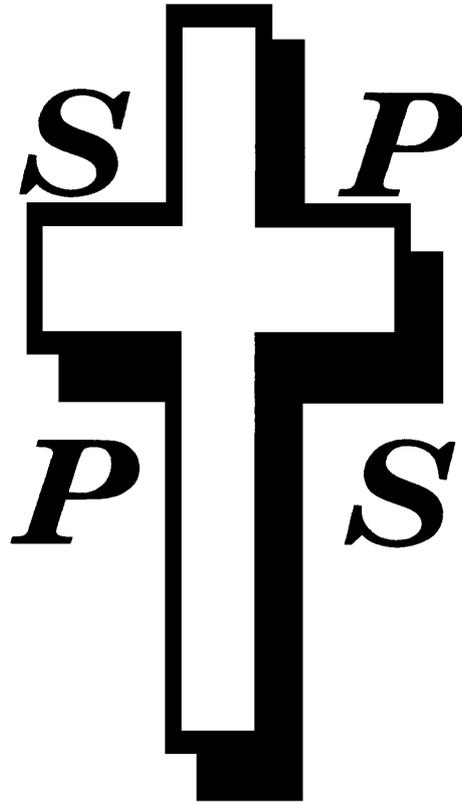


St Patrick's PS



Positive Behaviour Policy

Signature of Chair of Board of Governors: _____

Signature of Principal: _____

Date: _____

Review due:
April 2025

OUR MISSION STATEMENT

We provide a happy, safe, caring and challenging environment where all claim ownership and are responsible for its success.

We provide quality learning experiences where all children maximise their potential and all pupils and staff work together harmoniously in their commitment to learning.

RATIONALE

Our Positive Behaviour Policy is an intrinsic part of our overall Pastoral Care Programme and through it the school seeks to create a purposeful, safe, secure, happy and caring environment for all pupils and staff wherein effective teaching and learning can take place and all pupils are given the opportunity to develop to their full potential. The school strives to promote a positive community spirit based on the Christian values of respect, integrity, honesty and truthfulness. Within St Patrick's PS we see good and orderly behaviour as part and parcel of positive learning. We realise that the behaviour of pupils affects everyone in school and it is on this basis that we seek to instil in pupils the importance of acceptable and appropriate standards of behaviour.

We accept that:

- Each pupil is an important person and is entrusted into our care by the parents.
- Every member of staff –teaching and ancillary- is an important person, and a professional entitled to the support and respect of children and parents.

We also believe that good discipline is based on good positive relationships between pupil and teacher, between pupils and their peers, between teachers themselves and between parents and the whole school community. We want all within the school community to feel cherished and valued.

PRINCIPLES

We believe that

- effective teaching and learning is dependent on positive relationships established at school and classroom level through positive interaction between staff themselves, between staff and pupils, between pupils and their peers and between the school and the community it serves.
- a policy to promote good behaviour is at the heart of building relationships in school and with the home.
- an effective behaviour policy is not only a legal duty for the principal and the Board of Governors but is the cornerstone of a good pastoral care system and is fundamental to successful work in the classroom.
- a positive behaviour policy will contribute to the positive ethos of our school and encourage pupils to take pride in their achievements and recognise the importance of high standards in their work and in their behaviour. It will enhance their confidence and self-esteem, encourage them to value each other and all personnel in the school and develop in them a strong sense of belonging to the school as a community.
- the establishment of a secure, positive and challenging learning environment which takes account of the needs of all pupils is key to effective learning and teaching and is the basis for better learning.

