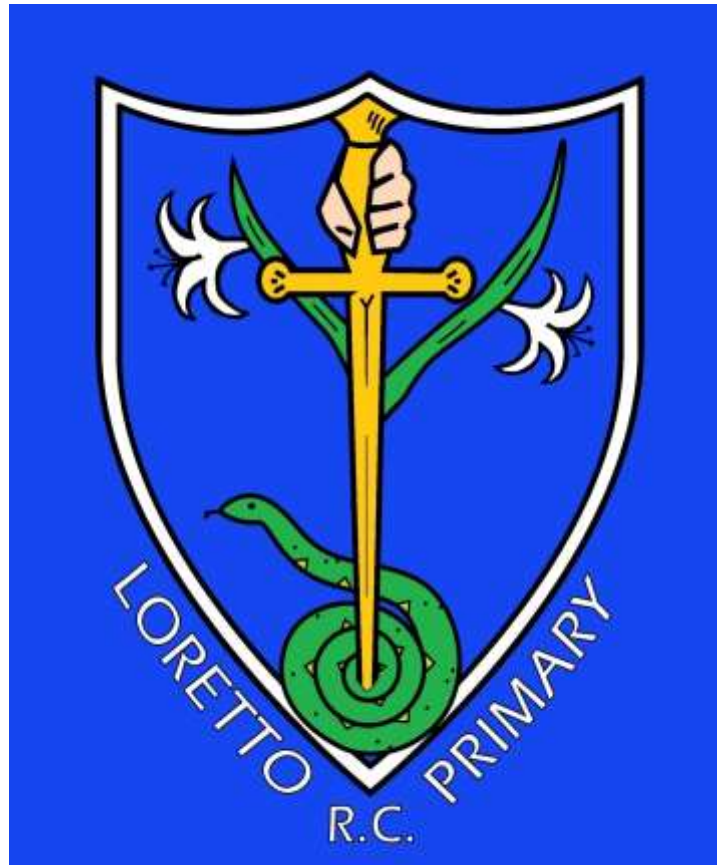


LORETTO RC PRIMARY SCHOOL

"Believe and Achieve"



POLICY PROMOTING POSITIVE BEHAVIOUR

Update 2014



Loretto Mission Statement

"Believe and Achieve!"



At Loretto, our vision is that we help each other to be all we can be where God's love is shown through all that we do, so we all may believe in ourselves and achieve every day.

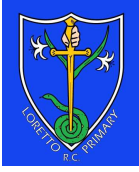
Values

At Loretto, we learn as we follow our Gospel values of love, hope, faith, forgiveness, truth, peace and equality. This helps us to live and learn together and share our individual gifts from God.

Aims

At Loretto, we aim to:

- share an exciting, challenging, meaningful range of learning experiences.
- encourage all children to aim high.
- help and support each other to meet our needs.
- create a community of faith and learning which is safe, caring and welcoming to others.
- develop our community of faith and learning through links with home, school, parish, local and global communities.



Roles and Responsibilities

We believe it is our professional and moral responsibility to support parents in the formation of their children. We recognise that relationships lie at the heart of the learning process and are fundamental to improving outcomes for all our children.

The teacher is one of the greatest influences on a child's behaviour and therefore must aspire to be the very best role model possible, demonstrating the very values, skills and attributes we hope to develop in our children.

"Human relationships are the heart of schooling. The interactions that take place between pupils and teachers and among pupils are more central to pupil success than any method of teaching. When powerful relationships are established between teachers and pupils, these relationships can frequently transcend economic and social disadvantages."

(Cummins 1996)

Principles and Expectations

Our practice is firmly based on the principles of respect, tolerance, understanding, compassion and integrity. We want the children in our care to learn how to:

- Respect themselves
- Respect their peers
- Respect the staff
- Respect visitors to the school
- Respect property

We accept that behaviour skills like many other skills require to be taught therefore we make use of appropriate programmes.



