**St. Mary’s P. S.**

**& Cill Chluana Parish Nursery**



**Positive Behaviour and Discipline Policy**

**Revised: November 2022**

**Introduction**

**Mission Statement**

* At St. Mary’s children are encouraged to become reflective learners and to value their learning experiences. Children’s opinions and contributions are valued and they are involved in decision making through our Student Council.
* We are an inclusive school community where every child’s talents and achievements are celebrated. We embrace diversity and promote equality in everything we do. We equip our children to become fair and tolerant in their thoughts and actions.
* At St. Mary’s we are committed to providing a broad and rich curriculum and to ensure our children are prepared for their futures. We aim to equip them with the necessary skills and capabilities to allow them to achieve their full potential through a caring and supportive environment. A positive pupil/teacher partnership exists and all relationships are valued and nurtured.
* St. Mary’s provides a safe and happy environment where every child feels secure. We work together as a team to develop the self-esteem of our children through a culture of mutual respect and understanding. We promote the importance of a healthy lifestyle and respect for the environment.
* The Board of Governors in St. Mary’s works collaboratively, sharing power, decision making and communication whilst embracing change.
* At St. Mary’s we are committed to developing positive relationships with parents. We value the role they play in the education of our children and provide them with opportunities to have their views heard and to be involved in their child’s learning. We work with the wider community to establish links and partnerships which enhance the experiences of our children.
* At St. Mary’s we reflect our Catholic faith in all aspects of school life. We aim to present our faith in the way that we live it and encourage our children to develop and deepen their relationship with God.
* Our school’s success is evident in our children past and present.

**Vision Statement**

St Mary’s PS is a warm, welcoming and caring school where our Catholic Ethos and Christian values inspire everything we do. We work in partnership with parents, the Church and the wider community to ensure that all our children are the best that they can be.

We believe anything is possible.

**Aims**

The school’s policy for promoting and sustaining good and high standards of behaviour and discipline is based on the following general principles and considerations. It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on our Catholic values, mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

* Good behaviour and discipline are essential if effective teaching and learning is to take place.
* The wider influence of society’s standards and values obviously have an impact on the school community. The school does not operate in a social vacuum.
* The school policy contains a set of simple written rules and procedures which have the support and co-operation of parents, teachers and all school staff and the Board of Governors.
* The policy also outlines a simple, clearly understood but flexible set of sanctions to match incidents of poor behaviour and indiscipline.
* Sustaining and promoting high standards of behaviour, good manners and politeness in the school is a shared responsibility of all staff supported by parents and the Board of Governors.
* Good behaviour and discipline within the classroom is obviously related to general behaviour through the whole school and vice versa.

St. Mary’s Primary School is a safe environment where all can teach and learn in a happy atmosphere. We wish to:

* To create an environment which encourages and reinforces good behaviour.
* To define acceptable standards of behaviour.
* To encourage consistency of response to both positive and negative behaviour.
* To promote self-esteem, self-discipline and positive relationships.
* To ensure that the school's expectations and strategies are widely known and understood.
* To encourage the involvement of both home and school in the implementation of this policy.

**How will we achieve our Aims?**

Pupils, parents, teachers and support staff all take collective responsibility for the promoting of positive behaviour in St. Mary’s Primary School. In order to maximise the effectiveness of St. Mary’s Positive Behaviour Policy parental involvement on a continuous basis will be required. Parents will be informed of the outlines of the policy and on the rules and routines which support it. They can also be involved in the promotion of good behaviour in their children through receiving positive feedback from the school – through comments on homework or in books or special rewards. If a child is admitted to St. Mary’s it will assumed that the parents accept the school rules and share the aims.

**Pupils**

* Pupils identify strongly with the school and are proud to be a part of it.
* Pupils are encouraged to be polite, well behaved and courteous at all times.
* Pupils will follow the School and Class Rules and will take part in making decisions based on these rules.
* Pupils are encouraged to work co-operatively with each other and with staff, and have high expectations of themselves and others.

**Parents**

* Parents and visitors to the school feel valued, safe and secure.
* Parents support, and participate in, the life of the school and are actively encouraged to be partners in their children’s learning through homework, classroom activities, out-of-school activities and other extra-curricular activities.
* Parents can contribute to the wider aspect of school life through the School Support Group.
* Parents readily engage with the school concerning its work and are willing to take part in effective two-way communication.

**Class Teachers**

* Teachers identify strongly with the school, and are proud to be part of it.
* Teachers actively establish positive relationships with pupils and parents and handle attendance and discipline problems in a sensitive and caring manner.
* Teachers will actively establish positive relationships with pupils and parents
* Teachers have high expectations of pupils’ achievement, attendance and behaviour.
* Teachers use praise to motivate pupils and praise permeates all aspects of school life.
* Teachers treat pupils and parents equally, with respect and in a fair and just manner.

