St. Mary's Primary School Cabragh

Positive Behaviour Policy

Review of Policy	February 2025
Ratification of Policy by the Board of Governors	April 2025
Next Review Date	April 2028

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1. Context

A child that is happy and secure is more likely to make progress personally, socially and academically than a child that is anxious. Acceptance, encouragement and support from the school community all help to develop self-esteem and contribute to a child's happiness. This policy aims to ensure that the pupils will be educated in an environment in which they feel safe and secure. The school actively promotes positive interpersonal relations between all members of the school community. Our Positive Behaviour Policy has been devised in conjunction with the Governors, the Teaching and Non-teaching staff, Pupils and Parents. This policy is part of the school's overall Pastoral Care Policy and has links with other policies such as Child Protection, Anti-bullying and Special Educational Needs. This policy provides the framework for the creation of a happy, secure environment in which children can learn and develop as caring and responsible individuals. The policy is written for the benefit of the whole school community to help facilitate a positive whole school approach to behaviour management at St Mary's Primary school.

This policy has been developed within the context of current legislation as outlined below. In line with guidance, (Inspection and Self-Evaluation Framework, (ISEF) ETI, 2017 the school regularly reviews policies, procedures and reporting arrangements, including those relating to child protection/ safeguarding, anti-bullying and positive behaviour management.

2. Legislation & Guidance

St Mary's Primary School Positive Behaviour Policy actively works together with the suite of safeguarding policies to promote the welfare and wellbeing of all the pupils. It complies with current legislation:

- Health & Safety at Work NI Order 1978
- The Children (Northern Ireland) Order 1995
- The Human Rights Act 1998
- The Education (NI) Order 1998
- Welfare and Protection of Pupil's Education & Libraries (NI) Order 2003
- The Education (2006 Order) (Commencement No 2) ORDER (Northern Ireland) 2007
- The Education (School Development Plans) Regulations (NI) 2010
- Special Educational Needs and Disability Act (NI) 2016
- Addressing Bullying in Schools Act (NI) 2016

and the following DE Guidance

- Pastoral Care in Schools: Promoting Positive Behaviour, DE 2001
- Safeguarding and Child Protection in Schools. A guide for Schools, DE 2017
- Inspection and Self-Evaluation Framework, (ISEF) ETI, 2017

3. Aims of the policy

- To provide a Catholic education within a nurturing, caring, safe and friendly environment.
- To encourage a calm, purposeful and happy atmosphere within school.
- To understand that all behaviour is communication.
- To promote and develop the individual needs and talents of each child to their full potential.
- To foster positive, caring relationships within the whole school community by encouraging children to accept responsibility for their own behaviour through promoting resilience, persistence, self-esteem and increasing independence.
- To enable pupils to develop the appropriate social, emotional and behavioural skills needed to thrive at school and beyond.
- To produce happy, confident, outgoing children who show respect and care towards others and themselves.
- To encourage increasing independence, self-esteem and self-discipline so that each child learns to accept responsibility for their own behaviour
- To have a consistent approach to behaviour management throughout the school with parental co-operation and involvement
- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety
- To define what we consider to be unacceptable behaviour, including bullying.
- To summarise the roles and responsibilities of different people in the school community with regards to promoting positive behaviour.
- To outline our motivational systems for promoting positive behaviour
- To outline our systems for responding to inappropriate behaviour.

4. Vision Statement

At St Mary's Primary School, we are a family of faith, with children at the heart of everything we do. Our vision is to educate our children in a nurturing and stimulating environment where they will be supported to reach their full potential. We aim to inspire all members of our school community to use their skills and talents to make a positive impact on our world.

5. School Ethos

As a Catholic School, St. Mary's Primary School aims to provide all its pupils with the best education possible in a welcoming, happy, nurturing and caring environment where every member of the school community can feel secure, valued and respected as an individual. We welcome children from all backgrounds into our community, to partake fully in school life, have fun, make friends and achieve success. We aim to build an atmosphere of trust, openness and honesty which promotes the talents, gifts and dignity of everyone in the school community.

We will maintain a clean attractive and welcoming school. Children will be encouraged to maintain an organised school, developing a respect for their own and others property. Children are encouraged to form their own opinions, make decisions, get involved and understand the impact their own and other's actions have on the environment.

We seek high standards of educational achievement from our children and high standards of professionalism from our teachers, staff and governors. The children should be interested in their activities and be well motivated due to effective teacher planning and delivery. We aim to develop a learning environment which celebrates the children's success and encourages the children to try new ideas without fear of failure. We aim to foster behaviour, which enables children to have respect for themselves and others and to act responsibly with an awareness of boundaries. Our Positive Behaviour Policy and procedures are based on our sense of community and our shared values, and ensures a consistent and coherent whole school approach which proactively promotes positive behaviour. We recognise the essential role that parents have in developing their child's education. We aim to foster an ethos of partnership where parents feel supported in their concerns and recognise the school as a place, which is open and receptive of their needs.

We aim for effective communication between children, staff, parents and governors, which will provide a sound basis for working and learning together. St. Mary's will be a school which reflects its community, working in partnership with all the other community organisations in the Parish of Killeeshil to create an environment which helps all children to develop to their full potential.

6. <u>Rationale</u>

Everyone in St Mary's is entitled to work within a safe, inclusive, caring environment. Members of our school community are at all times expected to behave in a kind responsible manner.

We in St Mary's, believe that children who have positive attitudes to school, who have high expectations of themselves and who have a strong sense of their own self-worth are most likely to fulfil their potential and experience all the opportunities our school offers.

Good working relationships between staff, pupils and parents are the key to effective teaching, learning and discipline.

Each member of staff aspires to have knowledge of the needs, aspirations, interests, and academic progress of each pupil.

When teachers are consistent, set clear boundaries, pupils will foster positive attitudes and behaviour.

In preparing our approach to positive behaviour we acknowledge the rights and responsibilities of all members of the school community.

St Mary's, is a nurturing school and we recognise the need to meet the social and emotional needs of our children. We teach positive values and skills and help build pupils' resilience, self-awareness and self-discipline. Our Positive Behaviour Policy will encourage everyone to be reflective, restorative and display ability to repair with a focus upon achieving behavioural change.

7. <u>Consultation & Participation Process</u>

The Board of Governors, members of the teaching staff and non-teaching staff, pupils and parents were fully consulted when devising this Positive Behaviour Policy. Staff Development days including whole staff training with Conal Keown (EA) and attendance at the 'Development of a Positive Behaviour Policy' EA training course and EA training resources were used as part of the consultation process with both the teaching and non-teaching staff initially, follow up meetings with teachers were held and the pupils were consulted at individual class level / school council meetings for their input. Questionnaires were also issued to the Governors and pupils and parents as part of the consultation process.

8. <u>Safeguarding</u>

Our school seeks to promote pupils' awareness and understanding of safeguarding issues, including those related to child protection through our curriculum. The safeguarding of children is an important focus in the school's personal development programme (PDMU) and is also addressed where it arises within the context of other subject areas including RSE and Religion. Through the preventative curriculum, we promote the positive emotional health and well-being of all our pupils and we aim to build their confidence, self-esteem and personal resilience so that they can develop coping strategies and can make more positive choices in a range of situations.