- realistically high expectations of pupils, in terms of their behaviour and work, will promote and encourage good behaviour.
- positive behaviour is behaviour that allows learning to take place and is a pre-requisite for raising achievement in all areas of the curriculum.
- discipline and good behaviour should be a positive element. Pupils and teachers alike should expect and accept the need for it. Parents too should understand our approach and accept that good behaviour and discipline is beneficial to all and a clear and necessary aid to learning and achievement.
- positive behaviour management promotes the core values of the school. We work hard therefore to set standards by which we all act. There is a communal responsibility for promotion of positive behaviour. Here, as in individual classrooms, the need for consistency in how staff deal with pupils is vital for pupils to be able to respond positively.
- there is a communal responsibility on the part of all staff to set standards of behaviour and consistency in dealing with behavioural difficulties; at whole school and at classroom level it is vital to ensure a positive response from all pupils.
- our policy is dependent on a shared understanding of what is acceptable behaviour among the whole school community. We agree that responsibility for good behaviour is the remit of all staff.
- the development of positive behaviour also depends on early intervention to ensure that problem situations are dealt with at the lowest level in order to prevent real difficulties arising.
- the ultimate aim of our Positive Behaviour Policy should be a form of self-discipline which is reflected in the pupils' behaviour beyond school.
- it is important to promote good behaviour, recognise it and reward such behaviour appropriately.

The policy is based on a whole school approach, will be widely disseminated amongst all staff and through a process of consultation, will be clearly understood by staff, pupils and parents.

AIMS

Our aim is to:

- ensure that all pupils are encouraged to fulfil their true potential in all aspects of their development: spiritual, academic, personal, physical, social and emotional.
- promote a positive school ethos through the use of positive behaviour strategies and celebration of good behaviour.
- raise standards of attainment, behaviour and attendance for all pupils.
- involve pupils, parents and staff in negotiating what rules and standards of behaviour are necessary for the benefit of all within the school.
- ensure that all pupils are given the opportunity to assess and manage their own behaviour effectively with due respect for the rights of others.
- ensure that parents and pupils are informed of our expectations and the sanctions which will be applied in response to consistent negative behaviour.
- encourage the pupils to develop independence by accepting the need for self-discipline and self-control.
- create a caring, organised, learning environment.
- encourage respect for order.
- develop the child's self-esteem and foster self-respect and respect for others.

- appreciate the need for self-discipline, for taking personal responsibility for their actions and behaviour and for the need for a Code of Conduct to ensure the safety of all pupils, thus preparing them to be leaders of tomorrow.
- maintain an orderly atmosphere in which children will see school as a preparation for life and thus understand the need for patience, respecting the rights, dignity and feelings of others.
- develop the pupil's interpersonal skills and their ability to work co-operatively with others to resolve problems and potential or actual conflict via the strand of Thinking Skills and Personal Capability.
- develop within each child the basic Christian values and skills which will enable the child to play a positive role in the school and in the community.

The relationship between pupils and school staff is based on mutual trust and respect. It is the duty of pupils, parents and school staff to maintain the positive ethos of our school by showing mutual consideration and respect for our school rules.

RIGHTS, ROLES AND RESPONSIBILITIES

The Role of the Principal

The principal is responsible for:

- the implementation of the school behaviour policy consistently throughout the school.
- reporting to governors on the effectiveness of the policy.
- ensuring due regard is given to the health, safety and welfare of both staff and pupils in the school.
- maintaining records of all reported serious incidents of inappropriate behaviour.
- the suspension of individual children for serious acts of misbehaviour.
- the expulsion of a pupil for repeated very serious acts of anti-social behaviour.

In the event of the need to suspend or expel a pupil, the principal will inform the Board of Governors and CCMS prior to the planned action.

RIGHTS OF PUPILS

Pupils have a right to:

- be valued as members of the school community.
- get help, when they seek it, whether with their work or with bullying or other personal worries, and to have a sympathetic audience for their ideas and concerns.
- make mistakes and learn from them.
- be treated fairly, consistently and with respect.
- be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon. (via the worry box, Student Council, Circle Time)
- be taught in a pleasant, well-managed and safe environment.
- work and play within clearly defined and fairly administered codes of conduct.
- experience a broad, balanced and suitably differentiated curriculum and to have any special learning needs identified and met.
- develop and extend their interests, talents and abilities.