**Support Staff**

This group includes:

* The School Office staff, Classroom Assistants, Caretaker, Catering and Cleaning staff, Lunch and Playground Supervisors.
* Support Staff participating in Playground Supervision have received training in our PATHS program in 2021.
* Support Staff maintain positive relationships with pupils and staff
* Support Staff share in dealing with problems in a caring and sensitive manner. Support Staff identify strongly with the school and are proud to be associated with it.

**Equality and Fairness**

At St. Mary’s all pupils, parents and staff are treated equally, with respect, and in a just and fair manner. The school promotes equality of opportunity and a sense of fairness is evident in the work of the school. Pupils and parents as well as staff are invited to take part in decision-making, including policy decisions. St. Mary’s Primary School has an ethnic, religious, cultural and linguistic diversity which is recognised, valued and promoted as a positive feature of the school and its community.

**SENDO**

To ensure the appropriate response to all of our children’s needs and to comply with SENDO it is important that all members of staff are informed of a child’s specific learning or possible medical conditions e.g. ASD, ADHD etc. and that this information will be kept strictly confidential to school staff **only**.

**School Jurisdiction**

This policy applies on school premises and during school hours, on visits and trips, at school events or other occasions related to the school, and on any occasions when the pupils are the responsibility of the staff.

The policy applies when pupils are travelling to and from school and while in school uniform they are considered to be representing the school and therefore the school rules apply. The school reserves the right to take interest in and sanction any misconduct by any pupil at any time, beyond the bounds of the school day, week, and term, where such misconduct prejudices the good order and welfare of the school and its pupils.

**Damage to property**

Damage to school property through misbehaviour, whether it is to the fabric of the building or, to such items as books that are defaced or damaged, will be reported to parents, and where appropriate, with a request for a voluntary contribution towards the cost of repair or replacement.

**Bullying - Guidance to staff (Refer to Anti-Bullying Policy)**

Bullying is the wilful, conscious desire to hurt or threaten or frighten someone else through physical, verbal, emotional or psychological aggression. Children must realise that any form of bullying is unacceptable and that such behaviour will be dealt with appropriately by the staff of the school.

Individual members of staff need to be alert both inside and outside the classroom. Children must be aware that it is the responsibility of everyone to report acts of bullying as soon as they arise. They need to be aware that this is not ‘telling tales’. To be seen to act is as important as taking action. Silence and secrecy nurture bullying.

**School Rules**

**Behaviour**

In order to create a happy and secure learning environment for all pupils we have adopted the following rules for behaviour:

Our golden rule is:

**We treat others as we would like to be treated.**

* We are gentle.
* We are kind and helpful.
* We listen.
* We are honest.
* We work hard.
* We look after property.
* We are respectful and have good manners.

Discipline (or good order) is based on the values of tolerance respect for others and their opinions, charity and a willingness to forgive. At home rules exist usually in spoken form and good discipline and order is as much ‘caught’ as taught. Like the well-ordered home, the school operates in a similar spirit and framework but because of its larger size and numbers a greater emphasis and clearer understanding of the ground rules for good order and behaviour is required.

The school builds on the foundation of good manners, politeness, respect and care for others which is cultivated and nourished in the home.

All our children at school are equally valued and have the opportunity and the freedom to work in an atmosphere both happy and secure, with adults on who help, support and understanding they can depend and to whom they can turn when that security is or feels threatened.

Our school rules and procedures are not to be viewed as lists of commands to learn off with penalty clauses attached. Rather we look on them as guidelines within which the normal and expected good behaviour, manners and politeness of our children will continue to develop and thrive and permeate the daily life and routine of the school.

The fundamental principle of our general school rules can be defined as behaviour that is accepted in an orderly society.

**In the classroom**

At the start of every school year each teacher formulates with the children in their class, a classroom positive behaviour plan (Class Rules) using age appropriate language. The goal of the plan is to have a fair and consistent approach to establishing a safe, orderly, positive classroom environment in which adults can teach and children can learn.

Key Stage Assemblies are also delivered reinforcing the General School Rules.

Within the classroom good discipline and behaviour is fostered by good relationships and mutual respect between teachers and pupils and a quiet, calm and relaxed attitude on the part of the teacher combined with firmness and a sense of purpose and direction. Teachers have high expectations of their pupils’ academic and social abilities and performance.

Curriculum planning and teaching strategies are well matched to the pupils’ ages, aptitudes and abilities.