Classroom Organisation

Good classroom organisation also contributes to effective management of behaviour. Familiarity with routines and resources allows children to feel comfortable and avoids confusion, which can lead to instances of negative behaviour. Teachers should aim to ensure that their classroom management incorporates the points noted below to promote good behaviour. Agreed behaviour charter/class routines should be displayed in class.

- Storage trays and shelves are marked clearly
- Pupils know where to put work for correction
- Pupils know where materials can be found and used in a lesson
- Seating arrangements are appropriate
- Independent work time is a time for teachers to move among pupils, be available for questions and boost pupils self-esteem through praise and positive support
- Clear systems for entering and leaving the classroom and lining up
- Clear systems in place for children who require help and support when the teacher is busy with another group

A positive and purposeful learning environment for pupils increases expectations of good behaviour and reduces the potential for occasions of misbehaviour. Teachers should aim to ensure that their teaching incorporates the following points to promote good behaviour.

- Work should be relevant, achievable and differentiated appropriately.
- Children must know what they have to do for a given period of time.
- A routine should be established so that pupils occupy themselves gainfully when something/group work/direct teaching demands the teacher's attention. This avoids restlessness and negative behaviour.
- Less motivated children will work better if tasks are short, varied and have inbuilt rewards.



Cool In School

Being Cool in School is a programme for developing emotional literacy and teaching pro-social behaviour in children and young people. It actively helps children to:

- Respect themselves
- Respect others
- Cope positively with everyday situations
- Show sensitivity and respect

Being Cool In School demonstrates that positive behaviour can be learned and practised. By modelling and adopting this approach we can provide all children with learning opportunities to develop these skills. The skills that are developed through the programme are not only key to learning across the curriculum, they are also life skills which give children the best chance of growing up to be resilient, self aware and responsible, with happy, healthy relationships.

Circle Time

Circle Time provides a forum for discussion and reflection on a wide range of topics. The approach is used at all stages from Nursery to Primary 7. During Circle Time the children are encouraged to show mutual respect for one another by listening carefully to all contributions and responding appropriately. The children are given the opportunity to talk, share interests and concerns, participate in making decisions. Circle Time can be used to support the personal and social development of the children and it provides an opportunity for them to be heard by other children and adults in a secure and supportive atmosphere.

Creating Confident Kids

Creating Confident Kids is a whole school approach to developing emotional and social competence in all pupils. It aims to teach children the skills to enable them to be emotionally literate; to manage their feelings in the right way at the right time.



Standards of Behaviour

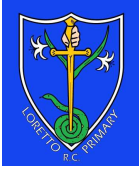
Young people bring to school a wide variety of behaviour patterns based on differences in their life experiences. At our school our standards of behaviour are based on the principles of honesty, respect, consideration and responsibility.

The School Rules

The school rules should be brief and memorable. The emphasis in our practice is always to use positive language as is clearly indicated in the Golden Rules (to promote moral values - Mosely) that are displayed around the school.

The Golden Rules are:

1. Do be gentle
2. Do be kind and helpful
3. Do work hard
4. Do look after property
5. Do listen to people
6. Do be honest



Rewards

Positive Behaviour is expected from all by all. It is important to reinforce and promote positive behaviour, therefore we build in rewards. Rewards have a motivational effect, helping our pupils to see that good behaviour is valued. At Loretto each pupil is awarded *Golden Time* each week. Those who choose to behave inappropriately forfeit time from that allocated *Golden Time*.

The Loretto System for Rewarding Positive Behaviour

- Praise and *Golden Time*
- House Points -see criteria below
- Certificates
- Receiving a certificate is celebrated at Assembly
- Displaying the certificate for 3 weeks then sending it home.

Criteria for House Points

- Recognition for consistent good behaviour in school
- Recognition of effort to change inappropriate behaviour
- Recognition of kindness, supportiveness towards another person
- Recognition of consistently showing respect for others and for the school environment
- Recognition of behaviour that enhances the school reputation within the community
- One daily point is awarded for uniform, punctuality and being ready to learn.