9. <u>Guidance & Support / Removing Barriers to Learning</u>

In St Mary's Primary school, we work closely with several outside agencies to support the care and welfare of pupils. We work with staff from the Education Authority's Primary Behaviour Support and Provisions team, the Autism Advisory Intervention Service and we implement specific individual/ whole class programmes when appropriate. We liaise regularly with the EA Child Protection Support Services (CPSS) for advice and support in relation to safeguarding matters. The school also works with RISENI staff and we implement individual/whole class programmes from Primary 1-4 when appropriate. We currently employ a member of staff to deliver Nurture sessions once a week to targeted pupils in need of support.   This member of staff has a number of years' experience working with CAMHS and also currently works with RISENI. Some staff members have also been trained to be Brick by Brick facilitators and deliver Lego Therapy sessions to those children who require social and emotional support. All staff members were trained by RISENI to facilitate and deliver Sensory Motor Group sessions. Targeted children attend the SMG on four mornings in the week. When required, we use professional counsellors/therapists to work with individual children.

In St Mary's Primary school, we realise that it is our duty to ensure that each child is supported and makes the necessary progress. Following the guidance in our SEN policy, using the stages of the SEN Code of Practice, all staff will identify individual pupils' needs as early as possible and

make provision to meet the needs of all children in their classes. This is achieved through interventions including; individual target setting (PLP), Risk Assessments, Behaviour Plans and close monitoring and review. The staff will investigate any behavioural incidents and will carry out post-incident de-briefing processes and implement restorative practices with all pupils involved. Staff will maintain comprehensive records of all incidents.

10. <u>Duties</u>

Board of Governors

- Ensure that good behaviour and discipline policies are pursued at school;
- Make and keep under review a written statement of general principles about pupil behaviour and discipline;
- Consult with the principal and parents before making its statement of general principles;
- Consider guidance from DE, EA and CCMS (as appropriate)
- Decide and set out what aspects of discipline/behaviour should be a matter for the principal.
- Safeguard and promote the welfare of all pupils Require the prevention of bullying is specifically addressed.
- Ensure that the school has a scheme for the suspension and expulsion of pupils in accordance with legal requirements.

Principal

- Promote self-discipline and respect for whole school community amongst pupils
- Secure an acceptable standard of behaviour amongst pupils
- Act in accordance with any guidance given by the Board of Governors and statutory bodies including the Department of Education, EA and CCMS.
- Provide a copy of the Positive Behaviour Policy (website or from office)

11. <u>Rights and Responsibilities:</u>

Every member of the school community has a right to:
- Be valued as members of the school community
- 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
- Have a voice and be responded to
- Reasonable access to the school, and to have their enquiries and concerns dealt with sympathetically and efficiently
- Be in a pleasant, well managed and safe environment (emotionally and physically)

Every member of the school community has a responsibility to:
- Be punctual, prepared and suitably equipped,
- Respect the views, rights and property of others,
- Work co-operatively with the other members of the school community
- Contribute to and adhere to the school's underpinning values and principles,
- Support and advice from senior colleagues and external bodies
- Adequate and appropriate accommodation and resources
- Feel valued 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.

Teaching Staff have the right to:

- Feel valued 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.
- Play a constructive role in policy making.

Teaching Staff have a responsibility to:

- Work co-operatively with pupils to overcome barriers to learning,
- Identify and seek to meet pupils' special educational needs through the SEN Code of Practice
- Behave in a professional manner at all times.
- Promote positive behaviour.
- Show interest and enthusiasm in all teaching and learning.
- Listen to the pupils, value their contributions and respect their views where appropriate.
- Support, praise, and as appropriate, reward pupils' good behaviour.
- Apply consequences fairly, consistently, proportionately and reasonably, taking account of individuals and circumstances.
- Expect high standards and acknowledge effort and achievement.
- Prepare and resource lessons thoroughly, taking the ability and aptitude of pupils into account.
- Ensure that class work and homework are appropriately marked.
- Share with parents any concerns about their child's progress and development.
- Recognise the individuality of each pupil.

Non-Teaching staff have the right to:

- Be valued as members of the school community.
- Be treated fairly and with respect by pupils and all members of the teaching staff.

- Have adequate facilities and resources to enable staff to perform their duties effectively.
- Be well informed about school rules, routines and procedures.
- Have opportunity to contribute ideas and have them taken into consideration when decisions concerning the smooth running of the school are being taken.

Non-Teaching staff have the responsibility to:

- Arrive on time, well-prepared for the day ahead.
- Co-operate with colleagues and teaching staff.
- Act in ways which aim to secure the safety of all pupils at all times.
- Share with teaching staff and Senior Management any concerns they have about pupils.
- Be aware of school rules, routines and procedures.
- Handle sensitive information in a confidential manner at all times.
- Seek support from colleagues and Senior Management as and when required.

Parents have a right to:

- A safe, well managed and stimulating environment for their child's education,
- Be well informed about their child's progress and prospects,
- Be involved in consultation regarding the school's policies and procedures, A safe, caring, well-managed and stimulating environment for their child/children's education.
- Reasonable access to the school and to have their enquiries and concerns dealt with sympathetically and efficiently as far as is reasonable.
- Be well informed about the school's rules, routines and procedures.
- Be involved in key decisions regarding their child's education.
- Be informed about their child's physical and emotional wellbeing.
- Be regularly informed about their child's learning and academic performance.
- Have their child taught in a well-resourced and well-maintained classroom.

Parents have a responsibility to:

- Ensure that their child attends school regularly and arrives in good time, with homework done, wearing the correct uniform and suitably equipped for the lessons in the day ahead,
- Support the school's policies and procedures,
- Support their child's learning,
- Act as positive role models for their child in their relationship with the school
- Be aware of school rules, routines and procedures and encourage their child to abide by them.
- Show interest in their child's work and where possible provide support at home.
- Attend planned meetings with teachers.
- Provide school with any background information which may affect their child's ability to perform well at school.
- Encourage independence in their child.

Pupils have a right to:

- Be valued as members of the school community.
- Get help when they seek it whether with work, negative behaviour or other personal issues and to have a sympathetic audience for their ideas and concerns, where appropriate.
- 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.
- Work and play within clearly defined and fairly administered codes of conduct.
- Feel safe and secure within the school environment.
- Receive an appropriately planned and resourced curriculum.
- Be provided with a broad balanced and appropriate curriculum
- Be acknowledged for effort and achievement in their class work and homework.
- Have opportunities to pursue and develop interests, talents and abilities.

Pupils have a responsibility to:

- Arrive at school on time, wearing the correct uniform, with homework done, and suitably equipped for the day ahead.
- Respect views, rights, and property of others, and behave safely and appropriately both in and out of class.
- Co-operate in school with the teacher/assistants/supervisors and their peers.
- Work as hard as they can to fulfil potential.
- Conform to the conventions of good behaviour and abide by class charters and school code of conduct/school values/school rules/school routines.
- Accept ownership for their own behaviour and learning.
- Co-operate and abide by any processes set in place to improve their own or others' behaviour.
- Ask for help when experiencing difficulties.

12. <u>Acceptable and unacceptable behaviours</u>

This section may help parents and pupils to know what type of actions are classified as 'positive behaviour'. The following is a list of what the staff, pupils and parents of St Mary's Primary School deem as acceptable and unacceptable behaviour. The list will be reviewed regularly.