RESPONSIBILITIES OF PUPILS

Pupils have a responsibility to:

- come to school on time, with homework done and suitably equipped for the lessons for 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.
- seek help if they do not understand or are in difficulty.
- accept ownership for their own behaviour and learning and develop the skill of working independently.
- make a positive contribution to school life.
- respect their teachers, all staff within the school and their fellow pupils.
- make a positive contribution to school life.
- be familiar with the School Code of Conduct, the Code of Conduct for the canteen/playground/bus, the classroom rules and be aware and accept the implications of poor behaviour.
- be honest and open with staff, fellow pupils and parents.
- be aware that they have personal choices in relation to their behaviour and a negative response to a particular behaviour has consequences for fellow pupils and their learning.

RIGHTS OF TEACHERS/ALL STAFF

Teachers have a right to:

- work in an environment where common courtesies and social conventions are respected.
- express their views and contribute to policies which they are required to reflect in their work.
- a suitable career structure and opportunities for professional development.
- support and advice from senior colleagues and external bodies.
- adequate and appropriate accommodation and resources.

Teachers have a responsibility to:

- behave in a professional manner at all times.
- plan lessons effectively, maintaining appropriately high expectations of the pupils, provide differentiated tasks to target pupils' needs, ensure all pupils are challenged and supported as necessary and homework/class work is carefully and constructively marked in accordance with the school's marking policy.
- plan lessons to incorporate a variety of learning styles – visual, auditory and kinaesthetic - making use of available resources to enhance the learning experience.
- show interest and enthusiasm in the work in hand and in their pupils' learning.
- listen to the pupils, value their contributions and respect their views.
- be sympathetic, approachable and alert to pupils in difficulty or falling behind in their learning.
- identify and seek to meet pupils' special educational needs through the SEN Code of Practice.
- share with the parents any concerns they have about their child's progress and development.
- expect high standards and acknowledge effort and achievement.
- pursue opportunities for personal and professional development.
- provide a stimulating and suitably differentiated curriculum, which takes account of the needs and interests of the pupils and allows every pupil to experience success.
- create a positive atmosphere which is conducive to learning and instil within the pupils a sense of community and ownership and the promotion of a code of values shared by all within the school community.
- be consistent and fair in the application of discipline procedures with all pupils.

- promote among pupils a sense of self-esteem and self-respect, respect for others, self discipline and responsibility as in school's Anti-Bullying Policy.
- ensure classroom rules/school rules are adhered to by all pupils.
- recognise and celebrate pupils' achievements.
- reward and acknowledge good behaviour in and out of the classroom and inform parents through notes in homework diary, pupil of the month award etc.
- make a clear distinction between minor and serious offences.
- match sanctions to particular offences.
- promote a wide range of positive behaviour strategies, to include the use of rewards and recognition of good behaviour while taking account of the individual needs of pupils, and make reasonable adjustments for SEN pupils, as per SENDO order.
- make allowances for pupils who, for reasons beyond school, ie family, social factors etc may find it difficult to conform to the school Code of Conduct.
- reject the behaviour, not the child, and take account of the child's feelings.
- be consistent and fair in the application of discipline procedures with all pupils.

RIGHTS OF PARENTS

Parents have a right to:

- a safe, well-managed and stimulating environment for their child's education.
- reasonable access to the school and to have their enquiries and concerns dealt with sympathetically and efficiently.
- be informed promptly if their child is ill or has had an accident, or if the school has concerns about their child.
- be well-informed about their child's progress and prospects.
- be well informed about school rules and procedures.
- a broad, balanced and appropriate curriculum for their child.
- be involved in key decisions about their child's education.
- a suitably resourced school with adequate and well-maintained accommodation.

RESPONSIBILITIES OF PARENTS

Parents have a responsibility to:

- ensure their child attends school regularly and arrives at school punctually, with homework done and suitably equipped for the lessons in the day ahead.
- be aware of school rules and procedures and encourage their child to abide by them.
- act as positive role models for their child in their relationship with school.
- acknowledge the need for a specific Code of Conduct within school.
- attend planned meetings with teachers and support school functions.
- ensure the child is always dressed in proper school uniform.
- show interest in their child's school work and homework, and provide suitable facilities for study at home.
- provide the school with all the necessary background information about their child, including telling the school promptly about any concerns they may have about school, or any significant change in their child's medical needs or home circumstances.
- ensure they make an appointment with the teacher when they wish to discuss their child's progress, behaviour etc at any other time beyond planned meetings.
- support all the school's policies.

