



## **Saint Vincent de Paul Primary School Positive Behaviour Policy**



***We are a Rights Respecting Community who are committed to actively promoting the United Nations Convention on the Rights of the Child.***

Reviewed September 2016

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## Positive

## Behaviour Policy

### Saint Vincent de Paul Primary School Positive Behaviour Policy

#### School Mission Statement

*Saint Vincent de Paul Primary School is committed to working in partnership with our parents to ensure the development of each child's full potential in a climate of support, joy, challenge, co operation and celebration. We value the realisation that every child born into the world is a new thought of God, an ever fresh and radiant possibility. We are an inclusive school where all are respected and cherished as individuals.*

- 1.1 As part of our Catholic ethos, inspired by the life of Christ, we aim to create a calm and caring community where teachers teach and children learn.
- 1.2 It is the policy of this school that each child will be assisted to grow and develop to his/her full potential in every aspect - spiritually and morally, physically, emotionally, intellectually, socially and culturally and that this growth may enhance the child's development in his/her present and future life.
- 1.3 The pupils will be free to develop their play and learning without fear of being hurt or injured by anyone else. We believe that adults and children flourish in an ordered environment in which they have clear expectations and routines. We aim to develop the children's self-esteem and self-discipline in an atmosphere of mutual respect, encouragement and trust.
- 1.4 We strive to establish an environment wherein pupils, teachers, parents and support staff enjoy a sense of belonging and have an important part to play in the school community.

## 2. **INTRODUCTION**

- 2.1 As a school we are constantly reviewing and updating all school policies in light of the needs of the children in our care. This policy has been written in consultation with all those expected to implement it; children, teaching and non-teaching staff, parents, governors, education psychologist and other outside agencies. This is a working document and as such will be open to alteration according to changing needs.
  
- 2.2 The effectiveness and application of the policy will be reviewed by staff or a designated group of staff on an annual basis thus keeping unacceptable behaviour to a minimum and creating a climate within our school which is conducive to sound relationships and effective learning and teaching.

### 3

## AIMS OF THE BEHAVIOUR POLICY

- 3.1 To promote and sustain good behaviour.
- 3.2 To value and appreciate one another irrespective of age, gender creed or race and to acknowledge that everyone has a part to play within our school community.
- 3.3 To develop self discipline, the ability to learn independently and work co-operatively.
- 3.4 To encourage and develop a sense of self-esteem and an awareness of the needs of others through self-discipline and a code of conduct.
- 3.5 To provide support and guidance for everyone in our school community.
- 3.6 To foster a caring attitude for the school environment, including the building inside and outside areas, equipment and personal effects.
- 3.7 To acknowledge the vital role parents play in the life of the school.

## 4. HOW WE COMMUNICATE OUR SCHOOL RULES

- 4.1 We believe that it is the duty of all staff of St Vincent de Paul to actively teach the skills on which positive behaviour management is based.
- 4.2 They are taught through the school day by the following methods:
- i. Staff modelling the skills directly
  - ii. Setting appropriate boundaries for pupil behaviour.
  - iii. Showing empathy and understanding of pupils.
  - iv. Listening to pupils.
  - v. Showing respect and understanding to everyone in the school community.
  - vi. Providing feedback in an informative way to pupils.
  - vii. Using positive consequences to encourage the learning of appropriate behaviour.
  - viii. Using consequences to discourage the learning of inappropriate behaviour.
  - ix. Teaching the skills through Circle Time
- 4.3 Class rules are negotiated and reviewed by each teacher with his/her class and they are displayed either pictorially and/or in written form in each classroom. These rules will allow the classroom to work well and provide a safe, happy and busy environment. Playground rules will be communicated in the same way so that the playground is a safe, happy and fair place to be. As with the school rules parents are made aware of these during curriculum meetings. Copies of these are available on request. New children coming to the school throughout the year receive the school handbook and the class rules.
- 4.4 Each set of classroom rules will embody a set of common principles and the school Code of Conduct. These principles are:
- Respect yourself and Others: Through
    - Kind Words**
    - Kind Hands**
    - Kind Thoughts**
  - Respect your environment

## Promoting and Rewarding Positive Behaviour

- Shared and consistently applied consequences drawn up by staff
- Rewarding positive behaviour through reward systems such as badges, stars and stamps.
- "Star of the Month" certificates rewarded to children who exemplify good attitudes and behaviour to their work, in the classroom and in the playground.
- Involving children at class level and whole school level in drawing up school and class rules which are clearly displayed and communicated. Children have agreed and signed up to clear rules for Lunchtime behaviour and these are regularly revisited.
- The School promotes monthly Assembly themes which are explored weekly at Assembly.
- Playtime Buddy System where older boys and girls are given responsibility for helping to promote "PLAY TIME IS YOUR TIME."
- Drawing up of individual class rules and rules for key times of the day e.g. Lunchtime. These are created, shared and agreed with pupils.
- An agreed school motto for positive behaviour is clearly displayed and shared with children:

### ➤ Kind Words

### ➤ Kind Hands

### ➤ Kind Thoughts

- Building and strengthening Home/School Partnerships by improved home-school communication e.g. New School Year Packs, Monthly Newsletter, Workshops, Parent Teacher Meetings in the first and second terms and Annual Pupil Reports, celebration of National Parents Week and participation in the F.A.S.T. /FAST CONNECT Programmes. The new website is now operational. The reviewed Positive Behaviour Policy will be made available to download or a hard copy to be collected from the School Office.
- Café Vincent will be set up each Friday. Children are awarded a place based on Good Homework, Correct wearing of the School Uniform and other examples of "Good News."

## 5. RESPONSIBILITIES

5.1 We believe that good behaviour practices stem from a partnership between parents, children and staff. Each member of this partnership has a key part to play. The responsibilities of each member are listed below. They are discussed in curriculum meetings and stated in the handbook.

### 5.2 Staff Responsibilities

- i. To treat all pupils fairly and with respect.
- ii. To help pupils to develop to their full potential.
- iii. To provide a challenging, interesting and relevant curriculum.
- iv. To create an environment which is safe and pleasant both physically and emotionally.
- v. To use positive and negative consequences clearly and consistently.
- vi. To be a good role model.
- vii. To form positive relationships with parents and pupils.
- viii. To recognise and value the strengths of all pupils.

### 5.3 Parents' Responsibilities

- i. To make children aware of appropriate behaviour.
- ii. To encourage independence and self discipline.
- iii. To show an interest in all their child does in school.
- iv. To support the school in implementing this policy.
- v. To be aware of the school rules.

## ACCEPTABLE AND UNACCEPTABLE BEHAVIOUR

Below are examples of acceptable and unacceptable behaviour.

### 6.1 Acceptable behaviour in pupils:-

- i. Demonstrating a positive self-image and the confidence to engage successfully in activities.
- ii. Abiding by Code of Conduct.
- iii. Showing respect for each other's views and the ideas and property of others.
- iv. Recognising that all have a right to share in and contribute to the lesson.
- v. Co-operating with the whole school community and with their peers on shared activities.
- vi. Applying themselves to the task, and working to the best of their ability.
- vii. Adhering to the accepted conventions of courtesy and good manners.
- viii. Responding positively to opportunities to act independently of the teacher to show initiative.

### 6.2 Unacceptable behaviour in pupils:-

- i. Not following the Code of Conduct
- ii. Being unkind to their peers.
- iii. Acting aggressively or with violence towards other pupils or members of school staff.
- iv. Directing abusive language or name calling at other pupils or members of staff.
- v. Calling out in class, interrupting others and being inattentive when others are contributing to the lesson.
- vi. Displaying a lack of interest in learning and preventing others from learning.
- vii. Being unable or unwilling to abide by the accepted conventions of courtesy and good manners.
- viii. Defacing or destroying other pupils' belongings or school property.
- ix. Engaging in inappropriate physical contact.
- x. Leaving class or school premises without permission.

## Unacceptable Behaviour and Consequences

Stage	<u>Stage 1 - Low Level</u>  Managed by Class Teacher  No improvements in these behaviours would move to Stage 2	<u>Stage 2 - Moderate Level</u>  Managed by member of pastoral care team: Key Stage One: Ms Glover, Key Stage Two: Mr Breen  No improvements in these behaviours would move to Stage 2+	<u>Stage 2+ Moderate Level</u>  Managed by the Vice Principal  No improvements in these behaviours would move to Stage 3	<u>Stage 3 - Serious Level</u>  Managed by Principal resulting in suspension or expulsion
<b>Behaviour</b>	<p>Persistent</p> <ul style="list-style-type: none"> <li>• Shouting out</li> <li>• Answering back</li> <li>• Bringing personal possessions eg. mobile phones, toys, electronic games, cards</li> <li>• Not wearing uniform</li> <li>• Not lining up correctly</li> <li>• Moving nosily throughout school</li> <li>• Not doing/bringing in homework</li> <li>• Poor preparation for school eg. books, pencil case, PE kit.</li> <li>• Inappropriate behaviour in the toilet</li> </ul>	<p>Bad Language</p> <p>Aggressive behaviour</p> <p>Defiance</p> <p>Bullying/Intimidating behaviour</p> <p>Stealing/Damaging other pupils' property</p> <p>Damage/Vandalism to the school environment</p> <p>Misbehaviour on out of school activities/visits/journeys</p>	<p><b>ABC- Acceptable Behaviour Contract</b> has had no effect and behaviour continues to present with concern</p>	<p>Bringing in dangerous objects or substances</p> <p>Leaving school premises without permission</p> <p>Bringing the school into disrepute.</p> <p>Physical/Verbal abuse towards an adult/child</p>