Acceptable Behaviour	Unacceptable behaviour
Treat others fairly and with respect.	Treating others unfairly.
• Helping other pupils.	• Intimidation.
• Admitting any mistakes.	• Name calling.
• Being a good listener.	• Being dishonest and telling lies.
• Following instructions.	• Shouting at others and other types of verbal aggression.
• Hardworking and always doing your best.	• Displaying a poor attitude to staff and peers.
• Full preparation and participation all lessons.	• Expressing bad temper.
• Respect others' views and opinions.	• Talking behind people's backs.
• Showing an awareness of safety for self and others.	• Physical violence and aggression.
• Inclusion of others	• Poor negative attitude and application to learning and activities.
• Be always punctual.	• Being unprepared for lessons/activities.
• Respect the environment.	• Negative attitude and participation to learning.
• Respect school property.	• Inappropriate language.
• Play fairly and being a good sport.	• Rough play.
• Respect everyone's rights and authority.	• Inappropriate physical contact.
• Co-operate with staff at all times.	• Huffing/sulking.
• Always considerate and courteous	• Disrupting others.
e.g. Saying 'Please' and 'Thank You'.	• Truancy.
Opening doors for people.	• Threatening behaviour.
• Always co-operative	• Displaying bullying behaviours.
• Always Friendly	

• Being Honest	• Damage to property.
• Being trustworthy	• Theft of property.
• Being responsible	• Discrimination.
• Caring to everyone	• Vandalism
• Sharing and showing kindness.	
• Displaying our core school values.	

!3. The values at the HEART of St Mary's

Our school values are at the core of everything we do. They underpin our teaching and learning and provide an environment which prepares our pupils as happy, confident, respectful and responsible life-long learners who will make a positive contribution to society.

A Value is a principle that guides our behaviour and thinking.

At St Mary's Primary School, every member of our school community is valued for who they are and what they contribute to the school. Values are intended to support the personal, social and spiritual development of every pupil throughout the school.

The whole staff team and pupils were involved in the process of choosing the five core values for St Mary's. The school community is also involved in promoting the values and recognising where others are 'living the values'. We also appreciate our parents and carers contributions and encourage the values we share in school to be talked about and practised at home and within the community.

The children will learn about our values through assemblies and through our PDMU and RE curriculum. Our school values are displayed in a prominent position in the main school and in each classroom.

Our **HEART** Values

Happiness- Safe, cared for and confident.

At St Mary's, we place a child's happiness and excellent standards of teaching, learning and leadership at the heart of all we do. We believe that a happy, safe and healthy school environment plays a major role in the wellbeing, success and achievements of children in school as well as life beyond.

Equality- Accepting everyone for who they are.

At St Mary's we celebrate all individuals within our community. We are committed to ensuring equality of opportunity for all pupils, staff, parents and carers. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life. We celebrate diversity and promote attitudes and values that challenge any discriminatory behaviour or prejudice. Through our caring and inclusive learning environment, we aim to nurture and develop mutual respect and tolerance - encouraging pupils to embrace diversity and value one another equally.

Ambition- Dream big, aim high.

Ambition is at the heart of everything we do in St Mary's. We encourage all pupils and staff to have big dreams and to believe that through hard work and positivity they can achieve anything. We cultivate a culture where high aspirations lead to outstanding outcomes for our pupils, staff, and community. At St Mary's we promote a growth mindset and view challenges as growth opportunities, encouraging resilience and perseverance.

Respect- For ourselves, others and our environment.

Respect is embedded in our school ethos, curriculum, and daily interactions. At St Mary's we show respect for people, places, and things. We are considerate and treat others with dignity, politeness, courtesy, kindness, and empathy.

Modelling respectful behaviour is an important aspect of promoting respect among our pupils. Our teachers and staff members serve as role models and demonstrate respect in their interactions with pupils, parents, and colleagues. They also encourage pupils to model respectful behaviour towards each other and the broader community.

Teamwork- Together everyone achieves more.

St Mary's plays a vital role in developing the important skill of teamwork. We provide lots of collaborative experiences for children to appreciate what it means to work as part of a team. Teamwork in St Mary's develops the children's communication and interpersonal skills, fosters acceptance and respect for diversity, instils responsibility and accountability and encourages a growth mindset and empathy. As our pupils, progress into "the real world," they will need to work as part of a team in any job they find themselves in. Everyone needs to work alongside someone else to reach a common goal at some point in their life.

14. **Class Charters**

Class Charters are used to manage behaviour in the classroom. Each teacher will consult with their class to allow ownership of their own Class Charter appropriate to the age of the children. As the ethos and values of the school is evident in every class these charters all help maintain the high expectations we have in school, whilst using language appropriate to the children's age.

General school rules   Please see Appendix for general school rules (a guide for parents)

* The school rules reflect the following expectations:
* Arrive at school on time;
* Wear our school uniform;
* Show respect to everyone in school;
* Be truthful, well-mannered and kind;
* Take pride in our school building;
* Look after our belongings and school equipment;
* Move sensibly around school
* Keep our school litter free;
* Act responsibly and set a good example to others
* Take responsibility for our actions in school, on trips and online
* Be Respectful
* We will be kind and helpful
* We will listen carefully to everyone
* We will be honest
* We will show respect to everyone in our school community
* Be Ready
* We will be ready to learn
* We will be ready to listen
* Be Responsible
* We will give our best in everything
* We will be good role models to others in school, on trips and online
* We will try to build a happy school
* We will take care of our school
* We will be proud of our school

15. Rules and routines to four key school settings.

The rules for each of the four key school settings are introduced as part of PDMU lessons. At all times the safety of pupils is paramount and is implicit in all the rules and routines.

The four key settings are:

▪ Moving Around School

▪ Classrooms

▪ Dining Hall

▪ Playground

Show Me 5 is a strategy used at whole school level to gain pupil attention. This is followed by:

1. Good Looking

2. Good Listening

3. Good Sitting

4. Keeping Quiet

5. Ready to Learn

Dinner Hall Lunch Rules

We want to be safe in the Dining Hall, so:

- We form an orderly line at the serving area.
- We sit safely on our seats and remain there until fully finished dinner or lunch.
- We always walk quietly and carefully.
- We handle all equipment safely and correctly.
- We use the routine to ask permission to go to toilet.

- **We want to be happy and enjoy our food so:**

- We show good tables manners.
- We talk quietly to those around us.
- We eat our own food and let others enjoy their meal.
- We avoid sharing food with others.

When we finish our food:

- We tidy our table and return used plate and cutlery to appropriate area.
- We put all rubbish /food waste in the correct bins.
- We leave our lunch boxes in class trolley.
- We walk to our lines quietly and leave hall safely.

Playground Rules and Routines

1. We will follow the playground timetable and play in our designated areas.
2. We will always play safely and carefully.
3. We will be kind and helpful to each other.
4. We will use the toilet before returning to the classroom.
5. We will respond immediately to the bell and line up carefully in our designated lines.
6. We will respect the playground environment.
7. We will show respect to all supervisors.
8. We will respect everyone's games.
9. We will show respect for our playground equipment.
10. We always tell an adult if we feel worried.

