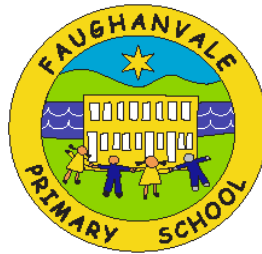


Faughanvale P.S.

# **PASTORAL CARE**

## **POSITIVE BEHAVIOUR POLICY**



**Article 19: You have the right to be protected from being hurt or mistreated, in body or mind.**

Date Approved by Board of Governors: February 2018

Next Policy Review Date: August 2020

Signed:\_\_\_\_\_

# **POSITIVE BEHAVIOUR POLICY**

## **Rational**

At Faughanvale Primary School we are dedicated to enable pupils to achieve their social and spiritual potential and to improve their self-knowledge and self-esteem within the Catholic school environment.

This can only be achieved in an ordered school community that is based on Catholic principles and values.

In line with the Special Educational Needs & Disability Order (N.I.) – SENDO, our school strives to be inclusive of everyone.

Within our Positive Behaviour Policy, we aim to anticipate and react to the necessary changes to safeguard the rights of everyone in the school.

## **Aims**

To encourage respect, including:

- Self respect in the children, the capacity to live as independent, self-motivated, confident individuals
- Respect of others and an understanding of the world they live in and the interdependence of individuals and groups.
- Respect for religious and moral values and tolerance of other races, religions and ways of life.

To encourage a positive learning environment:

- To help children develop lively enquiring minds with the ability to question and argue rationally as well as to apply themselves to tasks and to develop physically, spiritually, socially and emotionally.
- To help children develop their abilities in all curricular areas and to fulfil their personal potential.
- To develop in children a love of learning.

To instil a sense of responsibility:

- Recognition by the children of taking responsibility for their own actions in preparation for their adult lives.
- To help children appreciate the need for honesty in all their relationships.
- To encourage the children to develop a sense of ownership of the positive aspects of school life and a recognition of their role in school.

Parents and guardians assume that teachers will provide an efficient and full-time education for their children while at school. Teachers for their part assume that parents and guardians will encourage and support them in their task of providing appropriate education and will actively encourage their children to obey and accept the lawful authority of the school.

In keeping with the tradition and ethos of our school, high standards of personal behaviour are expected from each pupil.

The Principal and staff are committed to the use of positive approaches in maintaining school discipline.

The main thrust of this approach is reflected in the curriculum content and teaching methods adopted for use within the school.

The needs of each individual pupil will be catered for as far as possible and in the delivery of the curriculum, we will seek to promote self reliance, self confidence, consideration of others, a willingness to act responsibly. A positive approach to maintaining discipline will be encouraged at all times.

Children will be encouraged to take ownership of a working discipline plan. This will include involving them in their own class charters which will also apply beyond the classroom. Their charters, rewards and consequences will be displayed visibly within their classrooms as a ready reminder. At all times, the emphasis will be on the behaviour not the child and will focus on children making 'good choices'.

### **Achieving Good Discipline through Positive Behaviour:**

Within our classrooms –

Good teacher/child relationships, which are based on respect and self, esteem and foster good discipline. The Class Charter is explained to children and teachers are fair and consistent in its application. Children are encouraged to display good manners and consideration of others. Positive encouragement of children is of primary importance in achieving good discipline.

Within our school –

Through collective responsibility, all adults who interact with children during the school day will extend the ethos of good discipline through positive behaviour. This includes, classroom assistants, lunchtime supervisors, cleaning and clerical staff. We all have a common approach to good discipline in school.

## **Roles and Responsibilities**

Good relationships underpin good discipline. The key to good relationships is effective communication between all those involved. This policy seeks to identify the roles and responsibilities of all those who are considered to be part of the process.

## **Board of Governors**

The Positive Behaviour policy is a statement of vision for desired practices relating to school discipline. The governors, the principal and the teaching staff will periodically review the policies and practices to continue to build on good strategies. The Board of Governors encourages teachers to avail of training opportunities that might relate to the implementation of the policy.