<p><b>Consequence</b></p>	<ul style="list-style-type: none"> <li>• Rule Reminder</li> <li>• Verbal explanation as to why behaviour/action is unacceptable</li> <li>• If repeated, sit apart and time out to reflect/calm down on action.</li> <li>• Each teacher will have a Behaviour Folder and Reflection Folder.</li> <li>• If Homework is not done or incomplete on two occasions then a reminder slip will be sent home. If this continues then a phone call will be made by the Class Teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection Sheet will be completed and sent home to be signed (Telephone call to inform parents of the Reflection Sheet)</li> <li>• If the reflection is unsigned, then the class teacher will contact the parent.</li> <li>• Withdrawal of privileges</li> <li>• If behaviour continues then Parents are invited to an interview - with teacher and a member of the pastoral care team, parent and pupil.</li> <li>• During this meeting an <b>ABC Acceptable Behaviour Contract</b> is drawn up.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents will be contacted by the Vice Principal and invited up to a further meeting</li> <li>• A further period of time will be allowed for behaviour to improve</li> <li>• Resulting consequences will be discussed and the move to Stage Three</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Interview - Principal, teacher, parent and pupil.</li> <li>• Suspension - Immediate suspension</li> <li>• Verbal abuse/physical attack of staff</li> <li>• Expulsion</li> </ul>
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Saint Vincent de Paul Primary School  
167A Ligoniel Road  
BELFAST  
BT14 8 DP



## *ACCEPTABLE BEHAVIOUR CONTRACT*

**This contract is made on:**

**Between: Saint Vincent de Paul Primary School**

**And** \_\_\_\_\_

\_\_\_\_\_ **agrees the following:**

**1.**

**2.**

**3.**

**4.**

**I understand the meaning of this contract.**

**Signed:**

**Date:**



Saint Vincent de Paul Primary School  
167A Ligoniel Road  
BELFAST  
BT14 8 DP

**ACCEPTABLE BEHAVIOUR CONTRACT**

**Name:**

**Address:**

**Date:**

**Dear**

***RE: UNACCEPTABLE BEHAVIOUR IN SAINT VINCENT DE PAUL PRIMARY SCHOOL***

Your child has been a number of incidents of unacceptable behaviour in Saint Vincent de Paul Primary School.

The incidents are as follows:

- 1. ....
- 2. ....
- 3. ....

We would now like you to attend a formal meeting, for the purposes of discussing and drawing up an Acceptable Behaviour Contract. **On:** **At:**

An Acceptable Behaviour Contract is a written agreement that aims to support your child in making good choices about their behaviour in school. The Vice Principal Mrs Mc Laughlin will also be in attendance.

I strongly urge you to attend, as it is very much in all of our interests to have this matter addressed. Please contact me at the number below so that further details can be provided and to confirm that the above date, time and place is convenient.

Yours sincerely

Mrs Mc Veigh  
Principal

## Incident Report for Moderate / Serious Behaviours

Reported by: ..... Date: ..... Time: .....  
 Pupils Name: ..... Class: .....

Please record a brief outline of incident.

--

Interventions tried in the classroom prior to referral to Principal or Vice-Principal.

Verbal advice / support	
Tactical ignoring	
Withdrawal	
Choices offered	
Rule reminders	

Distraction	
Take up time	
Flexible negotiation	
Limits set	

Outline of the Principal's or Vice-Principal's intervention.

Reprimand	
Recording in incident book	
Loss of choosing time	
Points not earned	

Detention	
Phone parent	
Letter to parent	
Time out of class	

Time return to class: .....

Please give brief report on pupil's behaviour for the remainder of the day.

--

Returned to the Vice-Principal or Principal for review: Date: .....  
 Time: .....

Outcome of review.

--

Signed: ..... Date: .....

## POSITIVE CORRECTION STATEMENTS

Correction should be phrased so that you are telling the pupil what to do, rather than telling them what not to do. Try to re-phrase these comments to give a positive direction.