Dinner Hall Routines

1. Children arrive & leave at designated times.
2. Class teachers/classroom assistant ensure each class walks to canteen hatch to receive dinner.
3. Lunch children remain seated & supervisors will ensure rubbish put away in correct bins.
4. 'Grace Before/After Meals' Prayer
5. Teacher calls each year to line up (designated line for each year group).
6. Walk carefully along corridor to playground.
7. Lunch boxes brought to classrooms and left in designated area.

Moving Around School

1. Always follow teacher directions.
2. Each class will have line leader & line ender.
3. We walk quietly & carefully at all times;
4. We walk on the left-hand side of corridor.
5. Give way or hold the door for all adults.
6. Older year groups/children always give way to younger year groups/children;
7. Always wipe your feet when entering the school.
8. If the fire bell rings, we walk safely and calmly when exiting the building.

Break / Dinner Time Rules During Inclement Weather

Children must eat all their dinner or lunch in dining hall prior to returning to class.
- All children will be supervised in their classrooms.
- Pupils must follow instructions and respect the supervisors on duty at all times.
- Pupils remain in their classrooms unless they have permission to leave

16. The Promotion of Positive Behaviour & Motivational Systems

This policy aims to create a climate that will:

- Promote learning for all pupils.
- Make it easier for teachers to teach effectively.
- Enhance the pupils' self-esteem and foster self-respect and respect for others.
- Encourage independence by accepting the need for self-discipline, self-control and taking responsibility for their own behaviour.
- Develop the pupils' interpersonal skills and their ability to work with co-operatively with others to resolve problems and potential conflict.
- Have the endorsement and active support of parents.

Reward Systems To Promote Positive Behaviour

In St Mary's Primary School, we not only promote and teach positive behaviour and attitudes with our children, we also greatly value and reward them. The emphasis of this policy is on the positive and consistent reward of positive behaviour and attitudes. As already stated, we believe our pupils learn best when they are happy in school. All members of staff will recognise and celebrate positive behaviour and attitudes at all times around the school through informal praise. Wherever appropriate, children's best efforts will be celebrated through display and performance. We feel that using a positive system of rewards will increase children's self esteem and thus help them to achieve more. Each teacher will have their own system of class rewards.

Effective rewards should:

- Promote self-esteem and confidence.
- Motivate pupils to achieve.
- Encourage pupils to take responsibility for themselves and for others as well as property.
- Be appropriate to meet individual needs.

We believe that positive relationships and interactions are the most important factors in promoting positive behaviour and are at the core of our behaviour management strategies. We also recognise that extrinsic motivators are sometimes necessary and appropriate. We use a variety of rewards which recognise, support and celebrate positive behaviours, including the following:

- Recognising and highlighting good behaviour as it occurs i.e. catch them being good
- Verbal praise, positive affirmation and smiling at children

- Verbal or written praise to parents about their child
- Non-verbal acknowledgements – smile, nod, thumbs up
- A simple word of thanks
- Visual rewards – stamps, stickers, stars, tickets, prize boxes
- Star of the Week Certificate
- Reward Certificates
- Notes home / Inform parents of positive behaviour/improvement
- Written comments in books
- Sending the child to another teacher, or Principal for praise
- Star/ Reward Charts
- Stars in the Jar
- Class prizes
- Individual or Table Points
- House Points
- Wow Boards
- Increased responsibility roles within the classroom
- Homework vouchers
- Increased responsibility roles within the classroom
- School leadership roles – Digital Leaders, School Council, Eco-Team, School Prefects, Bus Prefects, P7 Buddy System
- Special Assemblies - Special Mention, rewards for being a good friend, curriculum area, values, etc

Star of the Week

Every week each teacher will choose a pupil to be the class's Star of the Week. This award will be given right through all classes from P1- P7.

The weekly areas take into account:

- Classwork
- Positive Behaviour
- Endeavour

The class teacher will choose a pupil, who in their opinion has made a significant contribution in the areas mentioned. The awardees will be presented with a certificate and their photograph will be on display and shared on the school website.

House Points

All children in St Mary's are placed into 'houses' based on the theme of Harry Potter houses. Each house contains children from P1-P7. A prize is awarded to the house that has accumulated the most points that month. House Points are awarded throughout the week in class, playground and dining hall. The prizes are distributed by our P7 children each month. Class teachers can use House Points to encourage whole class contribution to positive behaviour. Points may be awarded individually or to groups or the whole class for:

- Everyone enters the class quietly
- Everyone working hard-on task
- Good lunch time / break time behaviour
- Moving around the school quietly
- Moving around the school safely
- Quietest group / Tidiest group
- Group cooperation
- Group effort-task well-executed / produced
- Being careful and kind
- Being polite and friendly
- Being helpful
- Being hardworking and trying our best
- Being respectful and tolerant
- Demonstrating good manners
- Quality presentation of work
- Good listening
- Following instructions first time
- Managing distractions
- Completing homework well
- Looking after possessions
- Lining up well
- Following Class Charter and routines
- Demonstrating patience
- Being a good role model, displaying school values and following rules

Attendance Rewards

Certificates are also awarded at the end of the school year for 100% attendance. The Principal will monitor attendance and liaise with parents and the Education Welfare Officer. Parents are signposted to the Attendance section in the Parent Area on the school website with guidance and support materials.

Principal's Award

The Principal's award is also presented to positive role models who display our school values.

We believe it is essential that all children receive positive encouragement and enjoy the positive reinforcements listed. A pupil's success both in their work and behaviour will be measured against their previous performance rather than against that of the others in their class.

Rewards may vary from year to year depending on needs and interests of class. When this policy is updated annually any new reward systems will be reflected.

We believe that positive relationships and interactions are the most important factors in promoting positive behaviour and are at the core of our behaviour management strategies. The staff will make every effort to promote, support and reinforce positive behaviour and a sense of

achievement. Therefore, a range of strategies will be used to encourage a positive constructive attitude. We believe that the use of encouragement and praise is vitally important in shaping children's behaviour. Our aim is to acknowledge good behaviour of all children. Positive praise and reward are much more common in St Mary's Primary School than any sanction.

Class teachers will establish a nurturing, positive classroom environment that supports social behaviour and emotional well-being, as well as encouraging and motivating pupils to remain on task and actively involved in their learning. Teachers ensure that the many transitions that take place daily are supported by effective routines and procedures. Class Rules, School Values and supporting classroom routines/procedures, including rewards, are established and displayed, and children are encouraged, praised and reminded of them regularly.