RESPONSIBILITIES OF ALL

Everyone should:

- work together to create a happy and secure environment where everyone is valued and treated with respect.
- focus on the positive aspect of discipline, rather than the punitive element of it.

All staff have a pastoral responsibility towards children in their care and should take reasonable steps to ensure that their welfare is safeguarded and their safety preserved.

Strategies to promote Personal Development of Pupils

It is important to teach pupils the necessary social skills to enhance their self-esteem. Personal Development and Mutual Understanding, (PDMU) and Circle Time are opportunities for pupils to voice their feelings, develop skills to manage their feelings, become more 'self-aware' and take responsibility for their own behaviour. School Council meetings, made up of two members of classes from P4 to P7, provide the pupils with a forum where they can voice their concerns, talk about issues that affect them or discuss elements of school life that can be changed. Such meetings give the pupils an input into the structures and routines which are part of school life. We recognise that some pupils come to school with behavioural/emotional difficulties due to circumstances beyond their control. We also recognise that such pupils need increased praise and further scaffolding to enable learning to occur. These strategies will be taught in PDMU and Circle Time and for such pupils provision will be made to teach them strategies to manage their anger. Teachers, in such cases, are agents of change for pupils who present with emotional difficulties.

Communication with pupils

Communication is vital and paramount to the success of our policy. Communication can be verbal and non-verbal. Class Rules will be displayed in all classrooms and pupils will have an input in creating the rules at the beginning of the academic year. Routines for changing shoes, lunch time, home time, PE time and ICT time will also be taught on a daily basis. Good behaviour will always be promoted verbally within class/canteen/playground and pupils will also be rewarded with certificates from the Headmaster and Lunch time supervisor on a monthly basis at Assembly. This will ensure that all pupils are recognised for their positive contribution to school life.

Desirable behaviour in pupils:

- ❖ demonstrating a positive self-image and the confidence to engage successfully in activities.
- ❖ showing respect for the views, ideas and property of others.
- ❖ recognising that all have a right to share in and contribute to lessons.
- ❖ co-operating with the teacher and their peers on shared activities.
- ❖ applying themselves to the task and working to the best of their ability.
- ❖ adhering to the accepted conventions of courtesy and good manners.
- ❖ responding positively to opportunities to act independently of the teacher and to show initiative.
- ❖ being honest and open with their peers, teacher and parents.
- ❖ treating all within the school community with the utmost respect and dignity.

- ❖ engaging in good behaviour which allows learning to take place and respects the rights of others to avail of quality learning experiences.

Undesirable behaviour in pupils:

- ❖ being unkind to their peers, including engaging in any form of bullying, including inappropriate messaging; (ref: Anti-Bullying Policy and E-Safety Policy)
- ❖ calling out in class, interrupting others and being inattentive when others are contributing to the 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 pupils' belongings or school property.
- ❖ directing abusive language at other pupils or staff.
- ❖ acting aggressively or with violence towards other pupils or staff.
- ❖ **hitting, kicking or any violent behaviour towards anyone in school.**

REWARDS are in place to:

- increase self-esteem and motivation of all pupils.
- acknowledge and recognise good behaviour.
- reinforce appropriate behaviour.
- ensure that all pupils, particularly those whose behaviour is exemplary, get positive attention and recognition for their positive contribution to school life.

OUR REWARDS SYSTEM

Our Rewards System aims to promote and encourage positive behaviour. Our rewards are verbal, non-verbal and tangible.

All rewards will be commensurate with the behaviour exhibited and provide the required incentive for repetition of the positive behaviour.

- Non-verbal rewards may include a smile, a nod, a thumbs-up sign.
- Verbal rewards include words of commendation.
- Written comments/stampers/stickers may be used in the pupil's book or homework diary.
- Praise from other pupils in the form of a round of applause or pupil of the week comments / affirmation board.
- Pupil of the month award/pencil/sticker.
- Behaviour Points Charts.
- Stickers, stars, smiley faces or small material rewards such as pencils, rubbers, rulers, notebooks etc.
- A pupil may be sent to another teacher to show the latter a sample of their good work and the pupil will receive a reward in the form of a sticker.