<i>NEGATIVE CORRECTION</i>	<i>POSITIVE CORRECTION</i>
Stop fidgeting	Let me see good sitting
Stop running	Walk
Don't make a mess with the paint	Keep the brush in the pot etc
Don't push	Hands by your side / leave a space
Stop shouting out	Let me see a quiet hand / quiet voices please
Don't throw sand on the floor	Keep the sand in the tray
Stop hitting	Hands down / gentle hands
Stop wasting time	Time for work. How far have you got to?

## Positive Behaviour Strategies

### BEHAVIOUR STRATEGIES

(Strategies should be carried out with positive expectation - say it as if they are already doing it.) Strategies should range from the **least** intrusive to the **most** intrusive.

**CATCH THEM BEING GOOD** – notice good behaviour, describe it, tell the pupil why it is good, and encourage them to repeat it.

**NON-VERBAL CUES** - hands up, finger on lips.

**CASUAL QUESTIONS** - got your pencil, John? Know what to do?

**DIRECTION** – tell them what to do, say “thank – you” in advance, walk off.

**RE-DIRECTION** – repeat direction without being sidetracked. Use thanks and take-up time – don’t stand over them in a confrontational way.

**TACTICALLY IGNORE** – ignore secondary behaviour, minor interruptions.

**PHYSICAL PROXIMITY** – move closer to disruptive pupil.

**PROXIMAL PRAISE** – praise to children complying, a private message to those not complying.

**DISTRACTION / DIVERSION** – ask question, give task to disruptive pupil.

**WHEN / THEN and FIRST / THEN** – first we do this, then we do that – avoids “no”.

**RULE REMINDER** – refer to rule, use thank you **and take-up time**.

**HAND UP RULE** – “I’m looking for a quiet hand.”

**WHERE / WHAT?** – where should you be? (in my seat) what should you be doing? (my work)

**CHOICES** – in your bag or on my desk, do it now or later, put on your coat yourself or with help, remind of consequences. Give take-up time.

**BROKEN RECORD** – calmly repeat request or rule or consequence, to avoid confrontation or being drawn into argument. Stay neutral.

**PARTIAL AGREEMENT** – that may be so, but I need you to do this

**PRIVATE REPRIMAND** – a quiet word rather than a public confrontation.

**REPAIR AND REBUILD** – As soon as possible after a reprimand, find an opportunity to say something positive about the pupil – catch them being good.

## POSITIVE CONSEQUENCES

- 7.1 The reward system is seen as promoting and sustaining positive behaviour from the children in our school. It enables them to see that their effort has been recognised and appreciated, boosts self-esteem and promotes effective learning.
- 7.2 We believe that it is essential that all children are able to receive positive encouragement and have a fair chance to receive the positive consequences listed. Children's success both in their work and their behaviour will be measured against their previous performance rather than against that of other children in their class.
- 7.3 We believe that fair and effective rewards should:
- i. Contribute to the ethos of the school.
  - ii. Positively recognise and reinforce good behaviour.
  - iii. Be available to all pupils.
  - iv. Encourage pupils to take responsibility.
  - v. Be appropriate.
  - vi. Reflect a variety of rewards.
  - vii. Be consistent.
  - viii. Provide opportunities for parental involvement.
  - ix. Promote self esteem.
- 7.4 Teachers may choose the most effective positive consequence appropriate to the task. They are listed in the appendix.

## CONSEQUENCES

Sometimes it is necessary to discourage children from behaving badly and to teach them positive behaviour instead. If a child misbehaves, staff will ask him or her to stop the behaviour. If an incident has occurred it will be discussed with those involved. Whenever possible staff will encourage the pupils to try and resolve disputes themselves and to take responsibility for their own actions.

Parents need to be involved, in partnership with the school, in securing and maintaining their children's good behaviour in school, although they will not, of course, expect to be informed about every trivial misdemeanour. Schools must therefore decide the level of poor behaviour, or the degree of seriousness of a particular incident, which will warrant notifying parents of the matter, including the sanction which has been imposed and the reason for it, and/or arranging a meeting to discuss the pupil's behaviour.

At St Vincent de Paul we have a system of logical consequences. Where possible inappropriate behaviour has a logical consequence e.g. talking in class and disturbing classmates, work by him/herself. Consequences are not designed to punish the child, but to teach them that there is a consequence to inappropriate behaviour.

Consequences should:

- i. Be applied by the staff in a fair and consistent manner;
- ii. Be applied as soon after the offence as possible, not impulsively, but in a calm and measured manner;
- iii. Focus on the misdemeanour, rather than the pupil;
- iv. Take account, as necessary, of the age and degree of maturity of the pupils and any special educational needs he or she may have.