Positive classroom behaviour is supported by:

- Positive relationships
- Visuals-whole class and individual
- Growth mindset approach
- Consulting pupils on the Class Charter and systems of reward and consequences
- Meet and greet your class in whole school assembly each morning
- Ensuring children enter and leave the classroom quietly and orderly
- Teach using 'quiet' inside voices to encourage a calm and orderly environment
- Remaining calm while repeating instructions quietly
- Careful consideration to seating/group-work arrangements for children.
- Changing/adjusting seating arrangements
- Noticing, praising and rewarding frequently those children keeping the Class Rules/ demonstrating School Values, before commenting on those not doing so.
- Positive language correction -'walk' rather than 'don't run'
- Specific proximal praise
- Rules for lining up so that pupils know exactly where they should be
- Having a non-punitive 'time out' or 'quiet thinking' or 'calm area' in the classroom
- Time-out in the Nurture / Sunshine Room
- Planning shorter activities for pupils with specific difficulties
- Effective classroom organisation, routines and procedures to minimise disruptions and avoidance tactics.
- Circle Time
- Brain / Movement Breaks
- Sensory activities (calm box)
- Fidget toys
- Calming approaches in class, e.g breathing exercises
- Strategies gained from PBS&P, RISENI, Relax Kids, Calm Kit (Katie Carey) etc
- Breathing exercises using Expand-a-ball, square breathing etc
- Guided relaxation
- Peer massage
- Mindfulness activities

17. Hierarchy of Rewards and Consequences

"While rules and procedures protect rights and define responsibilities, rewards and sanctions are necessary to encourage and maintain the rules in class and throughout the school. A healthy balance needs to be struck between rewards and sanctions, and both should be clearly specified."
Pastoral Care in Schools: PROMOTING POSITIVE BEHAVIOUR, DE, 2001 pg. 30 - 33

Rewards and Consequences are key to the successful operation of this policy. Each class operates a Class Charter which is agreed in conjunction with the pupils at the outset of the school year. Pupils are made aware that some behaviours are acceptable, and some are not. Through this Positive Behaviour Policy, they will be rewarded for their desirable behaviours. Consequences will be implemented for unacceptable behaviour based on the principle of CHOICE.

Pupils are taught from an early stage that they must take responsibility for their own behaviour and are made aware that they have the CHOICE to behave in a positive or negative fashion. Positive behaviour will carry a reward and negative behaviour will carry a consequence; which one they opt for is their CHOICE.

At all levels (classroom, playground, dinner hall, school trips, etc) rewards and consequences are distributed within a hierarchy and are delivered as consistently and appropriately as possible with the reward/consequence being matched as appropriately as possible to the behaviour displayed.

Pupil voice will be acknowledged in identifying motivating rewards and consequences. Rewards and consequences should be understood by all staff (teaching and non-teaching), pupils and parents.

The following table has been created as a guide for staff, parents, and pupils. It provides details as to what a pupil should expect as a reward for their behaviour.

Behaviour Displayed (In no particular order)	Likely Rewards (In no particular order)
• Treat others fairly and with respect • Helping other pupils. • Admitting any mistakes. • Being a good listener. • Following instructions. • Hardworking and always doing your best. • Full preparation and participation in all lessons. • Respect others' views and opinions. • Showing an awareness of safety for self and others. • Inclusion of others • Be always punctual. • Respect the environment. e.g. keeping the school tidy by putting litter in the bins and keeping classrooms organised and tidy • Respect school property and the property of others. • Play fairly and being a good sport. • Respect everyone's rights and others' views and opinions. • Co-operate with staff at all times. • Always considerate and courteous e.g. Saying 'Please' and 'Thank You • Helping younger / more vulnerable pupil • Opening doors for people. • Always co-operative • Always Friendly • Being Honest • Being trustworthy and telling the truth • Being responsible • Caring to everyone • Sharing and showing kindness.	• Verbal praise by teacher and nonteaching staff – individual, group, class and whole school. • Non-verbal rewards including e.g.smiling, nodding or thumbs up. • A written comment on a child's work. • Display of work. • Display of achievements/celebration of talents. • Incidental prizes issued. • A public praise of work in front of the class, other classes or at whole school assembly • A visit to another member of staff, SMT or Principal to share positive behaviour. • End of Year Pupil Profile report to comment on positive contribution displayed throughout the academic year and in school life. • Pupils allocated roles of responsibility. • Individual/ whole class reward systems - • Class Dojo points system. • Newsletters and school website news celebrating achievements of pupils. • Use of stickers, tickets, stars, smiley faces or small material rewards. • Positive Home-School diaries/correspondence. • Homework Pass • Certificates (Star of the Week, Show Me Five certificates) • Extra outdoor play • Class treats – each class has their own appropriate whole class reward system. This is not an exhaustive list.

Hierarchy Of Consequences Of Unacceptable Behaviour

"Sanctions…provide pupils with the security of clearly defined boundaries and, in doing so, they encourage appropriate and acceptable behaviour. It is important to ensure that pupils are fully aware of the conditions which will lead, in all likelihood, to the imposition of sanctions". **Pastoral Care in Schools: PROMOTING POSITIVE BEHAVIOUR, DE, 2001 pg. 31**

While we shall always try to encourage positive behaviour, it is also necessary to have consequences in place to deal with unacceptable behaviours. Consequences too are an integral part of a school's positive behaviour policy. Consequences should not be seen as punishments but instead should focus upon achieving behavioural change. Consequences should consider the vital importance of maintaining good relationships. Consequences should make a child aware of unacceptable behaviour.

Consequences should be proportionate, separate the behaviour from the child and avoid escalating any situation. They should not be applied to entire classes or groups of pupils when the pupils responsible for the inappropriate behaviour have not been identified. Consequences should not degrade pupils or involve physical force.

Consequences should be applied as soon as possible, in a calm, measured manner.

In applying consequences, the following guidelines will operate.

Consequences will:

- Be understood by all staff (teaching and non-teaching), pupils and parents.
- Be REFLECTIVE, RESTORATIVE and display ability to REPAIR with a focus upon achieving behavioural change.
- Be applied with sensitivity, in a calm and measured manner as soon after the offence as possible.
- In each case the consequence should be matched to the misdemeanour.
- Be specific to the offender and not applied to whole groups (there may be unusual and specific exceptions to this, for example if a group of children run inappropriately in school building, the group may be asked to walk back).
- Take account, as necessary, of the age and degree of maturity of the pupil and any special needs they may have and any other relevant circumstances.

Outline Of Consequences Of Unacceptable Behaviour

Unacceptable behaviour bands Level 1 to Level 3

The following tables have been created as a guide for staff, parents and pupils. It provides details as to what a pupil should expect as a consequence of their behaviour.

LEVEL ONE – Low Level

If the pupil is displaying low level behaviour or a first-time occurrence. This can be effectively managed at the time in the immediate environment by a member of staff normally the class teacher.

- Staff should NEVER ignore low level misbehaviour.
- Regarding minor cases of unacceptable behaviour, immediate verbal checking or a look of disapproval may suffice.
- The adult will explain the inappropriateness of the behaviour in relation to the School Values / School Rules / Class Charter.
- Reminders of good choices and restorative questioning will be used. See Appendix 3 for the Restorative Conversation Script.
- When working with challenging behaviour, the staff will use the 'We Script' reminding the child of expected behaviours and verbalising when such behaviours are noticed so as to positively recognise and enforce

i.e, …………, we expect ……………. thankyou!

"Sarah, we expect everybody to line up quietly, thank you."

- Highlight to the pupil the possible consequences if the unacceptable behaviour continues (eg: loss of other privileges or repeated or extra work)
- Monitor the situation carefully.
- The adult who has initially dealt with the behaviour should be prepared to intervene with a higher response level if the situation persists or deteriorates. (In cases where behaviour is outside the classroom the class teacher should be informed at this point).

