In St.Patrick’s P.S. we have identified certain forms of behaviour, which are desirable and undesirable for our pupils.**

**Desirable Behaviour for Pupils Inside/ Outside School:**

* Demonstrating a positive self-image and the confidence to engage successfully in activities.
* Showing respect for the views, ideas and property of others inside or outside the school.
* Recognising that all pupils have a right to share in and contribute to a lesson.
* Co-operating with the teacher, staff member or adult in charge to his/her full ability.
* Co-operating with his/her peers during shared activities.
* Applying himself/herself to tasks, and working to the best of his/her ability.
* Adhering to the accepted conventions of courtesy and good manners.
* Responding positively to opportunities to act independently of the teacher and show initiative.
* Conforming to the conventions of good behaviour while travelling on the bus.

**Undesirable Behaviour for Pupils Inside/ Outside School**

* Being unkind to his/her peers, including engaging in any form of bullying.
* Calling out in class, interrupting others and being inattentive when others are contributing to a lesson.
* Displaying a lack of interest in learning and preventing others from learning.
* Being unable or unwilling to abide by the accepted conventions of courtesy and good manners.
* Defacing or destroying other people’s belongings or school property.
* Directing abusive language at other pupils or at the teacher/classroom assistant/other staff.
* Acting aggressively or with violence towards other pupils or the teacher.
* Not conforming to the conventions of good behaviour while travelling on the bus.

We have reached a broad agreement with our pupils about these forms of behaviour when formulating our class charters. The rules and procedures are then drawn up from this census. This means that the vast majority of pupils are more likely to understand, accept and obey them. It should be noted, at this point, that discipline, in general is exemplary and we encourage, recognise and reward this with positive affirmations, praise and tangible rewards for any good behaviour, helpfulness or effort. However, when we are faced with a situation when a child needs to be disciplined we believe that it would be in the child’s best interests if parents were FULLY supportive of the sanctions imposed by the teacher. Teachers are in ‘*loco parentis’*, and because of this, will take the same responsible attitude towards behaviour as you do as a parent. It is important that the teacher’s authority is not undermined. It is very necessary for the children to know that when they are under the care of the staff of St. Patrick’s that they must adhere to our rules and so accept the sanctions for undesirable behaviour.

**Consultation with pupils in our school has led to the development of a:**

**Code of Conduct**

**Pupils have a responsibility to:**

* Come to school on time in full school uniform, with homework done, and suitably equipped for the lessons in the day ahead.
* Respect the views, rights and property of others, and behave safely in and out of class.
* Co-operate in class with the teacher and with their peers.
* Work as hard as they can in class.
* Conform to the conventions of good behaviour and abide by School Rules and their class charter.
* Seek help if they do not understand or are in difficulty.
* Accept ownership for their own behaviour and learning, and develop the skills of working independently.
* Co-operate in school with classroom assistants, lunchtime supervisors, canteen staff, secretary, caretaker, cleaner and any other visitors in the school.

**Classroom Charter**

As part of the P.D.M.U. (Personal Development and Mutual Understanding) aspect of the Northern Ireland Curriculum each class devises a class charter in order to make pupils aware of positive behaviour and the consequences of challenging behaviour.

**Sanctions**

Sanctions are an integral part of the school’s Positive Discipline Policy. They help to uphold the rules and procedures, they provide pupils with the security of clearly defined boundaries and in doing so, they encourage appropriate behaviour. The following is a list of sanctions that may be used by teachers in our school:

* For the Foundation Stage classes, the teachers operate a Sunshine/Cloud or Traffic Lights System. This technique is recommended as part of the Northern Ireland Curriculum approaches for disciplining young children. The theory is that young children are placed on ‘red’, ‘amber’ or ‘green’ depending on their behaviours. Alternatively, they may be placed on a ‘sunshine’ or a ‘cloud’ depending on behaviours. These techniques are regarded as a gentle yet effective way to introduce the need for boundaries and the consequences of poor behaviours to the young child.
* Withdrawal of privileges for a fixed period or permanently. (This may include denial of free time, denial/reduction of Golden Time for Foundation Stage classes etc.)
* A reporting system which allows staff to monitor the behaviour, attitude and response to authority of a particular pupil over a given period.

**Use of Reasonable Force**

If the situation arises that a pupil needs to be restrained, we will, only use the minimum force necessary to prevent a pupil from physically harming himself/herself or others or seriously damaging property, but used in the manner which attempts to preserve the dignity of all concerned. This will be in line with our policy on The Use of Reasonable Force /Safe Handling.

**Consequences of Undesirable Behaviour**

The school has agreed on procedures for breaches of the Positive Discipline Policy and the following consequences will be adopted:

**Stage 1:** Quiet But Firm Verbal Reprimand By Teacher, Classroom Assistant Or Lunchtime Supervisor.

**Stage 2**: Pupil ‘Time Out’ And/Or Withdrawal Of Privileges

In the event of the reprimand coming from the lunchtime supervisor or classroom assistant, the class teacher will be informed.

**Stage 3**: Referral To The Principal

This may be necessary at an earlier stage depending on severity of behaviour.

**Stage 4:** Behaviour Management (Home-School Contact)

School may seek advice from Behaviour Support Team (E.A.W.E.) and/or design/implement an E.P. (Education Plan) which is compiled in conjunction with parent.

**Stage 5:** Principal Refers Case to Board of Governors

Suspension or suspension leading to expulsion may be an outcome. However, both situations would be a last resort and most cases of poor behaviour will be resolved within the earlier stages.

Most problems should be solved at Stages 2 or 3 as are outlined in the Sanctions section.