**We are a Rights Respecting Community who are committed to actively promoting the United Nations Convention on the Rights of the Child.**

**CODE OF CONDUCT**

**Kind Words, Kind Thoughts, Kind Hands**

***"Always treat others as you would like them to treat you"***

**Ready for school :**

**In our classroom: Sample Charter**

**We agree to:**

Use kind thoughts, kind words, kind hands and kind feet  
Respect each other  
Respect adults in our school  
Work hard and try our best  
Respect our classroom  
Use our inside voice in our classroom

**Lunchtime Charter:**

**We have the right to:**

Nutritious Food **Article 24**  
Clean Water **Article 24**  
Clean Environment **Article 24**  
Be Treated with Respect **Article 37**

**We agree to:**

Not waste food and water  
Behave sensibly and safely in the busy Lunch Hall  
Speak to people around us in a kind and thoughtful way

**Playground Charter:**

**We have the right to:**

Relax and play **Article 31**  
A safe and clean environment to play in **Article 27**  
Be listened to and have our views respected **Article 12**

**We agree to:**

Use playtime to play together  
Use kind thoughts, kind words, kind hands and kind feet  
Listen to our friends and teachers



## Appendix B

### REWARD SYSTEM

A system of rewards and incentives operates within the school. Consistency is a must for the system to operate effectively and will be promoted by principal, teaching staff and ancillary staff within the following areas:

- ❖ Pupil of the Month Certificates
- ❖ Head Boy/ Head Girl
- ❖ Prefects/ Buddies
- ❖ Star Charts
- ❖ Prizes
- ❖ Work to be shown or read out to school, class, other classes, teacher and Principal.
- ❖ Praise
- ❖ Stickers/badges
- ❖ Positive note to parents
- ❖ Names included in monthly newsletter
- ❖ Parish Bulletin
- ❖ Monthly Awards e.g. Movie Afternoon
- ❖ Golden Time

## REWARD SYSTEM

Individual Pupil	Whole Class	Principal
Praise verbal, facial expression Written Smiley faces Stamps Stickers Reading out good work Star Chart Good behaviour letter Showing work to another teacher Showing work to Principal Pupil of the Week Displaying good work Use of computer Letters/notes home	Praise verbal, facial expression Extra play time Class of the week Golden Time Star Chart Monthly Cinema	Praise verbal, facial expression Stickers Special good behaviour letter Notes in homework book Letters home Principal's Pupil of the Month Principal's Award Extra Play Time

## HIERACHY OF REWARDS

1. Praise verbal, facial expression, written
2. Smiley faces
3. Stamps
4. Stickers
5. Extra Play Time
6. Reading out good work
7. Acknowledgement from another teacher/principal
8. Friday treats
9. Weekly good behaviour letter
10. Pupil of the Month
11. Golden Time
12. Monthly Cinema
13. Star Chart
14. Outside choosing time



# Saint Vincent de Paul

## Early Years

### Positive Behaviour Policy

*Drawn up in consultation with all relevant staff: March 2014w*  
*Reviewed: June 2014*





## **Saint Vincent de Paul Early Years Positive Behaviour Policy**

### **Introduction**

All staff in the Saint Vincent de Paul Early Years team believe that adults and children flourish in an ordered environment in which they have clear expectations and routines. We always work to ensure that, our children are free to develop their play and learning without fear of being hurt or injured by anyone else. We aim to develop the children's self-esteem and self-discipline in an atmosphere of mutual respect, encouragement and trust.

We constantly review and update our policies in light of the needs of the children in our care. The Early Years team has worked closely with Mrs McVeigh, who's role includes Special/Additional needs co-ordinator, staff, parents, children and relevant outside agencies to implement our positive behaviour policy. This is a working document and as such will be reviewed according to the changing needs of our children.

Our Early Years Partnership embodies a set of common principles that reflect the schools Code of Conduct and therefore we promote:

**Kind Words**

**Kind Hands**

**Kind Thoughts**

**(Nursery Unit and Pre-School Playgroup)**

**Kind Words**

**Kind Hands**

**Kind Feet**

### **Aim**

- To promote and sustain good behaviour
- To encourage an awareness of the needs of others
- To acknowledge that everyone has a part to play within our school community
- To encourage a sense of self esteem
- To promote a caring attitude towards people, places and things
- To acknowledge and support the vital role parents play throughout our schools

## **Communication**

We believe that good behaviour practices stem from a close partnership between parents, children and staff. We believe that parents have a responsibility to:

- Make their children aware of and encourage appropriate behaviour
- Encourage independence and self-discipline
- Show an interest in all their child does at school
- Support our schools in implementing this policy
- Be aware of the golden rules

It is not the aim of staff to control behaviour but to teach the children that there is a better way. Therefore we will strive to:

- Treat all children fairly and with respect
- Listen to children and acknowledge their emotional state
- Model skills, adopting a positive approach to situations
- Model appropriate behaviour and language
- Implement the "Golden Rules" and ensure they are on display
- Reinforce the "Golden Rules" as part of daily routines, through circle time, role-play, stories and themed assemblies
- Use positive strategies clearly and consistently to set appropriate boundaries for children's behaviour

## **Strategies (Appendix A)**

All Early Years staff have a responsibility to use appropriate strategies to encourage positive behaviour. These will be carried out with positive expectation (said as if the child is already doing it).

## Procedures for Managing Challenging Behaviour

Staff and parents need to be aware that some situations arise from the child having special educational needs and other procedures may be used instead e.g. removal for one-to-one support to another area etc.

### Low Level

Types of behaviours	Strategies ( Early Years Appendix A)
<ul style="list-style-type: none"> <li>• Not sharing or taking turns</li> <li>• Not following instructions from adults</li> <li>• Hurting others</li> <li>• Not showing care for resources</li> <li>• Ignoring safety rules</li> </ul>	<p>Members of staff who witness these types of behaviours are responsible for managing them.</p> <p><i>Some of the strategies we use include:</i></p> <ul style="list-style-type: none"> <li>➤ <b>Attention songs/rhymes</b> - e.g. "Are We Ready...", "123 all eyes on me"</li> <li>➤ <b>Non-verbal cues</b> - hands up, finger on lips, thumbs up, smile, nod of the head</li> <li>➤ <b>Direction</b> - tell them what to do say "thank you" in advance of the child following the direction and walk away (sends the child the message that you trust them to do what you have asked)</li> <li>➤ <b>Re-Direction</b> - repeat direction without being side-tracked, use thank you at the end of the statement (don't stand over them it can feel confrontational)</li> <li>➤ <b>Tactically ignore</b> - ignore secondary behaviour e.g. huffing and minor interruptions</li> <li>➤ <b>Rule reminders</b> - Use inclusive language - we, us, our, all, everyone, together e.g. "We use kind hands"</li> <li>➤ <b>Physical proximity</b> - Move closer to disruptive child or seat them beside you without comment</li> <li>➤ <b>Proximal praise</b> - praise to children complying, help others learn by being explicit about what they are doing e.g. "Look at that boy using lovely walking feet", "Emily you tidied our books, you are a great handy helper"</li> <li>➤ <b>Distraction / diversion</b> - ask a question, give a task that involves movement</li> <li>➤ <b>First and then</b> - first this then that e.g. first tidy up, then puzzles - avoids "no", no coaxing or bribing (keep language to a minimum)</li> <li>➤ <b>Choices</b> - (giving the child the sense of control) Giving a choice to avoid confrontation or a power struggle e.g. "The toy can go in my drawer or in your bag, it's your choice", "You can put your coat on or I can help you"</li> </ul> <p>These strategies work alongside our "<b>Blast Off</b>" and "<b>Catch Me Being Good</b>" charts</p>

## Moderate

Types of behaviours	Strategies
<ul style="list-style-type: none"> <li>• Repeatedly using aggressive behaviour towards staff and other children</li> <li>• Continuous use of inappropriate language</li> <li>• Damaging resources / learning environment</li> <li>• Continuous defiance</li> </ul>	<p>Members of staff who witness these types of behaviours are responsible for managing them. If the behaviour is persistent then the teacher / manager will intervene.</p> <ul style="list-style-type: none"> <li>➤ <b>Choices</b> - (giving the child the sense of control) To convey the consequence if unwanted behaviour continues, state the problem situation and the consequence e.g. "If you choose to throw the sand you might hurt your friends eyes and then you will have to play somewhere else"</li> <li>➤ <b>Private reprimand</b> - a quiet word rather than a public confrontation in order to protect self-esteem and your relationship with the child</li> <li>➤ <b>Verbal feedback</b> - inform parent / carer at home time (not in front of the child) of the incident stressing that the matter has been dealt with</li> <li>➤ <b>Sharing information</b> - staff will use home school diary, link book, passport to communicate the child's progress with parent</li> </ul> <p>These types of behaviour will be recorded in an incident book</p>