ANY PERSISTENT AND DELIBERATE LOW-LEVEL BEHAVIOURS WOULD MOVE INTO THE MODERATE LEVEL

Behaviours	Consequences
Being noisy e.g. talking/shouting out.	Eye contact.
Not remaining on task.	Change of seating arrangement
Unkind remarks	Verbal reminders.
Low level inappropriate/bad language	Repeat activity properly.
Being dishonest	Related consequence e.g. completing work, cleaning up mess.
Running in school	Moved in the line.
Pushing in line	
Not following instructions	
Not co-operating with staff	
Interrupting teachers	
Lack of courtesy/manners	
Distracting others	
Leaving seat at the wrong time/being where you shouldn't be.	
Making inappropriate noises (concessions for SEN pupils).	**Note** -These consequences are not 'matched' to behaviours and may be administered in a combination appropriate to the incident.
Negative attitude.	

LEVEL TWO – MODERATE LEVEL

If the pupil is displaying persistent low-level behaviour and / or the behaviour is considered moderate level, an **Incident Report Form** should begin following consultation with the SENCO and Parents/Carers. The following interventions should be applied as appropriate:

• In order to encourage the pupil to change his / her behaviour, he/she will be formally reminded of the impact the behaviour is causing and of the negative consequences (Staff will reinforce behaviour expectations with the pupil and the pupil to commit to behaving more appropriately and taking greater responsibility for subsequent behaviour).

• The Behaviour Think Sheet (See Appendix 4) will help pupil to think about his/her negative behaviour, develop more appropriate responses to a range of situations through reflecting on happenings, thoughts, feelings, behaviour and consequences. The Behaviour Think Sheet will also help pupils to identify how to rectify the situation and act accordingly through following our School Values and Class Charters. This discussion may inform a behaviour plan.

• Emotion management strategies may be introduced to the pupil as appropriate.

ANY PERSISTENT AND DELIBERATE MODERATE-LEVEL BEHAVIOURS WOULD MOVE

INTO THE SERIOUS LEVEL

Behaviours	Consequences
Fighting/Rough Play (Physical)	Referred to Principal/SMT
Repeated use of inappropriate/bad language	Loss of privileges for an age-appropriate time (1 minute *times* age of child)
Stealing.	
	Time Out from class supervised by member of SMT/Principal
Speaking disrespectfully to staff	
Disregarding staff.	Time Out from break/lunch time
Refusal to cooperate.	Record of Concern if appropriate
Telling lies	Home / school diary if appropriate
Disrespecting school property e.g. defacing furniture etc	A letter of apology
	Incident specific task e.g. cleaning the defaced school desk
Forms of discrimination.	
Breaches of online safety.	**Note** -These consequences are not 'matched' to behaviours and may be administered in a combination appropriate to the incident.

LEVEL THREE – SEVERE LEVEL

If the pupil is displaying serious behaviour and / or the behaviour is considered persistent moderate level.

• Pupil may have many additional needs and risk factors presenting.

• Senior Management / SENCO will be consulted, and the support of external agencies will be sought.

• Monitoring by key member of staff.

• Development of mood management and / or anger management strategies.

• Behaviour Management Programmes, including a Personal Learning Plan (PLP) and target setting with incentives and consequences.

• Individualized strength and emotional wellbeing building programmes eg: play therapy or EA PBS&P Support.

• A risk assessment will be carried out for behaviour which could endanger the pupil themselves or others.

• If deemed necessary by the Principal/SMT, the school will refer to CCMS regulations on suspension and expulsion.

The SEN Code of Practice is a support mechanism and therefore,

not included in our list of consequences below.

Behaviours	Consequences
Threatening behaviour	Isolation from peers for the rest of lesson.
Verbal aggression	Parents' meeting with Principal.
Physical aggression / violence.	Exclusion from After School Clubs, School Trips or from representing the school.
Inappropriate physical contact	Suspension
Vandalism of property and environment.	Expulsion
Serious physical/verbal threats made to staff.	
Racism.	
Bullying.	
Leaving school without permission.	
Defiance.	**Note** -These consequences are not 'matched' to behaviours and may be administered in a combination appropriate to the incident.
Offensive gestures	
Behaviour which puts self or others in danger	

18. <u>Recording Incidents of Concern</u>

Whilst this is a Positive Behaviour Policy where desirable behaviour is praised and rewarded, pupils must also be aware that inappropriate behaviour and poor choices carry consequences.

The Incident File is a consistent method of monitoring any negative behaviour at any point during the school day, or indeed any behaviour which negatively affects the school experience of other members of the learning community, which continues into school. Whilst non-teaching staff have the authority to refer serious incidents, these folders are maintained by class teachers and will be retained throughout a child's life in school. This will ensure that any serious incidents are kept on file for future reference and can be produced in any event where it is necessary to involve parents or external agencies.   A written note of the pupil's inappropriate or unacceptable behaviour must be written in the Incident Report Form and kept in the Incident Report File.   See Appendix 2 for Incident Report Form.

19. Pupils Experiencing Difficulty and Formal Disciplinary Procedures

Where serious behavioural incidents such as persistent misbehaviour, verbal and physical aggression, bullying behaviour (including online/cyber bullying), vandalism or risk- taking behaviour the following procedures will be implemented: -

• Referral of behavioural concern to Designated Teacher for Child Protection/SENCO/ SLT and/or Principal to review the current support for the child and to identify any further supports that can be put in place to meet the needs of the child so they can communicate their needs appropriately.

• Risk assessment and risk management planning when appropriate

• Parents will be contacted to discuss the concerns and an intervention plan will be devised and implemented that aims to nurture and support the child.

- In the event of an allegation of bullying behaviour, the school will follow the Anti-Bullying Policy guidelines and the Bullying Concern form will be completed. Please refer to our Anti-Bulling policy.
- Referral to other services, including Behaviour Support Team or Educational Psychology may be appropriate, who will then advise the school and may assess the child. Individual support may be required and a Behaviour Plan prepared with the child.

Should a pupil fail to respond satisfactorily despite interventions to promote their return to Positive Behaviour, the Principal will consider appropriate referral to other external support professionals and agencies for additional advice, assessment or support and will advise the Board of Governors of the ongoing, unresolved behavioural issues. School Governors may choose to meet the pupil and their parents at school to address such concerns.

Emergency Measures

In the event of a very serious risk, assault or wilful damage, premeditated and/or substantial theft:

- Parents are asked to come to the school to discuss the concern with staff
- The Principal may be required to use her authority to suspend the pupil from the school for a maximum of 5 school days, during which staff will assess concerns and plan an appropriate response to effectively 'risk-manage' issues
- The Principal will inform the Board of Governors and as appropriate other agencies eg Social Services, PSNI, maintaining accurate, contemporaneous records of all such communications (verbal and written)

20. Suspensions and Expulsion

Having satisfied themselves that all avenues have been exhausted, school Governors may decide to exercise their right to consider a pupil's suspension or expulsion. The ultimate consequence of persistent, serious, unacceptable behaviour is exclusion. The quality of education of all children in the school is an over-riding consideration. If all attempts have failed to achieve appropriate behaviour change, the Principal and Board of Governors may have no option other than to suspend or expel a pupil, following the CCMS Scheme for Suspension and Expulsion of pupils.