House Parties

The winning house will have a reward at the end of each term. Staff members are also assigned to different houses. In consultation with the Pupil Council the reward for each term will be agreed in advance eg a party, an Easter egg hunt. Designated staff from each house organise the event.



Good Work

Good work and effort are rewarded in the following ways:

- ✓ Verbal Praise
- ✓ Written Praise
- ✓ Stickers
- ✓ Stamps
- ✓ Agreed positive marking policy/practice
- ✓ Shared with the peer group
- ✓ Displayed in the classroom
- ✓ Displayed in the corridor
- ✓ Shared with management as appropriate
- ✓ Recognised in attainment results or placed into the Learning Story
- ✓ Shared at Assembly
- ✓ Outstanding work - Star Reader , Star Writer and Star Mathematician - name on the wall of the classroom for the week and honoured at assembly
- ✓ Excellent work will be placed on the Head Teacher's wall. This wall can be found in the main corridor downstairs.
- ✓ House Party for winners at end of term.
- ✓ Star of the week
- ✓ Note/postcard home
- ✓ Call home



Sanctions

Although it is recognised by all that the focus should always be positive, there is a need for sanctions in order to register disapproval as well as to protect the security and stability of the school community.

In the use of sanctions we state clearly what change of behaviour is required and the sanction is only applied to those directly involved in the unacceptable behaviour.

Our sanctions range from expressions of disapproval through to the ultimate sanction of exclusion.

As a school we have agreed a consistent system of consequences to assist in achieving the above. **(See Appendix 1)**

It is important that all staff adhere to the system of consequences and do not implement their own in addition e.g. sitting a child in the corridor/keeping a child in at break. Time out should always be within the classroom setting unless a member of support staff is able to accompany a child to a quiet room.

Each class operates a warning chart system, which should be updated throughout the day if a child breaks the agreed class behaviour charter.

(See example appendix 5)

All teachers will use the class-tracking sheet for warnings issued. This can be a very valuable diagnostic tool. Teachers are to retain these for the year. These tracking sheets for behaviour should be brought to termly tracking meetings with HT or PT. In addition they should be available for reference at other times eg a parent meeting.

All members of staff are to be explicit, reminding pupils in a positive manner and making them aware of responsible behaviour choices and adhering to the charter in the school building, playground and on outings.

It is important that the children are given one warning at a time i.e. they must not jump straight to purple etc as this will lead to

inconsistency across the school and we must be seen to be fair and equal to all pupils.

The only time this will happen is if a child gets an immediate red card for behaviour that is so severe that it merits a visit to the management team.

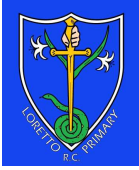
On these occasions the pupil should be sent with a completed 'sent slip' immediately to a member of the management team. While we will always work hard to resolve any problems, we will not tolerate misbehaviour which prevents effective learning and teaching or is detrimental to the health and safety of staff and pupils. Incidents which occur in the playground will often be dealt with initially by playground supervisors. However if staff or pupils feel the matter is unresolved the incident should be reported to class teachers or promoted staff.

Children who lose Golden Time should sit quietly within the class at the back with a book or contemplating their behaviour choices.

Recording Incidents

The positive behaviour system needs to be closely monitored and careful records need to be kept. Class teachers will use appendix 5 to do this. If patterns develop the management team will give appropriate support and advice.

Persistent misbehaviour will result in the children following a daily behaviour book which will be signed daily by parents.



Staged Assessment and Intervention

Where a pupil's behaviour continues to cause concern the head teacher will arrange a joint meeting with the parents, pupil and class teacher. This will be recorded as a Stage 1 Meeting unless the child is already identified as having additional support needs and on the SAI process. Following discussion a system for monitoring the pupil's behaviour and reporting to the parents on a regular basis will be agreed. Children who experience difficulties and have problems managing their own behaviour often require the support of more specialised services. In these circumstances the head teacher may suggest a referral to one of the following services; Educational Psychologist, Child and Adolescent Mental Health Service, ABEL etc

Exclusion

While we do everything possible to promote positive behaviour and support pupils who experience difficulties, we cannot tolerate behaviour which seriously disrupts the work of the class or is detrimental to the well-being of other pupils. In these circumstances the head teacher will consider exclusion from school. The frequency and/or severity of the behaviour will be taken into account before coming to a decision.

