

Policy for Promoting Positive Behaviour

Ratified by Governors October 2015

(First Implemented Term 1 2015/16)

Reviewed – September 2016

Reviewed and updated June 2017

Reviewed May 2018

Reviewed April 2019 and Ratified by BOG May 2019

Reviewed November 2022. Disseminated to teaching staff 06/02/23. Parent workshop 07/03/23

Context for our policy.....

In St Clare's Abbey P.S. we consciously strive to ensure that the spirits of our founders: Blessed Edmund Rice, St Clare and St Francis are evident in all that we do in our school. We truly commit to using our mission statement as a compass to guide us in our work. The vision for life in St Clare's Abbey sits very well with the work that we do to promote positive behaviour. We view ourselves as carrying the mantle forward and continuing the work engaged in so passionately by them. See below the inspiration provided by:

Blessed Edmund Rice-

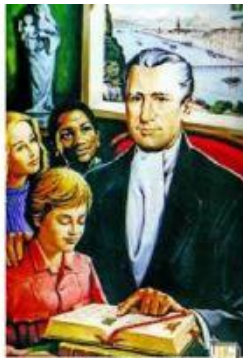
Staff are keenly aware that Blessed Edmund Rice was noted for 'discontinuing' the employment of some of his teachers who insisted on ruling with the rod, rather than taking the time to 'get to know' the child and nurture him, to help him have the best education possible. He was a man 'ahead of his time' and motivates our staff greatly. As such there is great emphasis on the importance of having all our work on promoting good behaviour underpinned by strong relationships between pupils and the staff taking care of them.

St Clare-

St Clare demonstrated throughout her life the power of people joining in joyful service and always interacting with great respect for their fellow human beings. That is why the predominant tone throughout all aspects of our policy and practice is of happiness/celebration when things go well or determination that when things have gone wrong that we can make them better. The restorative approach whilst very much in vogue today, has been promoted by St Clare since the early 13th century.

St Francis-

Also inspired our staff whilst we created this policy. When he established his Religious congregation in the early 13th century, he was asked by church seniors to provide his manifesto/ rule book. This did not sit well with St Francis as he did not believe in living and working with people who were bound together and united simply because they had a shared set of rules to follow. Rather he believed in creating an ethos through which the spirit and shared value system could grow and nourish people. This is why the crux of our policy is our 'Code'. Having worked with the whole school community to identify what should be included in it, we use it as the framework for all our work on promoting good relationships and consequently good behaviour. It is simple, understood by all staff, pupils and parents and is referenced daily in each classroom, the canteen, playgrounds etc- ensuring that everyone knows what we are aiming to achieve. It is also important to note that the wording is 'In St Clare's Abbey *we try our best to be*'. We all recognise that we are all striving to achieve the code, it is not easy and sometimes we don't succeed but we keep trying.



St Clare's Abbey's visionary framework:

Our school mission statement:

Within St Clare's Abbey we are guided in our thoughts, words and actions by the values of our founders; Blessed Edmund Rice, Saint Clare and Saint Francis who devoted their lives to sharing God's love with others through their dedicated and joyful service.

In our efforts to keep their mission alive in 21st century Ireland we encourage everyone in our school to:

- *Love God*
- *Love each other &*
- *Love learning*

School aims:

We will work with our parents and the wider community to help all in St Clare's Abbey develop:

- *A sense of how precious we are and of God's great love for us.*
- *The social skills and moral attributes required to contribute positively to our community.*
- *A true love for learning that will help each of us achieve our full potential.*

All staff are passionate about the importance of building good relationships with our boys and girls, showing them constantly that we care about them. We truly believe that when the relationships are strong pupils want to be 'good' and any instances of 'bad behaviour' can be sorted out (in most instances) in a subtle way by the staff member immediately involved. We believe that ongoing work on respect gives us a rock-solid foundation from which good behaviour can be more easily built.

