

Sion Mills Primary School,



Pastoral Care and Positive Behaviour Policy

“Working together to be the best that we can be”

In Sion Mills P.S. we will work together as a team to develop our children as successful learners, confident children, who are responsible and effective in all they do. We will strive to provide a safe, friendly, positive and inclusive environment which will motivate and challenge our whole school community. We firmly believe in life-long learning for all.

At Sion Mills P.S we recognise that good behaviour is linked very closely to successful learning and teaching. Effective learning and teaching is dependent on positive relationships in classrooms, the whole school community and in the wider local community setting.

We aim for our children to feel happy and secure in all aspects of school life. Teachers and other adult helpers are encouraged to approach the care of our children in a positive way, reinforcing the philosophy and ethos of the school. All our children are encouraged to talk freely and openly to any member of staff if they have worries or difficulties of any kind on a work or personal level. Staff will respond to children in a sympathetic and concerned way offering support and guidance.

We believe that working in partnership with parents and carers enables all children to be responsible citizens and demonstrate social behaviours we expect. We see parents as key partners in their child’s education and we operate an open door policy where parents may be invited into school to ensure that children behave safely and with consideration and respect. Parents are encouraged to keep in contact with their child’s class teacher if a difficulty arises. Mrs McNelis will also be happy to talk with parents if there is a more serious issue.

All members of the school community have been consulted in the development of this policy. It is important that parents, staff and the local community share an understanding of the processes and are able to work together to support and encourage pupils to achieve their best.

Our Values and Aims

Our values and aims are for all where we strive to show: - honesty; respect for self and others; responsibility; inclusion and fairness. These values and aims promote all that we do in Sion Mills P.S

We aim to:-

- Provide a welcoming warm, safe and caring environment in which everyone is valued and a high standard of behaviour is encouraged so that learning and teaching can take place in a safe and happy environment.
- Deliver a broad and balanced curriculum which develops positive values and attitudes as well as knowledge and skills.
- Develop pupils as responsible citizens who have respect for self and others, are inclusive of all, value a healthy lifestyle and who take pride in our school, community and the environment.
- Provide high quality learning experiences, which will lead to the development of successful, enthusiastic independent learners who achieve to the highest of standards.
- Promote high attainment and achievement and celebrate the success of all.
- Maintain positive links with our local and wider community.
- Encourage good behaviour choices rather than punishing bad behaviour by providing a range of rewards for all children irrespective of age or ability.
- Ensure clarity when there needs to be a distinction between minor and more serious poor behaviour choices.
- Ensure that adults in the school community show consistency at all times in the applications of sanctions and rewards.
- Treat difficulties when they occur in a caring, sympathetic manner and allow the child time to reflect on their behaviour choices in the hope of achieving a positive outcome in the future.
- Follow the sanctions detailed in our behaviour policy when children choose to behave inappropriately.

Raising Self Esteem

We believe in Sion Mills that raising a child's self esteem is crucial with regard to his/her educational attainment, mental health and acceptable behaviour. To promote this a system of praise and reward operates throughout the school. Children are rewarded for good work, actions, and achievements and for trying their best. This is done through a positive and supportive atmosphere. We believe in looking for the good in each individual even when it is well hidden.

At Sion Mills Primary School we believe that positive relationships with clear guidelines and expectations for behaviour are essential for a thriving learning environment. We believe that behaviour is acquired or learned and that it can be changed. Our behaviour policy is based on the idea of choices and consequences. In our school we try to use the Golden Rules Principles. Golden rules are the moral values we want children to practise. These will be discussed in classrooms, assemblies and during circle time Adults will strive to model positive behaviours at all times. Children are expected to take responsibility for their behaviour. They also have to accept the consequences of certain behaviours which will lead to thinking time and sanctions. Staff will use praise and positive talk with children, so that there is a positive can do culture where children feel that they are valued. There is a whole school code of conduct for inside and the playground which is based on the Golden Rules. Each class teacher will agree a set of class rules together with sanctions for making poor choices of behaviour. These will be displayed in each classroom and focus on the positive not the negative.

The golden rules are:-

- Be gentle Don't hurt anyone.
- Be kind Don't upset anyone.
- Be honest Don't hide the truth.
- Work hard Don't waste your time or others' time.
- Look after property Don't waste or damage things.
- Listen to people Don't interrupt.
- Play fair Don't spoil games for anyone.
- Show respect for everyone.

Rewards and Promoting Positive Behaviour.