## Serious

Types of behaviours	Strategies
<ul style="list-style-type: none"> <li>• Physical / verbal abuse towards staff and other children - spitting, *biting, intentional harm</li> </ul> <p><b>*Pre-school Playgroup:</b> If an incident of biting occurs parents will always be contacted by telephone.</p>	<p>In rare cases where cases are unmanageable the head teacher / manager will....</p> <ul style="list-style-type: none"> <li>➤ <b>Remove</b> - remove to a safe place if a child is in danger of getting hurt</li> <li>➤ <b>Parent interview</b> - with teacher / manager and a member of the pastoral care team / management committee</li> <li>➤ <b>Review strategies</b> currently in place and introduction of additional intervention e.g. Risk Management plan, Risk Assessment and or Risk Reduction Plan. It may be necessary to revise the current timetable to meet the needs of the individual child within the setting.</li> </ul> <p>Recurring problems will always be discussed with all members of staff, the principal when necessary and the parents'. The above will be shared and agreed with Parents and communicated to relevant staff.</p>

## ***Defined Roles and Responsibilities***

***All staff are responsible for managing behaviour appropriately in close partnership with Parents***

### **Staff Responsibilities**

- To treat all children fairly and with respect.
- To help children to develop to their full potential.
- To provide a challenging, interesting learning environment.
- To create an environment which is safe and pleasant both physically and emotionally.
- To use positive and negative consequences clearly and consistently.
- To be a good role model.
- To form positive relationships with parents and pupils.
- To recognise and value the strengths of all children.

### **Parents' Responsibilities**

- Make their children aware of and encourage appropriate behaviour
- Encourage independence and self-discipline
- Show an interest in all their child does at school
- Support our schools in implementing this policy
- Be aware of the golden rules

## Early Years Appendix B

### POSITIVE CORRECTION

Correction should be phrased so that you are telling the pupil what to do, rather than telling them what not to do. Try to re-phrase these comments to give a positive direction.

<i><b>NEGATIVE CORRECTION</b></i>	<i><b>POSITIVE CORRECTION</b></i>
Stop fidgeting	Let me see good sitting
Stop running	Walk
Don't make a mess with the paint	Keep the brush in the pot etc.
Don't push	Hands by your side / leave a space
Stop shouting out	Let me see a quiet hand / quiet voices please
Don't throw sand on the floor	Keep the sand in the tray
Stop hitting	Hands down /Kind hands/ Kind feet
Stop wasting time	Time for work. How far have you got to?

## Early Years Appendix A2

### Further BEHAVIOUR STRATEGIES

(Strategies should be carried out with positive expectation - say it as if they are already doing it.) Strategies should range from the **least** intrusive to the **most** intrusive.

- **CATCH THEM BEING GOOD** - notice good behaviour, describe it, tell the pupil why it is good, and encourage them to repeat it.
- **NON-VERBAL CUES** - hands up, finger on lips.
- **CASUAL QUESTIONS** - got your pencil, John? Know what to do?
- **DIRECTION** - tell them what to do, say "thank - you" in advance, walk off.
- **RE-DIRECTION** - repeat direction without being side-tracked. Use thanks and take-up time - don't stand over them in a confrontational way.
- **TACTICALLY IGNORE** - ignore secondary behaviour, minor interruptions.
- **PHYSICAL PROXIMITY** - move closer to disruptive pupil.
- **PROXIMAL PRAISE** - praise to children complying, a private message to those not complying.
- **DISTRACTION / DIVERSION** - ask question, give task to disruptive pupil.
- **WHEN / THEN and FIRST / THEN** - first we do this, then we do that - avoids "no".
- **RULE REMINDER** - refer to rule, use thank you **and take-up time**.
- **HAND UP RULE** - "I'm looking for a quiet hand."
- **WHERE / WHAT?** - Where should you be? (In my seat) what should you be doing? (my work)
- **CHOICES** - in your bag or on my desk, do it now or later, put on your coat yourself or with help, remind of consequences. Give take-up time.
- **BROKEN RECORD** - calmly repeat request or rule or consequence, to avoid confrontation or being drawn into argument. Stay neutral.
- **PARTIAL AGREEMENT** - that may be so, but I need you to do this
- **PRIVATE REPRIMAND** - a quiet word rather than a public confrontation.