**Addendum:**

Due to the COVID 19 crisis, the school has had to deliver teaching and learning via online means. Due to the nature of children accessing their teaching and learning via online means, allows for unforeseen consequences of using and misusing this form of media. Whilst the school has done everything to mitigate problems and breaches in its power, it would be impossible to ensure that this type of learning would not leave children more susceptible to the dangers of the internet. Therefore, the following sanctions apply in the event of a difficulty:

**Sanctions in the Event of misuse of Online Teaching and Learning**

In the event of the misuse of Microsoft Teams/ Seesaw, the following sanctions will apply:

* The Principal will contact the child’s parent and highlight that a breach of the policy has occurred.
* She will warn the Parent that in the event of this happening again that the child will not be allowed to access this platform and that teaching and learning will be accessed via the pack work and monitored by the teacher by collection of the materials.
* In the very unlikely event that a teacher is verbally abused online or otherwise the Principal will contact the Board of Governors and seek advice from the school’s management authority (CCMS).

**Supporting children in school through the COVID 19 Crisis**

St. Patrick’s Mullanaskea is committed to ensuring the safety and wellbeing of all its students.

St. Patrick’s Mullanaskea will continue to be a safe place for all children to attend and flourish. The Principal, Ms O’Neill will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

St. Patrick’s Mullanaskea will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow advice from the Public Health Agency on handwashing and other measures to limit the risk of spread of Covid-19.

St. Patrick’s Mullanaskea will ensure that where we care for children of key workers and vulnerable children on site, appropriate support is in place for them.

**Physical, Mental and Emotional Health and Wellbeing of Pupils & Staff**

St. Patrick’s Mullanaskea understands that negative experiences and distressing life events, such as those that may lead to the need to self-isolate at home and school closures, can affect the mental health of pupils and their parents. The school will provide additional wellbeing resources to parents.

For children returning to school after a period of absence, staff will be aware of the possible effects that this period may have had on pupils’ mental health. They will look out for behavioural signs, including pupils being fearful, withdrawn, aggressive, oppositional or excessively clingy, you help identify where support may be needed.

Where possible, St. Patrick’s Mullanaskea will continue to offer our current support for pupil mental health for all pupils.

We will also signpost all pupils, parents/carers and staff to other resources to support good mental health at this time. When setting expectations for pupils learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children’s and adult’s mental health. The staff of St. Patrick’s Mullanaskea will be alert to mental health concerns in children who are at home, and act on these immediately, following our reporting procedures. At St. Patrick’s Mullanaskea, we are committed to supporting the positive mental health and wellbeing of our whole school community (children, staff, parents & carers). We recognise that mental health and emotional wellbeing is just as important to our lives physical health.

At St. Patrick’s Mullanaskea, we endeavour to ensure that children are able to manage times of change and stress. We aim to ensure that the children are supported to reach their potential or access help when they need it. We also have a role to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support. At St. Patrick’s Mullanaskea, we take a whole school approach to promoting positive mental health, aiming to help children become more resilient, happy and successful and to work in a proactive way to avoid problems arising. We do this by:

* Creating and applying consistent ethos, policies and behaviours that support mental health and resilience, and which everyone understands
* Helping children to develop social relationships, support each other and seek help when they need it.
* Promoting self-esteem, and ensuring children understand their importance in the world.
* Helping children to be resilient learners and to manage setbacks
* Teaching children social and emotional skills and an awareness of mental health.
* Identifying children who have mental health challenges and planning support to meet their needs
* Supporting and training staff to develop their skills and their own resilience
* Developing an open culture where it’s normal to talk about mental health.

We promote a mentally healthy environment through:

* Promoting our school values and encouraging a sense of belonging
* Promoting pupil voice and opportunities to participate in decision-making
* Celebrating academic and non-academic achievements
* Promoting opportunities to develop a sense of worth through taking responsibility for themselves and others.
* Promoting opportunities to reflect

Supporting and promoting mental health and wellbeing of staff is an essential component of a healthy school. At St. Patrick’s Mullanaskea we promote opportunities to maintain a healthy work life balance. Staff are supported pastorally and have access to enriched opportunities.

We believe that all staff have a responsibility to promote positive mental health and to understand the protective and risk factors for mental health

**The Promotion of Healthy, Respectful Relationships including the use of Language, Behaviours and Consent**

The school promotes healthy relationships in all of its practices and policies. Healthy relationships are manifested by how we treat each other through our use of tolerant language, appropriate behaviours and consent. This pervades through all of school life including at extra-curricular activities, school trips, class time, play time and at other social events such as dinnertime in the canteen. This value set is also appropriate when children are online. Any contravention of these basic rules is considered disrespectful, and reminders will be constantly issued on how to be the appropriate.

Each week at assembly, examples of good behaviours are promoted and rewarded through the Pupil of the Week Certificate as well as by the Principal in her weekly address to the staff and children. This transcends to all classes where each staff member reiterates these values. School policies reflect this and are shared accordingly with the parents and Governors.

**Operation Encompass**

We are an Operation Encompass school. Operation Encompass is an early intervention partnership between local Police and our school, aimed at supporting children who are victims of domestic violence and abuse. As a school, we recognise that children’s exposure to domestic violence is a traumatic event for them.

When the police have attended a domestic incident and one of our pupils is present, they will make contact with the school at the start of the next working day, to share this information with a member of the safeguarding school. This will allow the school safeguarding team to provide direct or indirect support to this child and family.

This information will be treated like any other child protection information as per DE Circular 2020/07. It will only be shared outside of the safeguarding team on a proportionate and need to know basis. All members of the safeguarding team will complete the online Operation Encompass training, so they able to take these calls. Any staff responsible for answering the phone will be made aware of Operation Encompass and the need to pass these calls on with urgency.