We operate a proactive approach towards positive behaviour management whereby we encourage children to choose good behaviour and at the beginning of each day there is a new start with a clean slate. Each class will establish their own class rules based on the golden rules and the teacher and children will decide on their own strategies for positive individual and class rewards. All rewards should be based on the observable behaviours and rewards should be consistently applied. We are proud of the children in this school and reward children in a variety of ways throughout the day and at planned times during the week (e.g. pupil of the week and yearly citizenship award). We also use incentive stickers and stamp cards. Each child will receive a sticker from Mrs McNelis for every 25 stamps and they receive a mention in the Monday celebration assembly. When the child has received their 4th sticker from Mrs McNelis for collecting 100 stamps they will also receive a 'Headteacher's Award' badge and certificate in assembly. Classes award a 'Pupil of the Week' badge each week which is given out in Assembly. Each class will decide the privileges given to this child. The certificate is displayed on a board in a central area which is then sent home with the child at the end of the week and a copy is placed in the pupil profile folder.

Classes also may operate a golden time or class reward time for agreed positive behaviour where the children choose what they would like to do from week to week e.g. outdoor play with games bag, board games, art, craft etc.

We believe that rewards are a vital part of building up a child's self esteem as well as celebrating individual and group achievement.

Each class will negotiate a system of consequences for choosing to ignore the class rules. These will be based on the golden rules and will give children the opportunity to make a positive choice. The teacher, when faced with a child ignoring a class rule, will remind the child of the class rule and state that they have the opportunity to make a good choice. If the child continues to ignore a class rule a warning will be given. Following this there will be an application of consequence which has been agreed at a whole class level. Consequences will be balanced with positive support and will follow a well-taught, understood and consistent plan.

In January 2015 the P5-P7 teachers embarked on a training programme called "Promoting Alternative Thinking Strategies (P.A.T.H.S). This was funded through Extended Schools and is a classroom based programme which engages children in thinking about and learning a language to help discuss their feelings and behaviours. It also supports the development of self esteem by teaching children how to give and receive compliments. Since September 2015 all teachers have engaged in training for PATHS and training is being planned for classroom assistants.

At all times staff will encourage good behaviour through positive praise which labels the behaviour and rewards. No member of staff will physically chastise a child.

Partnership With Parents

We will involve parents as a positive force in our pastoral care and positive policy and ask them to sign a home/school pupil behaviour contract. We also will call on them to support both their child and the school when there is unacceptable behaviour which may result in withdrawal, suspension or exclusion.

As parents how can we help support this policy?

Please discuss this policy with your children and the school will keep you informed if there is a problem with your child's behaviour.

What can children do to help?

- Show everyone respect and consideration.
- Follow the school, class and playground rules.
- Come to school at 9.00 a.m. ready to learn.
- Take responsibility for their actions.

What can parents and carers do to help?

- Make sure your child arrives at school at 9.00 a.m. prepared for the day's learning.
- Collect or make arrangements for your child to go home promptly at the end of the day.
- Support your child's education at home.
- Help your child to understand the rules and the need for them.
- Send your child to school in school uniform and with the correct equipment, healthy break and packed lunch or dinner money with them.
- Label school clothes and possessions.
- Support the school's rewards and sanctions.
- Discuss any worries or concerns with the class teacher or Mrs McNelis.

Parents & carers can expect staff to.....

- Make sure that your child feels happy and safe in school.
- Make sure that your child knows who they can talk to if there is a problem.
- Use rewards and sanctions fairly and consistently as agreed in this policy.
- Remain calm and respectful in all situations.
- Value your child as an individual and appreciate and celebrate their achievements.
- Listen to any worries or concerns you may have.

Self Discipline

It is important that the children learn to manage their own behaviour. We help them by:-

- Encouraging pupils to take responsibility for their own actions.
- Making pupils aware that all their actions have consequences – some positive and some negative.
- Helping pupils to build their self esteem.
- Reinforcing the school rules.
- Consistently rewarding positive behaviours and sanctioning inappropriate behaviours.

Sanctions

We believe that all behaviour is a choice and that if pupils choose to respond to a situation with inappropriate behaviour then they must accept the consequences for that inappropriate behaviour. All pupils start the day with a clean slate and if the class lost golden time the previous day it is recorded on a chart in the class.

In order to identify consequences behaviours must be categorised under the following headings.

- Appropriate
- Inappropriate - mild
- Inappropriate - moderate
- Inappropriate – severe

Examples of appropriate behaviour:-

- Follow class and school rules
- Stay on task
- Show consideration and respect for all
- Show good manners in the dining hall
- Try your best in your classwork and homework
- Follow the correct procedures for moving around and in and out of the school buildings.