* Good discipline in class is also promoted when there is an effective balance between rewards and sanctions as well as flexibility, determination and a sense of proportion and, indeed, humour.
* Good relations and mutual respect between pupils and all staff are as important outside the classroom as in it, as are high expectations regarding the children’s conduct.
* Likewise, good and effective communication between members of staff is essential to ensure that disciplinary procedures are implemented in a fair and positive manner.

**General School Rules**

1. Pupils must be punctual and arrive on time for the start of class at 9.15am. Pupils should, at all times be clean, neat and tidy. The wearing of school uniform and appropriate footwear by all children is considered as proper dress. Parents are asked to refrain from; colouring or bleaching their child’s hair and from extreme or patterned haircuts during the academic year.
2. Pupils must at all times walk, not run, on the corridors. Classes move in single file. Running within the school is forbidden.
3. Pupils are not allowed in class unsupervised during break or lunch times.
4. The reason for a child’s absence from school should always be communicated to the school in writing or by telephone by the parent or guardian.
5. On arrival pupils go straight to class at 8:45am, unless attending our Breakfast Club.
6. Chewing gum, sweets, cans and bottles of fizzy drinks are not allowed in school.
7. Watches and jewellery of any kind should not be worn during the P.E. lessons or game lessons. The wearing of rings and earrings is a particular hazard in school, especially in the school hall and playground. Small stud earrings are allowed.
8. Money should not be brought to school unless in an envelope for donations etc. Parents are requested to write the contents on the envelope along with the child’s name and class. All dinner money should be paid for via our Teachers to Parents App.
9. Mobile phones/ electronic games/ toys/ cards etc. are allowed in school only with teacher permission. If permission is granted mobile phones must be switched off on entering school grounds.
10. School Bus: the bus driver should be obeyed at all times. Children are expected to remain seated until the bus stops and behave appropriately at all times. The same standard of behaviour is expected on the school bus as in the school.
11. All parents/guardians requesting permission for a child to leave school before the end of the school day for medical or other appointments must collect their child from school. Parents are requested to report to the office to complete our signing-out book. Children in the P1 - P3 classes remain in the care of the class teacher until collected by parents/guardians after school, unless attending our Minding Club
12. Home-Time: Parents, or any adult collecting a child must collect their child from the school gate. No child will be permitted to enter a car that has not been parked safely i.e. cars which are stopped on the road.

**Playground Rules**

Whole school rules are in operation during lunchtimes and breaks. These periods are influential and important times in a child's school day. Here children are free to form friendships, to structure their own play and to exert self-discipline and responsibility towards others.

In reality, however, many lunchtimes and breaks can be a great source of stress for both children and staff. These stresses and concerns must be aired and addressed to avoid adverse effects on relationships, behaviour and learning in our school. Children are able to air concerns during PATHS/Circle Time, Classroom Worry Boxes, School Council, or directly to Class Teachers or to a Senior Management Team Member. At playtime children should be able to relax, have fun, meet their friends and develop the social skills they will need in the world at large.

We value our supervisors and work in partnership with them to promote our positive behaviour policy during lunchtimes and breaks.

If a child fails to follow the Playground Rules (which are discussed and displayed in each classroom) the child will receive 5 minutes thinking time or, if deemed appropriate, will receive additional time out, at the discretion of the teacher. Persistent or serious breaches of Playground Rules will result in the child being referred to their class teacher or a member of the Senior Management Team.

**Sanctions**

Despite the many adverse modern influences on today’s children, it is a pleasure to record our admiration and commendation on the very high standards of behaviour and good manners achieved by our pupils in such large numbers each and every year. Such excellent children are the product of good homes and caring parents.

However, incidents of poor and bad behaviour are clearly a feature of school life and the bad behaviour of the few inevitably becomes a problem for the rest of the school community.

All cases of indiscipline, especially of the more serious kind, require a prompt and appropriate response. Neglect or delay in responding to bad behaviour is not only unfair to the great majority of well-behaved children but is also not in the best interests of the offender(s). In those cases, where a child has broken school rules, there is a set of sanctions which includes referral to the Principal / Vice-Principal.

In general, children who offend are reminded, rather than reprimanded, of the breach of rules or good manners, in the hope and expectation that the child’s good sense will prevail.

Serious breaches of discipline and bad behaviour will be reported to the Principal who will enlist the assistance of the parents/guardians in dealing with the problem. Such cases will involve written communication to the home and an invitation to the parents/guardians to visit the school to discuss the matter with the Principal. These matters will be dealt as a matter of urgency.

Continued serious breaches of school rules and indiscipline, despite these procedures, will lead to exclusion of the child from school. In such circumstances the Chairperson of the Board of Governors will be informed as will the Council for Catholic Maintained Schools and the Southern Education and Library Board.