Serious incidents, which have led to exclusion, are officially recorded on the pupil's profile.

In brief there are four criteria which can be used to judge whether indiscipline is such that exclusion is the most appropriate course of action:

- If the effective education of the pupil in mainstream is impossible given the indiscipline
- If the level of disruption to the education of other pupils is such that serious action must be taken to prevent this
- If there is behaviour which is dangerous to pupils and/or staff
- As a last resort, if the parent/carer is unwilling to co-operate with the school

Playground

When pupils are playing in the playground the same school rules apply. Cool in school language should be used. Should inappropriate behaviour occur the following process is followed:

Playground Behaviour

Yellow
<ul style="list-style-type: none">• Is the way to go! I am following playground rules.
<p style="text-align: center;">Informal A wee reminder on staying yellow!</p>
Green
<ul style="list-style-type: none">• I will be asked to stay by the side of a supervisor for 5 minutes so that I can think carefully about my behaviour.• The supervisor will discuss with me how I can improve my behaviour and what the possible consequences will be if I repeat the action.
Red
<ul style="list-style-type: none">• I have not listened to the supervisor therefore I will now be asked by a supervisor to stay by their side for the remainder of playtime/lunch break• Serious Action – if my actions could affect <u>the safety of myself or others</u> I will be immediately on red and follow the appropriate action for this.(stay with supervisor)• I will also be asked to go to speak to PT or HT about my behaviour choices for the day and my parents/carer will be informed by letter or phone call. I have not been respecting the rights of the children and staff in my school and my behaviour choices have not been sensible/responsible.• I will lose my right to any golden time for the week unless my teacher feels that I have managed to redeem myself on other days by behaving responsibly and helping my classroom to be a good place to be and learn. I may perhaps earn up to 10minutes decided by class teacher or management team.• The Management Team may also choose a suitable sanction. (This may include detention from breaks or after school)

Finally

It is essential that every member of staff is consistent in practice and expectation.

"Children are our hope for the future.

But we are the hope for theirs"

Assertive Discipline, Cantor pp257

Behaviour Choices-Appendix1

Yellow

- Is the way to go! I have adhered to the agreed class charter and have earned all of my golden time.

Informal

A wee reminder on staying yellow!

Green

- I will be marked green on the sheet and be asked to sit by myself for 5 minutes so that I can think carefully about my behaviour.
- I will be told clearly to think about my behaviour choices for the day and on how I am breaking the class charter agreement.
- My teacher will discuss with me how I can improve my behaviour and what the possible consequences will be if I repeat the action.

Blue

- I will be marked blue on the sheet
- I will be told clearly to think about my behaviour choices for the day and on how I am breaking the charter agreement.
- My teacher will discuss with me how I can improve my behaviour and what the possible consequences will be if I repeat the action.
- I will lose 5 mins of golden time today.

Purple

- I will be marked purple on the sheet (Appendix 2) and be asked to sit by myself for 10 minutes and fill in a behaviour choices sheet, so that I can really think about what I am choosing to do. This will be kept by my class teacher for reference.
- I will lose 10mins of golden time today.

Red

- I will be sent to speak to PT or HT about my behaviour choices for the day and my parents/carer will be informed by letter or phone call. I have not been respecting the rights of the children and staff in my school and my behaviour choices have not been sensible/responsible.
- I will lose my right to any golden time for the week unless my teacher feels that I have managed to redeem myself on other days by behaving responsibly and helping my classroom to be a good place to be and learn. I may perhaps earn up to 10minutes decided by class teacher or management team.
- The Management Team will choose a suitable sanction which will help to re-focus the child on the charter. (This may include detention from breaks or after school)

Serious Action – if my actions could affect the safety of myself or others I will be sent immediately on **red** even if it happens in the playground.