We fully support the adage that 'prevention is better than cure' and we draw inspiration from a poem held dear by one of our teachers:

*'He who gives a child a treat
Makes joy-bells ring in Heaven's street
And he who gives a child a home
Builds palaces in kingdom come.....'*

('In as much as you have done it' by John Masefield)

Policy aims: The aims of our policy:

The aims can be simplified by stating clearly that we want everyone (adults and children) to live out our code of conduct:

In St Clare's Abbey we try our best to be:

- ***Gentle***
- ***Fair***
- ***Generous***
- ***Well-mannered***
- ***Hardworking***
- ***Honest***



The code of conduct helps to guide our pupils throughout the school. Pupils are rewarded for their celebration of the code with a pupil of the prize rewarded at weekly assembly.

Roles and responsibilities of the whole school community.

We firmly believe that the success of our procedures depends on the commitment and shared understanding of all groups:

- Pupils
- Parents
- Governors
- Non-teaching
- Teaching staff

As such all were involved in the stages of work undertaken in the formulation of this policy, from initial audit through to identification of behaviours to be included in the code of conduct through to identification of rewards and sanctions appropriate for each category of misbehaviour. A more recent survey (Appendix 2) confirmed that strategies for promoting positive behaviour continue to be used successfully throughout the school, with different key stages adopting the approach that is most suitable for the pupils in their care.

Links with other policies:

This policy is closely linked to the following policies that currently exist in school:

- Anti-bullying policy
- Marking policy
- Online Safety Policy
- Special Educational Needs policy
- Reasonable force/safe handling policy
- Playtime policy
- Health and Safety

Strategies used within St Clare's Abbey to promote positive behaviour:

Influence of St. Francis' & Blessed Edmund Rice's teaching.

Given that each teacher, classroom assistant, ancillary staff member and the pupils in their care are a unique grouping, we do not have an exhaustive list of strategies for promoting positive behaviour that we expect our staff to work through as a check list. Rather we recognise that each staff member is fully committed to our school ethos and our mission statement and uses his/her own little strategies in a caring way to get everyone in his/her class to the same destination. Like Blessed Edmund Rice each teacher believes in the power of gently, firmly and patiently steering pupils along the desired path. ***All concur with his belief that humiliation and harshness are not nurturing strategies.***

However, we recognise that it is good practice to provide clarity for people who are experiencing St Clare's Abbey from beyond the classroom e.g., parents, governors etc. Therefore, following whole school reflection, we have outlined the procedures that we use to promote good behaviour in St Clare's Abbey.

Strategies for promoting positive behaviour used at class/playground level:

Our staff and pupils identified a sample of some of the most frequently used strategies at work within St Clare's Abbey (see appendices to policy) to help us in our continuous promotion of good behaviour

- Class interpretation of the school code – These are collaboratively drawn up at the start of each new school year. The pupils promise to do their best to adhere to the school code in an age-appropriate manner and the parents are asked to make a comment on SEESAW as an indication that they will support their child and the teacher in trying to ensure that good behaviour is prevalent throughout the year. These are revisited on a regular basis throughout the year during class prayer time, circle time, discussions etc and if there are instances of inappropriate behaviour the children can be drawn back to the class contract and asked to articulate where their behaviour has lapsed.
- Anti-bullying pledges – during anti-bullying week. These are an integral part of our anti-bullying policy and are used in the same way as the class contract to ensure that all pupils and parents are fully aware of our expectations. The definition of bullying that we as a school have agreed upon is attached to this pledge as a reminder.
- Acknowledging and praising good behaviour
- Appropriately pitched curriculum with well-planned differentiation and extension incorporating good visualisation strategies where appropriate.
- Circle time/group discussion opportunities
- Role play/ puppets/ story boxes to model good behaviour
- Buddy schemes
- Class jobs
- 'Code cracker'
- Stickers
- Formative assessment strategies linked closely with SEESAW feedback.
- Open prayer (e.g., 'Thank you God for our happy class')
- End of week treats (Golden time/ Marble in the jar etc)



Strategies used at whole school level:

- **School code of conduct**

It is prominently displayed and referred to throughout the school day.

- **‘Cracking the Code’ weekly award**

This recognises pupils who live up to the school code. Each teacher nominates a child from his/her class who has personified an aspect of the code that week to receive the ‘cracking the code’ award at assembly.

