



BEHAVIOUR POLICY

Signed

Chair of Board of Governors

Principal

Dated

Mission Statement

We are an inclusive and diverse learning community who strive to meet the needs of all.

Aims

The main aim is to maintain an orderly school environment based on Catholic principles and values so that the school in close co-operation with parents can fulfil its mission statement above.

In order to achieve this we promote and develop:

- Good relationships amongst all in school, based on mutual respect, caring trust and consideration for each other.
- In pupils a sense of discipline and an acceptance of responsibility for their own actions.
- A pleasant and caring atmosphere in which children are encouraged and stimulated to give of their best.
- Positive assertive discipline which protects :
Teacher's right to Teach: Pupil's right to Learn
Everyone's right to feel safe, physically and psychologically in school.

The School Discipline Policy;

- Should be based on a whole school approach;
- Should be widely disseminated to and readily understood by staff pupils and parents;
- Should have clear stepped procedures for dealing with breaches of discipline;
- Should be applied fairly and consistently if it is to be effective;
- Should have effective links with relevant external agencies;
- Should endorse appropriate use of rewards, sanctions, suspension and expulsion.

The Role of Parents;

Parents have a major influence on their children's education. The home and family are the child's first educator and they are the most important influence on his or her development. The term 'parent' includes all those who have parental responsibility under the Children (NI) Order 1995.

What children learn in their earliest years shapes their personal and social development, their values, standards of behaviour and attitudes towards schooling. This places a large responsibility on parents and family in their upbringing.

Parents have a legal responsibility to make sure their children go to school regularly and on time. It is also important that they accept a more general responsibility to support school policies on behaviour and discipline.

The school also has a responsibility to keep parents informed about their child's progress and to identify any concerns so that they can be involved in supporting any necessary action. A good partnership between home and school reinforces learning at school.

Effective involvement of parents in education requires a sense of partnership which can be achieved by:

- Creating an ethos in which parent and school can work together through shared values and goals;
- Sharing responsibilities ,in a way which recognises how the different roles and responsibilities of pupil, parent and school contribute towards effective partnership;
- The provision of support, which may be needed by some parents and families to fulfil their role in the educational partnership.

The Role of the Pupil:

- Come to school on time, with homework done
- 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
- Accept ownership of their own behaviour and learning, and to develop the skill of working independently

The Role of Staff:

- States clearly and consistently his/her expectations to students.
- Has a plan of action for responding to student behaviour appropriate and inappropriate
- Consistently uses positives
- Consistently applies appropriate consequences
- Creates a positive classroom environment where students are encouraged to make appropriate choices

Teaching Classroom Behaviour Plan (Regularly and particularly beginning each term.)

- Explain why you need rules
- Establish/teach the rules with the children and (display in class)
- Explain how you will reward pupils who behave well
- Explain/ teach the consequences
- Teach routines/procedures of class,

NB A written record of the pupil's behaviour must be kept in the class behaviour book and progress reviewed regularly.

We promote the recognition of good behaviour through:

- Class 'pupil of the week'
- 'Pupil of the day' through Paths Programme
- Class based merit marks (individual and group)for behaviour and work (year groups trying to work similar systems).stickers stars and certificates
- Proud Cloud/ name put on the proud cloud for a week

Other forms of praise include;

- Positive written comments on work; visit to principal or other member of staff for commendation; a public word of praise in front of class, year or school;
- written comment in homework diary;
- taking on further responsibilities, i.e. answering the telephone litter- picker or giving out books,
- homework pass or select seat for the day
- Awards in Athletics and AR reading.
- Responsibilities given to pupils - 'caught being good' or for improving behaviour e.g. messengers, giving out milk, librarian,

Staff use a variety of these to promote pupils self-esteem and encourage good behaviour.

Class Rules

Established by each class beginning school year, displayed, explained and referred to regularly.

School Rules

Golden Rules

1. We are gentle; we don't hurt others.
2. We are kind and helpful; We don't hurt anyone's feelings
3. We listen; We don't interrupt
4. We are honest; we don't cover up the truth.
5. We work hard; we don't waste our own or other's time.
6. We look after property; we don't waste or damage things

7. Consequences/ Sanctions

The school's code places a greater emphasis on the positive than the negative so that children will seek approval rather than face consequences. There will be times, however, when it will be necessary to impose consequences in order to maintain good order, discourage poor behaviour or unacceptable behaviours. The consequences should be proportionate to the misdemeanour. These sanctions should be fully understood by staff pupils and parents and applied in a fair and consistent manner. The sanctions are used to defuse the situation and focus on the misdemeanour, rather than pupil and encourage a more positive attitude in future.