## **The Principal**

The principal, in consultation with the staff, devises procedures for implementation of the policy. These measures are documented and available to all parents. Responsibility for the consistent application of the procedures rests with Mrs McGroarty. Mrs McGroarty facilitates any liaison with parents on aspects of behaviour, where it is felt that parental input will encourage and support the discipline process.

## **The Teachers**

Teachers are primarily responsible for the implementation of the policy within the classroom. They also assume a collective responsibility for the consistent application of positive behaviour within the school. Teachers will assist in the evaluation and review of the discipline process and policy.

## **Ancillary and Auxiliary Staff**

All non-teaching staff will be aware of the discipline process and children will also acknowledge guidance and direction from these staff members. All staff will liaise with each other to ensure a consistent approach is adopted by all in the interests of justice for the pupils.

## **Parents/Guardians**

Parents/Guardians are an integral part of the discipline process. They will be kept informed of the policy and rules of positive behaviour within the school and are asked to support the teachers and actively encourage their children to obey and accept the standards set by the school. They are encouraged to communicate with the teaching staff in matters of discipline. When a child is admitted to the school it should be understood by parents that acceptance of admission to the school includes acceptance of the school's policy and rules of positive behaviour. Parents/Guardians have a legal duty to ensure that their children do not cause injury or damage to others or to any property. Parents/Guardians will be made aware of the school's policy on Reasonable Force which also promotes positive behaviour.

## **The Children**

The children actively engage in creating their own Class Charter and are encouraged to take ownership of it. The Positive Behaviour Policy assumes a partnership between all the above which will lead to the effective implementation of the stated aims. The needs of each individual pupil will be catered for as far as possible and in the delivery of the curriculum we will seek to promote self-reliance, self-confidence, consideration and a willingness to act responsibly, morally and intellectually.

## **Rewards and Sanctions**

**Rewards** – the positive side of discipline.

The emphasis is on the positive approach towards behaviour and focuses on encouragement and praise, whilst also involving incentives and inducements. There are a variety of ways of recognising achievements which our school uses and these include: teacher's praise and approval, Pupil of the Week, Class of the Week, Star Charts, privileges, good conduct reports to parents, opportunities for greater responsibilities and Principal's approval. Disruptive children are particularly praised when acceptable behaviour is observed. Individuals and groups are publicly praised in the classroom and at assemblies.

### **Sanctions**

There are occasions when our school needs to revert to the use of consequences. Such consequences are to remind children that they have not made good choices. Generally, these are used to register disapproval of unacceptable actions and behaviour. Sanctions are used to safeguard other children and to ensure stability within the school community. Sanctions used for these offences include: time out at play-time or Golden Time, removal of privileges, report to the Principal.

In summary, the main elements of this policy are:

- Positive Behaviour procedures which are clearly defined and communicated to parents and children
- Children who are treated fairly, positively and consistently.
- Positive encouragement actively used in order to foster good discipline
- Parents and staff who are partners in the discipline process.

There may be occasions when parents are notified about their child's behaviour if it is felt appropriate, but this would be limited to more serious offences. There may be occasions when children are suspended from school. The final sanction will be expulsion requiring the child to be removed permanently from the school. Suspension and expulsion will be dealt with in consultation with the Board of Governors and in accordance with the C.C.M.S. scheme, details of which are available at the office.

The school seeks parent's co-operation in implementing its policy so that pupils accept the school's code of behaviour and that it is clearly understood, consistently and justly applied, and shown to be reasonable and effective.

The school has a zero tolerance with regard to the misuse of drugs. This is considered as not making a good choice. We are committed to tackling drug misuse among young people and any instances of possession, use or supply of illegal drugs on school premises will be regarded with the utmost seriousness.

Disciplinary measures will be applied in drug related incidents – refer Drugs Policy.