- **P7 Pupil Leadership Team.**

Every P7 child is given a role of responsibility in the school across the three terms. Very high expectations are set for these pupils and they truly assume a lot of responsibility. This has an extremely positive effect on the senior pupils and, in many cases, they develop into what staff perceive as another layer of people who are able to help with the running of the school. It is a system that we could not manage without and because their tasks are clear and very necessary the pupils take great pride in the contribution that they are making to their school. This results in very well disciplined P7 students who would be deeply disappointed were they to be deemed too immature to fulfil their role in P7 leadership. The PLT remit has been extended to incorporate the ‘giving a little bit back’ project in Term 3. This involves pupils helping with genuine jobs in school e.g., painting outdoor furniture, maintaining the graduate’s grotto garden and taking care of school grounds. At the end of their term of office they are presented with an acknowledgement of their contribution to school life.

- **School council/ Eco council/ Digital leaders/Pupils Rights Respecting Steering Group/ Friendship ambassadors/Anti-Bullying Ambassadors**

1. We have a thriving **school council** which comprises of elected representatives from each of the P4 – P7 classes. The secret to success with our council is that it is given a genuine job to do rather than being a ‘token body.’ The tasks undertaken by the council are linked closely to objectives in the SDP and fundraising, NB the school council selects the charity foci for the year and take responsibility for organising monthly events. (Refer to the school council website space for details).

2. Our **Eco council** works in a similar way and they take great pride in the fact that they have led the school to the highest level in the Eco schools scheme – green flag status.

3. **Digital leaders** are also selected through an open application process. They too have very genuine jobs to undertake and there are high expectations for them which helps to cultivate responsibility.

4. The **Pupil Rights Respecting Steering Group** is a group of young people from across the school community who lead the schools’ rights respecting work and drive forward change. The group meets regularly with clear agendas and action points so that the group can take the lead in developing and delivering the school’s rights respecting action plan.

5. Our School counsellor leads a weekly group session with our **Friendship ambassadors** where this group of children discuss typical problematic situations that arise in school life. The children, whilst calm and focussed discuss the best way to deal with these in the hope that the skills will be well honed when needed in reality. Each class from P5-7 provide a rep for the group and they report back to us on the weekly scenario during assembly time, ensuring that the good practice is cascaded to the wider school.

6. The **Anti bullying ambassadors** work closely with the VP to keep the message alive. They lead the work undertaken in A/B week and have timetabled slots on a half termly basis when they speak at assembly/ organise events to ensure that the AB message is shared beyond A/B week.

- **Weekly assembly**

Assembly is held each Friday. It is a time when we come together to pray and celebrate. We sing and pray together, taking the opportunity to give thanks to God for all the good things in our lives and our school and to ask for his help when things are not going well.

We celebrate so much at each assembly including:

- Any good behaviour that was observed during the week e.g., politeness to visitors, kindness in the playground etc. – ‘Catching them being good’ in action.
- ‘Cracking the code’ award,
- Pupil achievements (where children share their good news with us)
- Birthdays.
- Public performances

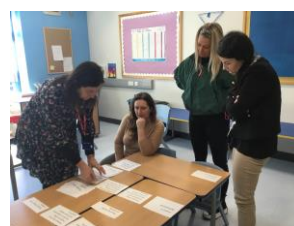
- **Calm Plan Framework**

As part of our school ethos, nurture principles and trauma informed practice our school operates the Calm Plan approach. This framework works to help pupils and staff to recognise dysregulation while developing an understanding of how to help pupils feel safe and connected. Staff, particularly teachers of children specifically working through the calm plan framework, have been trained in this approach and are equipped to deal with behaviours caused by sensory overload or dysregulation. We involve the families of involved pupils to ensure consistency at home and school.

Current status: We have requested full school Calm Plan training for the 22/23 school year with the aim that the Calm Plan approaches will become our default means of addressing emotional difficulties.

- **Nurture Setting**

We are extremely lucky to have a DE funded nurture setting within our school. We feel that this setting reflects our whole school pastoral care ethos and has strongly influenced the strategies which we use to address any behavioural issues. Within our ‘nurturing school’ environment we understand that children’s learning is developmental and recognise the safe place that our school environment must be for our children. We believe that all behaviour is communication and work hard to understand what children are attempting to communicate to us through their behaviour. As a nurture school the development of self-esteem is of paramount importance.