SANCTIONS

Consequences or sanctions are necessary to uphold the rules and procedures outlined above and they provide pupils with the security of clearly-defined boundaries and encourage appropriate and acceptable behaviour.

- are explained to all children.
- are fully understood by all staff (teaching and non-teaching), pupils and parents.
- applied consistently and fairly by all staff.
- are hierarchical.
- are not designed to humiliate or degrade the pupil.
- are there to help pupils understand that they have personal choices and any consequences are the result of them not taking on board the opportunities to modify their behaviour.
- encourage a more positive attitude in future.
- focus on the misdemeanour, rather than the pupil.
- are used to decrease the likelihood of inappropriate behaviour.
- are proportionate to the offence.
- are in place to defuse, rather than escalate, the situation.
- will be applied immediately or as soon after the offence as possible, not impulsively, but in a calm and measured manner.
- take account of the age and degree of maturity of the pupil and any special educational needs he or she may have, and other factors such as home background or any other relevant circumstances which may apply to the pupil.

Sanctions will not:

- be applied to entire classes or groups of pupils, when the guilty parties have not been identified.
- seek to degrade the pupil or humiliate them, privately or publicly.
- involve physical force.

USE OF CONSEQUENCES

A consequence will only be issued to a pupil when he fails to respond and modify his behaviour after having had a number of reminders. Should the pupil continue to display negative behaviour after receiving two verbal reminders, the child is then issued with the sanction.

Possible Techniques For Dealing With Negative Behaviour In Class -

- Use cues and gestures to gain attention of pupil.
- Remind pupil of rule which is been broken.
- Move pupil to another seat in classroom.
- Give child a short time out in another area of classroom.
- Give child 2 reminders, then issue child with consequence.

Pupil will lose five/ten minutes of playtime at break or lunch or both. If undesirable behaviour continues, then the pupil will lose entire dinner time for two days or longer. The amount of time out will be decided by the teacher and will be based on the severity of the behaviour. Time out will be spent on classwork or on an activity related to the behaviour the pupil was engaged in.

The consequences below will only apply when the behaviour of the child continues to be negative, affects the learning of others or endangers others. Consequences will be hierarchical and appropriately matched to the offence.

- Detention
- Pupil sent to Principal
- Suspension
- Expulsion

Possible Techniques for undesirable behaviour in Playground, Dining Hall, Bus Line, on bus

- Use cues and gestures to gain attention of pupil.
- Remind pupil of rule being broken.
- Move pupil to another seat in dining hall, remove child from play area to time out bench to give him/her time to calm down.
- At bus time teacher on duty will take pupil to her side.
- Give pupil 2 reminders then issue child with consequence.

CONSEQUENCES

Pupil will lose five/ten minutes or all of playtime at break or lunch or both. If undesirable behaviour continues, then the pupil will be changed to an alternative dinner sitting. The amount of time out will be decided by the teacher and will be based on the severity of the behaviour. Time out will be spent on classwork or on an activity related to the behaviour the pupil was engaged in. If alternative dinner

sitting arrangements don't succeed in curbing the child's behaviour, then it is possible that the child may be asked to go home for dinner (if they live locally). If not local the child may be required to eat his/her lunch/dinner in the Head's office.

Incidents Taking Place Off the School Premises and Outside School Hours

- At BOG Meeting on Feb 10th 2015, the Governors agreed that the school's responsibility for investigating complaints that happen outside school time or property would end as soon as the pupil leaves school in the afternoon.
- Removal of privilege – ie. Attendance at an off-site event, pupil will remain in school instead.