Behaviour Strategy; Class Teacher

1. Reasoning with pupil
2. Verbal reprimand (including advice on how to improve)
3. Pupil separated from group within class temporarily
4. Loss of privileges/play-time(not entitlements)
5. Completion of additional work
6. Parent invited to meet teacher
7. Child sent to Principal / Vice Principal office
8. Risk assessment
9. Risk management plan
10. Detention after school
11. Child referred to Principal
12. Suspension

Playground Supervision

Dinner supervisors and classroom assistants Behaviour Strategy:

Staff try to provide a friendly, caring playground for all children to enjoy. Games/equipment are provided and are to be supervised. Staff need to be vigilant and try to be proactive. Staff to follow this procedure;

- 1 Verbal Warning (State the rule being broken)
- 2 Second verbal warning (State the behaviour expected}
- 3 Removed from group (Stood out) short time
- 4 Reported to Teaching Staff (teacher to follow their strategy)

Serious Misbehaviours include;

Violent conduct, bullying, theft, physical abuse, vandalism, serious verbal abuse

These misbehaviours require the immediate reporting by vice principal/ principal to the parents and an action plan put in place.

Suspensions and Expulsions

Suspensions and Expulsions are a last resort if all other strategies have failed. The Board of Governors will refer to the CCMS 'Scheme for Suspension and Expulsion of pupils attending Catholic Maintained Schools' if the need arises.

Emotional and Behavioural Difficulties

A child who is identified as having emotional and behaviour difficulties is, in the first instance, referred to the school's Special Educational Needs Co-Ordinator (SENCO), who will assess his type and level of difficulty. If they find the child to be in need of further intervention, he/she will be referred to the Educational Psychologist Service. They will make recommendations as may the school which may include a Risk Assessment and Risk Management Plan.

The school may call on the WELB for support through:

- School Councillor
- Social, Emotional, Behaviour Team
- The Curriculum Advisory and Support Service
- The Educational Psychology Service

- The Education Welfare Service
- The Support Service for Child Protection
- The Behaviour Support Team
- The Outreach Service
- Referral Unit within school
- Alternative Education Provision
- Social Services
- Child and Adolescent Mental Health Team

Professional Development

The development of the school's Positive Behaviour Policy is continually on-going and opportunities to attend professional development courses outside of or within school will be afforded to all staff.

The Use of Safe Handling (Team Teach)

Holy Trinity PS acts on the DENI guidance 1999/9 and 1999/10 Pastoral Care in Schools: Child Protection.

This authorises teachers and non-teaching staff specifically authorised by the Principal and trained in Team Teach to use safe handling to restrain or control pupils

To prevent a pupil from

- Committing an offence
- Causing personal injury or damage to property
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline in the school

Mobile Phones

Many parents view their child's use of a mobile phone as an aid to their personal safety and as a method of instant communication. Staff in Holy Trinity accept and respect these as valid

opinions. We must also be aware of the detrimental issues associated with phone use; disruption of lessons, distraction of pupils and another avenue for bullying.

In Holy Trinity we discourage pupils from bringing mobile phones to school. However, if a child brings a phone to school it should be switched off in school, and put in their bag (or given to teacher) at the beginning of the school day. If staff become aware of mobiles in child's possession then the teacher can remove it and return it to the child or parent at the end of the school day.

An anti - bullying code for mobile phones has been adopted by our school and is outlined in that policy.

Policy Review

Review of this policy is continuous and brought to the BOG on a Bi-annual bases. Responsibility for this will be the Pastoral Care VP in consultation with staff, pupils, parents and BOG.

Appendix1

School Golden Rules

Treat others as you would like them to treat you.

1. We are gentle; we don't hurt others.
2. We are kind and helpful; we don't hurt anyone's feelings
3. We listen; we don't interrupt
4. We are honest; we don't cover up the truth.
5. We work hard; we don't waste our own or other's time.
6. We look after property; we don't waste or damage things

Playground Golden Rules

1. We are gentle
2. We are kind and helpful
3. We play well with others
4. We care for the playground
5. We listen
6. We are honest

Dining Hall Golden Rules

1. We line up calmly
2. We walk carefully and safely inside school
3. We speak quietly to those around
4. We keep our table clean
5. We are polite to everyone
6. We use good table manners.

Appendix 2

Action Strategy:

1. Reason with pupil (a quiet word)
2. Verbal reprimand (including advice on how to improve)
3. Pupil separated from group within class temporarily
4. Loss of privileges/play-time (Short time- start small)
5. Completion of additional work
6. Child sent to Year Head
7. Parent invited to meet teacher

Repeating of above over designated time with parental support - Behaviour Plan.

8. Sent to VP/Principal with written record of concerns and interventions.
9. Detention after school

If further intervention needed;

10. Risk assessment (Teacher and Year head and VP)
11. Risk management plan (Teacher and Year head and VP)
12. Child referred to Principal
13. Suspension
14. Referral to behaviour team

All STAFF

Behaviour is the responsibility of all and at all times.

- Develop class rules early with Paths lessons and display in class.
- Develop rewards and consequences and ensure pupils are very aware of them.
- Drill all pupils in the school rules/procedures.
- Full uniform required in school.
- Walking quietly in corridors on the Right hand side to toilets, cloakrooms etc
- Putting on, removing and hanging coats / toileting.
- Procedure for lunch-boxes / books.
- Tidying classroom floor/resource area, toys, books, crayons equipment etc.
- Manners - please, thank you, may I, greeting visitors and Principal, opening doors, standing to one side for adult, addressing teachers and all staff politely by Mr / Mrs.