21. Safe Handling: Use of physical intervention

The use of physical invention is very rare and is whenever possible avoided. While it is unlikely that school staff would choose to use physical intervention, there may be times when physical intervention is deemed necessary as per Article 4 of the Education (Northern Ireland) Order 1998, enabling a member of staff to prevent a pupil from: a. committing an offence; b. causing personal injury to, or damage to the property of, any person (including the pupil himself); or c. engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether during a teaching session or otherwise. Any intervention used will always be minimal and in proportion to the circumstances of the incident. See the Regional Policy Framework on the Use of Reasonable Force/Safe Handling: https://www.education-ni.gov.uk/publications/regional-policy-framework-use-reasonable-forcesafehandling

St Mary's Primary School will be guided by the above principles and act in line with the school's Safe Handling Policy, staff will:

• focus on early intervention as a preventative measure alongside de-escalation strategies and reducing 'triggers' to manage risk

• only use physical intervention as a last resort, ensuring that their actions are reasonable and proportionate and in the best interests of the pupil

• continue to explore alternatives that maximise safety and minimise harm when risky behaviours occur

• maintain accurate records of physical intervention according to the school's Reasonable Force/Safe Handling Policy

• act to maintain the care, welfare, safety and security of all members of the school community.

22. Involving Parents

Parents are encouraged to take an active part in the life of the school. We believe that is essential to establish trusting relationships with all parents so that we can work together in partnership to teach all children positive behaviour. Information about the ways that parents can help their children is discussed at parent-teacher meetings as well as at the Primary One Induction meeting. A booklet entitled 'A Parents' Guide to Promoting Positive Behaviour in St Mary's Primary School' will be shared with parents during the P1 induction process and is also made available on our website. https://www.stmaryscabragh.com/parent-area/promoting-positive-behaviour-666/ If parents are experiencing challenging behaviour from their child, they can also visit the 'Young Minds' website https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/challenging-behaviour/ for tips on what to do and where to get help.

Teachers are encouraged to attach a copy of the School Values/Class Charter in each child's homework folder.

23. Links to other policies:

- SEN Policy
- Attendance Policy
- Safe Handling Policy
- E-safety Policy
- Safeguarding and Child Protection Policy
- Wellbeing and Pastoral Care Policy
- Anti-bullying Policy

24. Policy review procedures

In line with guidelines set out in DENI publication 'Pastoral Care: Promoting Positive Behaviour' it is necessary to review this policy regularly. We will consult with all stakeholders as to its progress and make any amendments necessary. As a school we wish to regularly consult with all stakeholders and ask for their participation in regularly reviewing this policy and or Anti Bullying Policy. There are a number of consultation methodologies that we will use:

• Questionnaires/online surveys
• Focus groups and/or whole school baseline audits
• Face to face discussion

We will use a variety of these over time to meet our requirements. Pupil feedback and participation will be carried out through School Council Meetings and class focus groups.

The Positive Behaviour Policy in St Mary's will consider current needs and be reflective of current practice and guidelines. Collection and analysis of performance and other data (including SIMS) is part of the SDP (School Development Plan) process, which requires us to monitor and evaluate the school's approach to: promoting the health and well-being, child protection, attendance, good behaviour and discipline of pupils. This data will form the basis for the school's Annual Report to

our Board of Governors on how effectively the current Positive Behaviour Policy is, on the basis of the evidence, achieving its stated outcomes. This policy will be reviewed every four years but may be updated sooner in response to any issues arising from the implementation of this policy and reviews of tother related policies e.g. Safeguarding and Child Protection and Pastoral Care. Regular consultation with all stakeholders will be used as a means of informing and updating the current policy.

25. <u>Continuing Professional Development (CPD)</u>

Internal arrangements have been and will continue to be made for good practice to be identified and shared among staff. We will take responsibility for identifying training needs (e.g. through PRSD) and ensure that these are communicated, for example to EA Services etc. Opportunities for CPD will be identified through the EA Regional Training Calendar or through consultation with other external providers, e.g. RISE. The necessary resources in terms of time, expertise and materials will be made available.

<u>2022/23</u>

- Sensory Motor Group training provided by RISENI
- Lego Therapy training facilitated by 'Brick by Brick'.

<u>2023/24</u>

- Whole school training. 'Considering our beliefs around Behaviour to be more effective.' Delivered by PBS&P (Conal Keown EA).
- The Statutory Positive Behaviour Policy (March '24) x 2 days attended by Mrs L Quinn (Principal) and Mrs E Kelly (SENCo)

<u>2024/25</u>

- Calm Plan Training for whole school staff.

26. Useful Links:

Trauma information:
https://pureadmin.qub.ac.uk/ws/portalfiles/portal/168356931/ACEs_Report_A4_Feb_2019_Key_Messages.pdf

https://beaconhouse.org.uk/resources/

https://www.safeguardingni.org/aces/publications-and-helpful-resources

https://www.bps.org.uk/sites/www.bps.org.uk/files/Policy/Policy%20-%20Files/Psychological%20wellbeing%20in%20the%20approach%20to%20a%20new%20school%20day%20%28DECP%20NI%29.pdf

Pastoral Care in Schools: Promoting Positive Behaviour
https://www.education-ni.gov.uk/publications/pastoral-care-schools-promoting-positive-behaviour

 Special Educational Needs and Disability Act (Northern Ireland) 2016:
http://www.legislation.gov.uk/nia/2016/8/contents

New SEN Framework:
Details legislative duty to seek and have regard to the view of the child when making decisions about them.
https://www.education-ni.gov.uk/articles/review-special-educational-needs-and-inclusion

Well-being and Mental Health information:
https://youngminds.org.uk/
 https://www.place2be.org.uk/our-services/services-for-schools/mental-health-resources-for-schools/return-to-school-resources/
 https://www.publichealth.hscni.net/publications/take-5-steps-wellbeing-english-and-11-translations

27. <u>Conclusion</u>

We acknowledge that sustaining good behaviour creates a need for continuous assessment of the effectiveness of approaches to positive behaviour management. We will regularly review and make changes to our Positive Behaviour Policy, encouraging innovation and flexiblilty in interacting with our pupils. It is hoped through the adoption of this Positive Behaviour Policy, and with the whole school community working together, we will provide a safe, happy, secure and structured atmosphere for effective learning.

Signed: _____   BoG Chairperson

Signed: _____   Principal

Approved by Governors: _____

"If a child doesn't know how to read, *we teach*"
"If a child doesn't know how to swim, *we teach*"
"If a child doesn't know how to multiply, *we teach*"
"If a child doesn't know how to drive, *we teach*"
"If a child doesn't know to behave, *we teach? .... We punish?*"

"Why can't we finish the last sentence as automatically as we do the others?"