**REPAIR AND REBUILD** - *As soon as possible after a reprimand, find an opportunity to say something positive about the pupil - catch them being good.*



**This Policy was shared and agreed with the above relevant Staff on Wednesday 16<sup>th</sup> April.**

*The policy will be reviewed in June 2016.*

<b>Name</b>	<b>Position</b>	<b>Date</b>
<b>Reverend Father Patrick Devlin</b>	<b>Chair of Pre- School Playgroup</b>	
<b>Mrs Paula Kelly</b>	<b>Pre-School Playgroup Manager</b>	
<b>Mrs Bronagh Mc Veigh</b>	<b>School Principal</b>	
<b>Ms Helen Glover</b>	<b>Early Years Co ordinator</b>	
<b>Mrs Mary Mc Grath</b>	<b>Nursery Teacher</b>	

Appendix E

MONITORING SHEET

Name: \_\_\_\_\_ Date \_\_\_\_\_ Target \_\_\_\_\_

Day	Before Break	After Break	Afternoon	Teacher Comment	Parent Comment
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					



**Appendix G**

**PARENTAL ALERT**

Date:

Dear

At St Vincent de Paul Primary School we are committed to working in partnership with parents. I am therefore writing to you to express my concern about \_\_\_\_\_ present progress in school.

He/she seems to be having difficulty with

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I would ask you to encourage \_\_\_\_\_ to make more effort in this area and our usual school strategies will be applied.

Hopefully this will resolve the situation quickly. I will monitor the situation and let you know how \_\_\_\_\_ is progressing.

Thank you for your support.

Yours sincerely

\_\_\_\_\_  
Class Teacher

Appendix H

REFLECTION SHEET  
Key Stage 1

Name	Class	Teacher	Date
------	-------	---------	------

What I did	What rule I broke
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People who could help me stay out of trouble	What I can do to make it better
--	---------------------------------

Teacher's comments	Pupil's signature Parent's signature
--------------------	---

Appendix I

REFLECTION SHEET  
Key Stage 2

Name	Class	Teacher	Date
------	-------	---------	------

What I did (against our class rule)	Which rule did I break(or right) I broke or infringed
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Why I did it (my explanation)	What I think I can do to fix it
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Teacher's comments	Pupil's signature Parent's signature
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Appendix J

EXAMPLES OF POSITIVE PARENTAL LETTERS  
AND CERTIFICATES



Date: \_\_\_\_\_

Dear

I would like to let you know that \_\_\_\_\_ has  
had a wonderful week because:

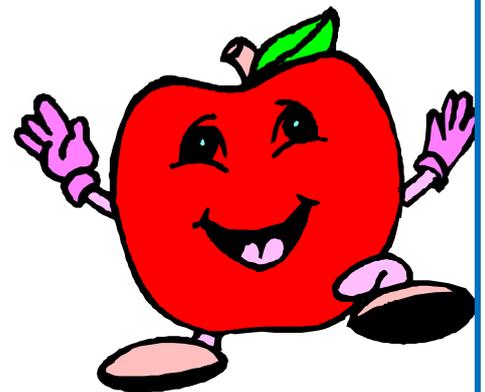
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I am very proud and am sure you will be too.

Best wishes





Date: \_\_\_\_\_

Dear

I would like to let you know that \_\_\_\_\_ has  
had a wonderful week because:

---

---

---

I am very proud and am sure you will be too.

Best wishes

Appendix K

POSITIVE BEHAVIOUR CONTRACT

I \_\_\_\_\_ understand that my attitude and conduct in school have been unacceptable.

I realise that a continuation of such behaviour may result in my expulsion from the school.

In an effort to improve this situation, I undertake to:

- \* Attend any counselling that is offered, for as long as is required.
- \* Behave in an acceptable fashion in the presence of my teachers and in the company of my fellow pupils
- \* Accept any correction or punishment which is fairly given by my teachers and respond to this in a reasonable and respectful fashion
- \* Make a serious effort to improve my school work, both in class and at home with the aim of achieving the best possible results.

Other

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

PUPILS'S SIGNATURE:

\_\_\_\_\_

DATE: \_\_\_\_\_

PARENT'S/GUARDIAN'S SIGNATURE

\_\_\_\_\_

DATE: \_\_\_\_\_

PRINCIPAL'S SIGNATURE

\_\_\_\_\_

DATE: \_\_\_\_\_

Appendix L

**Notification of Pupil Suspension to Education Authority**

**This form can be located in RM Staff/ Co ordinators/ Pastoral Care/  
Positive Behaviour**

**Monitoring**

This policy will be reviewed annually by the Board of Governors, Senior Leadership Team and Staff to ensure it remains fit for purpose.

This policy was adopted by Saint Vincent de Paul Primary School.

Signed: \_\_\_\_\_  
(on behalf of the Board of Governors)

Position: \_\_\_\_\_

Date: \_\_\_\_\_

Reviewed on:

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_