Strategies used to address inappropriate behaviour:

As stated from the outset, a list of sanctions does not sit well within our school's pastoral ethos. However, we are realists and recognise fully that an awareness of consequence is a necessary part of our pupil's personal development. As such we have thought long and hard about the best way of developing this among our pupils. We have two aims; the first is to reach a point where the child strives to repair damage that he/she has created. The second aim is that the recipient of the negative behaviour can reach a place (with support) where he/she is able to accept the reparation.

****We take the child's Additional Educational Needs/ State of emotional regulation/ stage of development into consideration when deciding if sanction is appropriate.****

Good communication underpins each strategy, and every effort is made to separate the child from the inappropriate behaviour in which he/ she is engaging. Staff recognise that different strategies work best with different children and will use their knowledge of each child to establish the best way of dealing with the situation. In many instances a quiet word or a reproving look is sufficient, however where this is not the case:

Generally

- Carefully selected behaviours may be ignored
- If the behaviour persists the adult will remind the child of the part of the code that he/she is breaching and he/she will then be redirected to the task in hand.
- The child will be offered choices re next step- both choices will be an acceptable outcome to the staff member but will also give the child a 'say'
- If this does not work 'calm down time' (or cool off time in the playground – teacher must be informed if a pattern develops) will be used: (the child will be taken to a quiet place (supervised) to reflect on his/her behaviour/choices or allowed the opportunity to go for a walk with an adult.)
- An adult will speak to the child reminding him/her that this is unacceptable behaviour and asking him/her to explain what happened and how he/she should have handled the situation. (If this is a one-off situation, or the child has been honest etc the teacher will make reference to this.)
- Where there are whole class issues to be addressed 'circle time' and class discussion or prayer are used as opportunities for talking about problems, consequences of these and possible solutions.

If sanctions are deemed appropriate ** these will include:

- Non-participation in 'golden time/ class treat time' or withdrawal of other rewards outlined in the section 'strategies for promoting positive behaviour at class/playground level.' Staff are committed to avoiding 'whole class' punishments for the misdemeanours of individual or groups of children.
- Meaningful work task related to the curriculum
- Bringing parents on board. This strategy is used sparingly and consequently to good effect.
- Many of the strategies identified for promoting good behaviour will be used in reverse.

Great emphasis is placed on enabling the child to move on from the situation and start afresh once it has been dealt with and the sanction has 'run its course.' Therefore, punishments must be 'time bound' and allow ample time for pupil to rectify his/her inappropriate behaviour. This ties in very closely with the 'restorative' approach we have promoted within our 'Anti-Bullying Policy.' Care is also taken to ensure that there will be no public humiliation or gloating by other pupils. The sanctions must always ensure that EA and DENI Health and Safety policies are fully adhered to and all strategies must be in accordance with those recommended by Special Education Behaviour Support Team and the Special Educational Needs resource file.

In instances of significant inappropriate behaviour (NB this is the stage where the Senior Leadership Team become actively involved) the following strategies/sanctions will be used:

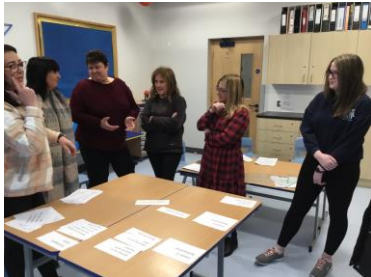
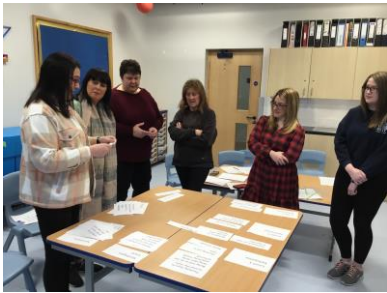
- Involvement of Mrs Donnelly or Mrs Monaghan who may:
 1. Withdraw child from active play in the playground- having to stand in a designated place instead and observe others
 2. Withdraw positions of responsibility held by child (Temporary measure)
 3. Place child in a different year group
 4. Arrange other sanction related to the incident e.g., to facilitate letter of apology
 5. Contact parents to secure home sanction
- Home school liaison
- Implementation of Behaviour Support Team (BST strategies).
- Implementation of a 'behaviour plan/IEP'
- Involvement of behaviour management team- including:
 - Advice @ stages 1 & 2 of the code of practice
 - Consultation @ stages 1 & 2 of the code of practice
 - Case involvement @ stage 3 of the code of practice