The school is again proud to place on record our appreciation of the high standards of behaviour and good manners which our pupils have displayed, both in school and well beyond their classrooms.

If children have difficulty in keeping to the School/Class Rules, then staff will follow these procedures at a class level.

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| **Misdemeanour** | Verbal warning given. Warning cards (e.g. sad face) may be placed on the child’s desk.  Warning given and recorded. Play Time may be docked at this stage. |
| **Repeated Misdemeanours** | Child is referred to a member of the Senior Management Team. Pupil may be asked to complete time out in the other year group class or principal’s office.  Class Teacher or SMT may choose to contact the child’s parents or guardians.  Child may be referred to the Principal |

**Certain extreme misdemeanours will automatically by-pass the above progression of sanctions, for example:**

**Bullying, Biting, Stealing** will result in parents being contacted by the Senior Management team immediately.

**Spitting, swearing** and **kicking** will result in immediate referral to the Senior Management Team.

**Severe Misbehaviour**

In the case of serious or persistent misbehaviour a child will lose the right to proceed through the hierarchy of consequences and will be removed from the classroom situation.

In such cases the Vice Principal or Principal should be sent for. The decision will be taken when a child's behaviour;

* is not compatible with the provision for the efficient education of other children with whom the child in question is being educated
* involves serious, actual or threatened violence against another pupil or member of staff
* puts himself/herself, other pupils, members of staff or the wider community at risk of harm or injury

**In such cases the parents will be informed & the child’s behaviour will be discussed with the parents.**

**Challenging Behaviour**

In the case that a pupil's attitude and behaviour is not responding to the system of rewards and consequences and there is persistent inappropriate behaviour the following stages will be followed:

**Stage 1**: The class teacher will talk to the pupil and make them aware that their behaviour is inappropriate. The pupil’s behaviour will be monitored and behavioural targets set.

**Stage 2:** The parents will be told of the concerns about their child's behaviour and discussions with them will start taking place. The child will be placed on Report and their behaviour monitored by the Principal. A decision will be taken about starting an individual behaviour plan and putting the child on the special needs register.

**Stage 3:** Outside agencies will be involved such as educational psychologists and the behavioural support team.

**Stage 4:** At this stage if the individual pupil is not responding to any of the previous stages, a request for a statutory assessment will be completed with the parents’ consent.

**Stage 5**: There may be times when all the support given does not work and having tried every practicable means of managing a pupil's behaviour the individual pupil's behaviour is so badly disruptive, they have to be excluded from school.

**Important to Note**

The ultimate sanction for extreme behaviour, available to all schools is Formal Exclusion. This is a legal document whereby a parent is asked to remove their child from the school. An agreement is drawn up on the child’s return which both the parent and child sign agreeing terms for re-admission. This is of course an extreme measure and requires formal agreement in conjunction with the EA, CCMS and the Board of Governors.

Our Positive Behaviour and Anti Bullying policy provides most St. Mary’s children with a structure, which promotes good behaviour within our school.

Communication between parents and school with regards to a child’s behaviour is important. If a child is experiencing behavioural difficulties parents need to be informed and the school policy followed.

*Parents and children should be reminded that each day is a fresh start.*

**When we keep the rules we work well and learn**

**We stay happy and safe**

**READY FOR SCHOOL**

* *We come to school every day and we come on time.*
* *We wear our whole uniform.*
* *We do our homework* ***and get our reading record signed.***
* *We take all our books to school.*
* *We get our school things ready before bed-time.*
* *We bring a plain biscuit or piece of fruit for break.*

**LEARNING**

* *We start our work quickly and always try to do our best.*
* *We keep busy and finish our work.*
* *We ask for help when we need it.*
* *We do our homework as well as we can.*
* *We use the IPads appropriately*

**TALKING AND LISTENING**

* *When the teacher speaks we listen.*
* *One person speaks at a time.*
* *We listen to each other.*
* *When we want to speak we put up our hand and wait.*

**CARING**

* *We show good manners.*
* *We are kind to each other.*
* *We care for everything in our school.*

**SAFETY AND MOVEMENT**

* *On the corridor walk quietly.*
* *We sit safely on our seats.*
* *We ask our teacher when we need to leave our seat.*
* *We handle all equipment carefully.*
* *We use the toilets properly.*
* ***We wear stud earrings in our earlobes only.***

**PLAYGROUND**

* *We play safely in the proper places.*
* *We stop and walk to our line when the bell rings.*
* *We line up quietly and in a straight line.*
* *We let others play in our games.*
* ***We tell an adult if we are hurt or upset.***

**DINING ROOM**

* *We walk to and from dinners quietly and in a line*
* *We talk quietly to the children at our own table*
* *We stay in our seat in the dining room*
* *If we need something we put up our hands and ask*