In class think sheet Purple-Appendix 2

Pupil Name

date

class

I have chosen to be on purple by my behaviour choices today.

My behaviour choices have been –

Here is what I could have done instead –

When I go back to my seat I am going to –

I have thought carefully about my behaviour in this 10 minutes .

Comment by pupil –

Signed by pupil-

Signed by teacher

Behaviour Choices Sheet (Red)-Appendix 4

Pupil name

date

class

Time sent out on red –

Sent out to Management Team, by –

Unfortunately, today my behaviour choices mean I have chosen red.

Warning	Brief Reason
I chose green by	
I chose blue by	
I chose purple by	
I chose my final red warning	

Or, I am on red for serious action as my behaviour could affect the safety of others or myself

Management decision/action

By choosing **red**, I know that my parents/carer needs to know that I have not been making sensible/responsible behaviour choices today in class. I will discuss this sheet at home and know that as a consequence I will have another sanction, chosen by the management team, in addition to my black behaviour consequence sheet. I will return this sheet to HT or PT . Hopefully the next time school contacts my parents it will be ‘good news’.

Parent / carer signature -

Parent / carer comment-



The Golden Rules

Do be gentle

Do be kind and helpful

Do work hard

Do look after property

Do listen to people

Do be honest



ACHIEVING HOUSE POINTS

Recognition for consistently good behaviour in school

Recognition of effort to change inappropriate behaviour


Recognition of kindness, supportiveness towards another person

Recognition of consistently showing respect for others and for the school environment

Recognition of behaviour that enhances the school reputation within the community

Appendix 10


.....is happy to follow the rules!

	W/b	Mon	Tues	Wed	Thur	Fri
	Please sign					

- 1. Yellow=great day
- 3. Blue= two reminders needed
- 5. Red=Problem today

- 2. Green=one little reminder
- 4. Purple=three warnings

Month beginning:
is happy to follow the rules!

	Mon	Tues	Wed	Thur	Fri	Sign

- 1. Yellow=great day
- 3. Blue= two reminders needed
- 5..Red=Problem today

- 2. Green=one little reminder
- 4. Purple=three warnings

Child:			
Teacher:		Class:	Date:
<u>Sanctions applied</u>			
Informal			Green
Blue			Purple
Red			
<u>Reason</u>			
<u>Action</u>			
<u>Signed PT / HT</u>			

Child:			
Teacher:		Class:	Date:
<u>Sanctions applied</u>			
Informal			Green
Blue			Purple
Red			
<u>Reason</u>			
<u>Action</u>			
<u>Signed PT / HT</u>			

Appendix 5 Week beginning:					
Names	Monday	Tuesday	Wednesday	Thursday	Friday
	I G B P R	I G B P R	I G B P R	I G B P R	I G B P R
	I G B P R	I G B P R	I G B P R	I G B P R	I G B P R
	I G B P R	I G B P R	I G B P R	I G B P R	I G B P R
	I G B P R	I G B P R	I G B P R	I G B P R	I G B P R
	I G B P R	I G B P R	I G B P R	I G B P R	I G B P R
	I G B P R	I G B P R	I G B P R	I G B P R	I G B P R
	I G B P R	I G B P R	I G B P R	I G B P R	I G B P R
	I G B P R	I G B P R	I G B P R	I G B P R	I G B P R
	I G B P R	I G B P R	I G B P R	I G B P R	I G B P R
	I G B P R	I G B P R	I G B P R	I G B P R	I G B P R
	I G B P R	I G B P R	I G B P R	I G B P R	I G B P R
	I G B P R	I G B P R	I G B P R	I G B P R	I G B P R
	I G B P R	I G B P R	I G B P R	I G B P R	I G B P R
	I G B P R	I G B P R	I G B P R	I G B P R	I G B P R
	I G B P R	I G B P R	I G B P R	I G B P R	I G B P R

I=INFORMAL G=GREEN B=BLUE P=PURPLE R=RED