MANAGING DIFFICULT BEHAVIOUR

The consistent implementation of a positive behaviour policy by all of the staff can have a significant and sustained effect on the promotion of good relationships and positive attitudes and the prevention of unacceptable behaviour. However, despite the best efforts of all the school community to maintain positive behaviour, instances of difficult and disruptive behaviour may arise. For this purpose, we have included in our policy strategies for the effective management of such behaviour. Pupils may exhibit behaviours which aim to:

-  seek attention
-  seek power and control
-  seek revenge
-  seek to avoid failure

Such behaviours will require a deeper understanding of the underlying circumstances which may have given rise to the behaviour and, to enable the school to deal with it effectively, open communication between home and school is vital. Difficult home or community circumstances, where a child may have suffered trauma due to bereavement, abuse etc can cause much distress and, in some cases, may take much time to come to terms with. Any personal information about a pupil which could have a bearing on his or her behaviour or any medical condition the child is suffering from must be shared, in confidence but promptly, with all the teachers who teach the pupil and any other member of staff who may be in charge of the pupil in a supervisory capacity. In the instance of a substitute teacher having to be employed in the child's classroom, the teacher needs to inform the substitute teacher to be alert to the child's difficult behaviour and the strategies used by the teacher to calm the child down.

COPING WITH AGGRESSIVE BEHAVIOUR

Aggressive behaviour is behaviour which threatens the safety of other pupils and staff. Dealing with instances of such behaviour is extremely stressful for the teacher. It is important in such instances for staff to learn to recognise the triggers which signal potential confrontation and attempt to avoid it or reduce the impact of it. It is important that teachers use strategies to defuse and de-escalate the situation and, in the event that these do not succeed, to apply CALM crisis management strategies, as outlined below.

Defusion Techniques

Defusion techniques may be applied instantly when the teacher identifies the 'triggers' or warning signs that a problem is likely to develop. Defusion Strategies include:

- Interruption: the teacher interrupts the undesirable behaviour
- Redirection: the teacher re-directs the pupil to an acceptable task
- Distraction: the teacher tries to distract the pupil's attention to something else
- Humour: the teacher tries to lighten the situation by introducing humour
- Ignoring: the teacher chooses to *tactically ignore* the behaviour
- Slow Down Approaches: the teacher talks in a slow, deliberate voice using calming gestures to manipulate the responses of the individual and to slow down the pace of the interaction, eg 'Let's consider that possibility for a moment...'

Interruption → re-direction → praise appropriate behaviour

If the situation deteriorates, it is then necessary to introduce de-escalation strategies to calm the agitated or angry person.

De-escalation Strategies

- teacher speaks slowly and deliberately, using calming gestures.
- Use assertive 'I' messages where unacceptable behaviour is described in non-blameful way, concrete tangible effects of the behaviour for you and others present are clearly stated and describe how you, as a teacher, feels.
- 'Broken Record Technique: teacher repeats his/her initial instruction or request and does not respond to any irrelevant issues pupil may introduce.
- Active Listening: helps clarify the problem while communicating to pupil that you are taking his concerns seriously.
- Acknowledge the pupil's anger: acknowledging the pupil's anger helps the pupil see that you are empathising with him and genuinely concerned to help him or her with the problem.

Physical Restraint

The responsibility of staff in dealing with a potentially aggressive pupil is always to safeguard the other pupils and themselves and also to consider the safety of the offending pupil. It may be necessary to use physical restraint on a pupil in order to protect all concerned, including the pupil, and to avoid damage to school property. In this instance, the teacher will follow the guidelines stated in the school's 'Use of reasonable force' policy.

Crisis Management

The school recognises the importance of having structures in place to deal with any crisis behaviour which may occur. For this purpose the teacher will use the C.A.L.M. Approach.

Communication	Communication with pupil. Acknowledge he is upset but remind him/her that we don't behave like that in our school.
Aware	Be aware of pupil's potential to create a crisis. Recognise the triggers and assess potential of pupil to create a future crisis. Teacher plans for future crisis. Plans for dealing with future crisis must prioritise the safety of the offending pupil, all other pupils, the teacher herself/himself and any non-teaching staff employed in the classroom. eg exit visa, designated quiet area in school to which pupil may be sent with supervision.
Listen and Look	Listen and look. Remain alert to the situation and be aware of pupil's difficulties.
Make safe	Check classroom and remove objects which angry pupil may throw etc.