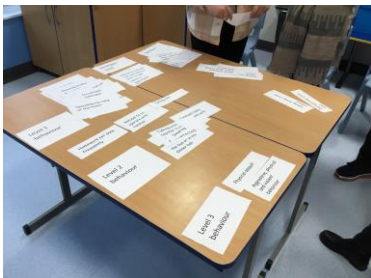
In the event of the above strategies failing to be effective the Board of Governors will become involved and suspension/ expulsion, in keeping with CCMS and EA advice, will be implemented. (See appendix)

Arrangements for monitoring the effectiveness of this policy: SLT will monitor the effectiveness of the policy by discussing behaviours of worrying pupils with relevant staff and establishing how implementation of this policy is helping with the management of same. Monitoring the instances of behaviour referrals that are made to the principal/ vice principal will also be used to assess the effectiveness of the strategies. The policy will be reviewed and updated each year as per the school's policy review timetable.

Appendix 1:

To establish consistency in understanding and behaviour management approaches we as a full staff have analysed the many inappropriate behaviours that we have experienced and have categorised them as stage 1,2 or 3 behaviours and have collaboratively identified the strategies and sanctions that accompany each. All staff in our school strive to view and handle inappropriate behaviour with a shared perspective. This consistency can only benefit our pupils.

Behaviour	Strategies used.	Sanctions used
Shouting out. Not putting hand up. Leaving seat. Moving about on mat Talking when adult is speaking. Constant shouting out. Pulling toys off others. Crying when he/she doesn't get what he/she wants. Shouting loudly/ screaming. Fighting verbally. Sometimes does not pay attention. Talks, moves and disturbs other children. Spending too long at the toilet. Taking a long time to get settled into independent activities. Taking things from others. Telling lies. Being argumentative and grumpy towards others. Occasional tantrums. Talking during teaching time when supposed to be working independently. Answering back cheekily when teacher/classroom assistant asks a question. Constant/daily arguments with peers Refusal to co-operate with teacher. Shouting out in class. Involved in minor disagreements. Quite loud and brash when mixing with peers. Homework not done frequently Being told to do one thing then doing something totally different.	Adult to have a 'quiet word' Ignore behaviour Remind re relevant rule and redirect back to task 	Sanctions are not appropriate at this stage. Successful implementation of classroom management strategies is essential 
Fighting verbally Talking over teacher (refusing to	Adult to give 'warning' and discuss with child where class rule/behaviour code has been broken	Losing out on 'golden time' or other class 'treat time.'

<p>listen, every time corrected) Calling other children names. Taking things from others. Telling lies. Disregarding school rules. Nasty attitude. Constant/daily arguments with peers Shouting and verbally abusive behaviour Homework not done frequently Spitting Swearing Being told to do one thing then doing something totally different. Rude behaviour on the bus or in the dinner hall</p>	<p>Adult to redirect back to task</p> <p>If needed the 'time out' planned procedure should be implemented.</p> 	<p>Completing a curriculum related work task during 'treat time'. E.g. incomplete work or piece of writing reflecting on what has happened as age appropriate.</p> <p>A discussion/referral to SLT colleague.</p>
<p>Physical assault Aggressive, physical and violent behaviour Throwing objects around the room. Hitting, thumping pupils/adults.</p> <p>Disrespectful and Embarrassing Behaviour whilst representing the school on site or off site.</p>	<p>Child will be removed from the situation.</p> <p>Principal/ vice principal will be involved</p> <p>Parents may be involved</p> <p>Behaviour management team advice will be sought</p>	<p>Loss of playground time.</p> <p>Removal from own class to spend time in another class.</p> <p>Exclusion from representing school. (Time bound)</p> <p>(Each of the above sanctions will be at the discretion of SLT)</p> <p>Referral to Mrs Donnelly or Mrs Monaghan</p> <p>Home school journal will be implemented</p> <p>Behaviour plan</p> <p>Suspension</p> <p>Expulsion</p>

It is fully anticipated that suspension and expulsion will not be needed in St Clare's Abbey. We as a staff pride ourselves on our nurturing skills. We are deeply committed to helping our children become the best that they can be and if some need more help in managing their behaviour than others, we see that as a very important part of our vocation and the ethos of our school. We try to embody the spirit of Blessed Edmund Rice, Saint Francis and Saint Clare and encourage everyone in our school to do so as well:

Therefore, we cannot give up on these children!