Appendix 1 General School Rules

- Time - keeping is extremely important in the education of your child and is a life-long learning skill. If your child is persistently late, they are missing out on important learning opportunities at the start of the lesson. School begins at 8.45am. Children may be dropped off at school from 8.30 am onwards. It is very important for children to be on time for morning assembly, notices, prayers etc at 8:45 am.
- It is essential that your child attends school regularly and maintains a pattern of good attendance throughout their school career. Excellent attendance at school is important to allow a child to fulfil their potential. Morning and afternoon sessions are recorded individually for attendance. If a child is late for the morning session, he/she is marked late. If a child is not in school before 12 noon, he/she will be marked absent. If a child goes home early (not in school at 2.45) he/she will be marked absent in the afternoon. Full Attendance Certificates can only be awarded to pupils who have 100% attendance. Please note that the Education Welfare Officer regularly visits school to monitor attendance and punctuality.
- Children being taken out of school early MUST be collected in the foyer and signed out in the signing out book. Please phone school giving notice that this is to happen.
- In the interests of safety, please phone the school if your child is going to be absent or late, before 9:00 am. We deem this to be a most important safety procedure. If a child is absent, a note giving date and reasons for absence is required by the Education Welfare Officer.
- We request that parents try to keep medical appointments out of school hours. Parents can also demonstrate their commitment to their child's education by not taking holidays during term time.
- In the interest of Child Protection / Security and to avoid unnecessary disruption to class teaching, parents and visitors MUST report to the Secretary's office. Parents should not go beyond the school entrance foyer unless accompanied by a member of staff.
- The school mobile phone is primarily a one - way system and is used for sending important notifications to parents/guardians. The school mobile phone is not regularly monitored and we kindly request that parents who wish to contact the school avoid texting the school mobile and telephone the school office on 028 877 67356 instead. We thank you for your support with this matter.
- At St Mary's, appointments must be made if a parent wishes to see a class teacher or the school principal. Please contact the school secretary 028 877 67356 to make an appointment if you wish to see a particular class teacher or the school principal.
  We kindly request that phone calls to staff members are made before 3:30 pm.
- Children are NOT permitted to have mobile phones or smart watches with cameras in school.
- School uniform should be worn at all times. PE uniform should only be worn on PE days. Please ensure that all items of school uniform and PE uniform are clearly labelled with your child's name.
- The P1 and P2 Afterschool is optional for P1 and P2 pupils. It is the responsibility of parents to keep a note of the dates your child attends the P1 & P2 Afterschool. Please mark your child's name on an envelope, indicate the days your child attended and enclose

payment for the days attended that week. Payment MUST be made to the school office on a weekly basis.

- Parents should endeavour to book school dinners via the School Money App (BEFORE MIDNIGHT) on a weekly basis, selecting the days you wish your child to have dinners. If you want your child to have dinner on a particular day and you miss the midnight deadline, please do not hesitate to contact the school and we will book the child on for you. Dinner menus are available to view on the school website.
- DINNERS MUST BE PAID FOR ON A WEEKLY BASIS.
- St Mary's Primary School promotes healthy eating at school, and we are monitored by the Department of Education to check that we are doing everything possible to promote healthy eating. High fat and high sugar content foods like crisps, sweets, biscuits, chocolate and soft drinks are not permitted. Please note children with medical conditions, EG diabetics, may have specific medical dietary requirements at break/lunch time – this will be accommodated.
- All children have a break at 10.30 am. It is important that all children bring a daily snack to school for their mid-morning break. Children should bring a healthy snack (sandwich, wrap, crackers/cheese, fruit, carrot sticks etc.) We encourage water, milk and healthy snacks. All children are allowed one small treat on a Friday. (EG- A fun size bar, Kit-Kat, Milky Way etc) We do not permit the children to bring in lollipops or packets of chewy sweets.
- We have a large number of children with life threatening nut allergies. Please DO NOT send nuts to school with your child or foods that contain nuts.
- Children should not carry drinks to school in breakable containers.
- All lunch boxes and water bottles should be clearly labelled with your child's name.
- During adverse weather conditions, if EA Transport is not available and children are left to school by car, parents must collect them at home time. (2:45pm), or telephone to check if transport has recommenced.
- Should a child have alternative travelling arrangements at home time, a note or phone call to that effect, is required. A note should also be made available to the bus driver if child is getting off at a different stop.
Teachers will not be responsible for the safe keeping of toys which are brought to school.
- Please ensure that your child's school bag and books are kept in good order.
- It is a parental responsibility to ensure homework tasks are supervised and completed. Weekly/termly class tests and reading logs should be signed. Children should endeavour to complete all homework set. We understand that there may be times, due to family circumstances, when this is not possible. In this instance, parents should send in a note to the teacher.
- Children with long hair should keep their hair tied back in the interests of hygiene.
- The school does not encourage the wearing of jewellery. If your child wears earrings, they must be studs. In the interest of health and safety drop earrings are not allowed.
- We request that parents do not send birthday party invitations through school.
- The school should be informed immediately of any changes in your child's long- term state of health.(asthma, allergies, hearing, eyesight etc)
- Parents must complete an AM2 form (Request to administer medication) if they want a member of staff to administer medication to their child or supervise their child taking the medicine themselves. Unfortunately, we cannot administer medication or supervise a child

taking their own medication until the AM2 form is completed. Please see the Parent Area on the school website to download the AM2 form.

- Please ensure children who require glasses bring them to school every day.
- The school car park is for school staff and delivery vehicles only.
- In the interests of health and safety, parents must not park on the school grounds, in front of the school gates or in the bus bays at the front of the school. It can endanger both your and other children's safety. Please take note of the road markings at the front of the school.
- We kindly request that parents use a one- way system to avoid congestion at the school gates. When dropping off (picking up) your child at school, enter the Whites Road from the Dungannon / Ballygawley Road. After drop-off (pick-up), exit the Whites Road onto the Fashglashagh Road.
- Parents should ensure that their children are picked up promptly at home-time, after Afterschool clubs or after a school trip.

St Mary's Cabragh Incident Report Form

Child's Name:	
Date of Birth:	
Date and time of incident:	
Name of witnesses / adults present:	Place incident occurred:

Description of incident:
How staff handled the incident:
Condition of the child following the incident:

Parent contacted?   Yes   No
Name of parent contacted: _____
How was parent contacted?   Call   Email   Text
Other comments:

Attending adult's signature: _____
Principal's signature: _____
Parent's signature: _____

Today's date: _____

Restorative Chats
Focus on the Relationships

Guidelines

Everyone is calm and ready to talk.
Everyone gets a turn to speak.
One person speaks at a time.
We all listen respectfully.

Facts

Where did the incident occur?
Who was there?
What happened?

Feelings

How were you feeling?
Who else has been affected?
How do you think they felt?

Repair the Harm

What do you think you need to do to make things right?
How can we make things better?

Plan for the future

Did you break a school rule?
What might the appropriate consequence be?
How can we ensure this doesn't happen again?
What can I do to help you?

A restorative chat lets everyone share their thinking and feelings to repair harm.

Behaviour Think Sheet

1. What happened?

   _____

   _____

2. When did it happen?

   _____

3. Why did it happen?

   _____

   _____

4. How did I feel?

   _____

5. The inappropriate and incorrect behaviour I displayed was:

_____

_____

6. The School Values that I ignored when I displayed this behaviour were:

   _____

   _____

7. What should your consequence be?

_____

_____

Pupil Signature:_____ **Date:** _____

Our School Values

Happiness   Equality   Ambition   Respect   Teamwork

Behaviour Think Sheet

What happened?	When did it happen?

Why did it happen?	How did I feel?

The inappropriate and incorrect behaviour I displayed was:	The Golden Rules that I ignored when I displayed this behaviour were:

What should your consequence be?	What will I do differently next time?

Our School Values

Happiness   Equality   Ambition   Respect   Teamwork

Pupil Signature: _____   Date: _____