Debriefing Strategies for pupil

In the event of a crisis situation, it is essential that a debriefing process is put in place to restore positive relationships and plan for future crisis situations. This debriefing process will involve core staff. This process will enable teacher and other staff to talk to the pupil calmly, and without any sense of recrimination, in order to avoid repetition of aggressive behaviour. The discussion should focus on how the situation arose, how it could have been handled differently or better, what both pupil and teacher have learned from it and what to do if a similar situation should arise again. Teacher will use the HELP process to debrief the pupil.

Hear -	Hear what the child has to say.
Environment -	Create a child-friendly environment for debriefing process. Select quiet area, free of disruption and sit at an angle at same level as child.
Listen-	Listen to child and explain why you took such action. Link feelings of pupil to others involved in the crisis. Help child to understand how his behaviour is not pleasant for staff or other pupils.
Plan-	Plan for future crises. Discuss with pupil possible solutions to deal with future incidents. How could we deal better with this situation? Agree with pupil agenda for management of future aggressive behaviour.

Record-Keeping

Teacher will compile a brief report, describing events leading up to and during the incident, the steps taken to defuse the situation and restore order, the outcome of the steps taken and the nature of the follow-up. This information will be stored in the Behaviour aspect of SIMS.

Teachers will not necessarily inform parents of every event that has happened to a child. The severity and frequency of the event will inform their judgement of when to inform a parent of undesirable behaviour.

Debriefing Strategies for teacher/other staff member

Debriefing is also important for the teacher/staff member involved in managing the crisis. Debriefing strategies would include:

- provision for the teacher to talk about the incident with an experienced colleague, to think through how the situation was handled and identify what has been learnt that might make it easier to deal with a similar situation the next time. Senior colleagues should provide time for debriefings sessions either when they are approached or as soon as possible thereafter, ideally the same day. Senior colleagues have a supportive role in relation to their colleagues.

Where an incident results in injury

Where an incident of this nature results in a member of staff or pupil being injured, help will be summoned and first aid administered immediately in keeping with school's policy on First Aid procedures. The injury will be reported to the Principal and recorded promptly in an incident report and sent to the Designated Teacher for filing in Incident File. The injured person should be seen by a doctor as soon as possible, either at a hospital A& E or by the injured person's own doctor. In the event of a Police Investigation, the doctor will be required to provide evidence as to the nature of the injury. The injured pupil's parents should be notified immediately. A member of staff who is injured will seek advice from his or her trade union.

Recording of Incidents and Reporting to Parents

In the event of a crisis situation or in the event that a child is injured, it is the remit of the class teacher to:

- Record the incident, strategies employed to defuse and de-escalate the situation and record consequences issued to pupil whose behaviour led to the crisis. The event should be reported to the parents of all pupils involved. Include witness accounts of the event, record the time of the incident, date the report and have it signed by witnesses where appropriate.
- Where a child is injured, the parent of the injured child will be informed immediately and appropriate action taken to deal with the injury if it is serious. The parents of the child who caused the injury will be informed of the incident and the consequences of his/her negative behaviour will be explained to them. The class teacher will record the incident, date it and have it signed by those involved and by witnesses to the incident.
- Any serious incidents of a safeguarding nature will be brought to the attention of the designated teacher to be filed.

MANAGING PUPILS WITH BEHAVIOURAL NEEDS

In the event that a pupil continues to be disruptive in class, is not learning himself and is preventing others from learning, or where behaviour is deemed to be serious, frequent and consistent in its nature, then the teacher will call a meeting with the pupil's parents to discuss strategies to improve the behaviour of the child. Teacher and parent will agree a way forward for the pupil and will monitor effectiveness of agreed practice. Should this initial effort fail to achieve the desired behaviour, then the pupil will be put on a behaviour book which will track the child's behaviour for an agreed amount of time. This book will recognise and reward good behaviour but will also note the negative behaviour employed by the child. This book will be sent home to parents daily. If behaviour improves, the child will come off the behaviour book. If, on the other hand, the behaviour does not

improve significantly, then the behavioural difficulties of the child will be systematically addressed through the 5 stages of the SEN Code of Practice, just as for any other educational need. The services of an Educational Psychologist will be employed to advise the school on the way forward. If necessary, advice from the Behaviour support team will be sought.