Appendix 2

Overview of the strategies to promote positive behaviour in the classroom

‘POSITIVE BEHAVIOUR STRATEGIES’ SURVEY **January 2023**

PLEASE TICK IF YOU USE THESE STRATEGIES IN YOUR CLASSROOM

	YES	No
Class contract/ negotiated class rules	100%	0%
Anti- bullying pledges – start of year.	100%	0%
Good visualisation strategies in class e.g. visual timetable, clear display of ‘learning intentions’ and ‘success criteria’	81%	19%
Acknowledging and praising good behaviour	100%	0%
Appropriately pitched curriculum with well-planned differentiation and extension.	100%	0%
Circle time/Discussion time	100%	0%
Role play/ puppets/ story boxes to model good behaviour	25%	75%
Buddy schemes	19%	81%
Class jobs	75%	25%
Stars of the week/Crack the code	100%	0%
Stickers	81%	19%
Formative assessment strategies (e.g., 2 stars and a wish) or SEESAW marking	100%	0%
Open prayer (e.g., ‘Thank you God for our happy class’)	87%	13%
End of week treats (Golden time etc.)	100%	0%
Class bear goes home at weekend	0% To be revisited by P1 classes	100%
Spot’s certificate for good listening/Best listener	19%	81%
Matching praise and rewards to the interests and specific needs of children	94%	6%
Use of class dojo/ individual and table points/ traffic light system for golden time/behaviour chart/ house points.	38%	62%
Homework pass	31%	69%
High expectations of good behaviour/clear understanding of acceptable behaviour/open relationships with pupils/consistent approach	100%	0%

Other strategies used:

Proud cloud certificate.

Punch card reward system

Reader/Writer/Spelling/Star of the week

Mathletics certificates

AR certificate

Friday treats

Negotiated interest treats

Subject:

**NOTIFICATION OF PUPIL SUSPENSION TO THE
EDUCATION AUTHORITY**

Circular Number:
2015/19

Date of Issue:
23 June 2015

Target Audience:

- Principals and Boards of Governors of all grant-aided schools
- Education and Library Boards
- Council for Catholic Maintained Schools
- Northern Ireland Council for Integrated Education
- Comhairle na Gaelscolaíochta
- Governing Bodies Association
- Independent Schools

Summary of Contents:

This Circular provides guidance for schools on notifying the Education Authority about the suspension of a pupil.

Enquiries:

Any enquiries about the contents of this Circular should be addressed to:

Pupil Behaviour Management Team
Department of Education
Rathgael House
Balloo Road
Rathgill
BANGOR
BT19 7PR

Governor Awareness:
Essential

Status of Contents:
Advice
Guidance for Schools

Related Documents:
None

Superseded Documents:
Any previous guidance

Expiry Date: N/A

DENI Website:
<http://www.deni.gov.uk>

Tel: 028 9127 9926
Fax: 028 9127 9100

INTRODUCTION

Schools have a statutory requirement to notify the Education Authority (EA) immediately of both the duration and reason for each pupil suspension.

The Department and the EA have been reviewing the format of documents currently in use, and as a result some minor amendments have been made to the notification form and guidance notes. The revisions are explained below.

PURPOSE OF GUIDANCE

This Circular is to advise schools of a revised notification of pupil suspension form and accompanying guidance to be used when notifying the Education Authority about the suspension of a pupil.

The revisions are detailed below:

1. Inclusion of tick box on the notification form for Looked After Children (LAC)
2. Inclusion of a tick box on the notification form for Children with a Disability.
3. Definitions of the above have been provided in points 5 and 6 of the Notes for Guidance.

A copy of the revised form and guidance notes are attached and should be used with effect from 1 September 2015.

<https://www.eani.org.uk/sites/default/files/2018-12/2015-0513%20Approved%20EA%20Scheme%20for%20the%20Suspension%20and%20Expulsion%20of%20Pupils%20in%20Controlled%20Schools%20%2812%29.docx.pdf>