The class teacher will:

- Inform all staff of the pupil's behavioural needs. All staff who may come into contact with this pupil need to be aware of this pupil's needs. Consider the staff with whom this child will have contact and include them in your behaviour plan, ie caretaker, cleaner, dinner supervisors etc.
- Make a note in teaching file re pupils with behavioural needs in your class for the benefit of any substitute teacher who may be in your class. Refer to the type of crisis to expect, what strategies were used to defuse situation and what consequences are in place to deal with this pupil's behaviour.

STAFF TRAINING

All staff can avail of training associated with positive behaviour when available. Mrs. Caterson has received training in Defusing and De-escalating strategies.

Link with other policies

The policy is linked to the school's Pastoral Care Policy, Child Protection, Health & Safety Policy, Use of Reasonable Force policy and reinforces the values espoused by the school in its mission statement and, like them, seeks to create a safe, caring environment in which effective teaching and learning can take place and all pupils are given the opportunity to develop to their full potential.

Policy Review

The policy will be reviewed annually and updated where necessary in keeping with new DENI initiatives and legislation. Staff will monitor the effectiveness of the policy and an assessment made of the success of the approaches and procedures advocated by the policy in encouraging positive attitudes on the part of the pupils, keeping unacceptable behaviour to a minimum and creating a climate within the school which is conducive to sound relationships and effective learning and teaching. Where weaknesses are found, a review will be necessary and will be carried out through a consultation process with all staff, (teaching and non-teaching), the pupils, The Board of Governors, and the parents. Where significant change is required, parents will be consulted and consultation with parents on Positive Behaviour Policy will take place every three years. The review will take account of current needs and be reflected in current practice.

Ref: Pastoral Care in Schools-Promoting Positive Behaviour 2001

Disability discrimination Code of Practice for Schools, SENDO (NI) Order 2005

Promoting and sustaining Good Behaviour - Department of Education, Northern Ireland Oct 08

1998/25 Promoting and Sustaining Good Behaviour in Schools: Summary of New Legislative Provisions

St Patrick's PS Code of Conduct

In our school:

- ❖ We are kind and polite to everyone.
- ❖ We try our best in work and behaviour **at all times**.
- ❖ We line up quietly and walk around the school in an orderly manner.
- ❖ We come prepared for class, go straight to our classroom and settle quickly and quietly.
- ❖ We behave in a manner that enables everyone to work.
- ❖ We take care of our own property, the property of others and the school.
- ❖ We come to school clean and tidy wearing school uniform.
- ❖ We talk to a member of staff if someone or something is bothering us.

Code of Conduct for Playground

- ❖ We look after each other and play together.
- ❖ We listen to and obey all school staff on duty in the playground.
- ❖ We let other children get on with their games and we ask children who are on their own to join in our games
- ❖ When the bell rings we walk to our lines and wait for teacher or supervisor.
- ❖ We say sorry if we accidentally hurt or bump into another person.
- ❖ We never leave our play area without informing the supervisor on duty.

Code of Conduct for Dining Hall

- ❖ We walk at all times and wait our turn in the line.
- ❖ We talk quietly in the canteen.
- ❖ We listen and obey our supervisors.
- ❖ We are friendly to other children and help the little ones.

Code of Conduct for bus

- ❖ We follow teacher out to the bus and wait at the gate.
- ❖ We get on the bus in an orderly queue, one after the other.
- ❖ We listen to the driver and do what he tells us.
- ❖ We put on our seatbelts properly when we get on the bus.
- ❖ We stay in our seats until the bus stops.
- ❖ We are nice to other children on the bus.
- ❖ We always tell teacher and the bus driver if we are not going home on the bus.
- ❖ We report any problems or bad behaviour to the driver or teacher.