In identifying the following inappropriate behaviours we have discussed together both the behaviour and the sanctions. We do however accept that every situation is different and it is necessary to treat them as such by investigating the observed or reported offences.

Lunchtime Supervision

At lunchtime supervision is carried out by the Senior Supervisory Assistant and five assistants. There is also a member of the teaching staff in the dinner hall or in the playground supervising the children's entry, exit and behaviour in the dinner hall. The supervisory staff must be treated with the respect expected by all adults at Sion Mills Primary School. Equally children also must be shown respect. The following rules have been agreed for the dinner hall.

Our rules:-

- We walk at all times.
- We say please and thank you.
- We chat quietly to the people at our dinner table.
- We have good table manners.
- We tell the cooks what we want to eat.
- We return our trays and cutlery safely.
- We sit at our tables until we have finished our lunch and then leave the dinner hall by walking.
- If we want help we put up our hands.
- If we are having packed lunch we place our rubbish in the bin.

Verbal praise will be given for positive behaviour. Persistent or serious misbehaviour will be recorded and children will lose playtime and remain in the dinner hall. Parents will be informed if misbehaviour is continued and Mrs McNelis will be calling on their support.

Playground Rules

Safety within the playground is paramount at all times and the school rules and sanctions extend to outdoor play. All adults supervising should be shown respect by the children at all times.

The following rules have been agreed by all:-

- We play safely in the playground and always stay inside the school grounds.
- We treat others kindly.
- We are gentle with others.
- We play fairly at all times.
- We listen to the adult in the playground and do as we are asked.
- We look after our playground and the equipment.
- We follow the agreed rotas for activities.
- We line up quietly when we are asked.

Children can choose to follow our playground rules and all staff will encourage positive behaviour by verbal praise in which the name the observed positive behaviour.

If a child chooses not to follow our playground rules they are sent to stand by the wall for 5/10 minutes reflection time. An apology is expected and the supervisor will record the child's name and the reason for time out.

This record is passed on to the teacher at the end of lunchtime. The teacher will keep a class behaviour book in which they record behaviour incidents both in class and at lunchtime.

Persistent lunchtime misbehaviour may result in loss of lunchtime privileges and parents being informed by Mrs McNelis in order to draw up a behaviour contract with parents, pupil, teacher and Principal.

Responsibilities:-

- All staff, both teaching and non teaching share a collegiate responsibility for implementing this policy.
- Parents are the key partners in reinforcing and supporting good behaviour in our school. They have the responsibility to respond and work in partnership with the school to address any difficulties which may arise.
- Pupils have the responsibilities to follow our school rules in the classroom, in the playground, in the dinner hall and understand that there will be a consequence for breaking school rules.
- The Principal has overall responsibility for modelling and ensuring positive behaviour.

Monitoring and Evaluation

This policy has been drawn up following feedback from school staff, parents, pupil and governors.

It will be revisited yearly and reviewed as part of our school development plan.

Approved by Board of Governors February 2014.

Signed:..... Dated:

Behaviour	Type of behaviour	Sanction
Mildly Inappropriate Behaviour	Interruption of class by talking when you should be listening to the teacher.	Class sanctions – oral warning, ticks on the board and eventual exit to another class for time out.
	Reported swearing in and out of class.	Oral warning and the school rules reinforced.
	Not staying on task.	Class sanctions – oral warning, reinforcement of school rules.
	Borrowing other children's property without permission.	Remind the children of the need to ask before taking others' property.
	Spitting.	Oral warning.
	Defacing pupil's own writing books.	Book sent home and parents asked to cover book.
	Lost or defaced textbooks or library or reading books.	Parents get sent a standard letter and are asked for remuneration to replace books.
	Deliberately damaging school and class property e.g. rulers, pencils etc.	Parents asked for remuneration to replace school property.
	Pushing in lines.	Directed discussion with the child in question.
	Running around the school building.	Staff member to point out that running is against school rules and ask the child to return to their starting point and walk.
Being in unsupervised areas without permission.	Collective responsibility by all staff to point out where the child should be and why this rule is necessary. Child's teacher informed.	

Behaviour	Type of behaviour	Sanction
Moderately Inappropriate Behaviour	<p>Persistent mildly inappropriate behaviour.</p> <p>Verbal abuse and swearing at another child.</p> <p>Theft.</p> <p>Vandalism e.g. deliberate damage to school property – windows broken, planters disturbed, pipes pulled off walls etc.</p> <p>Persistent answering an adult back and negative attitude.</p> <p>Moderate incidents of physical aggression</p>	<p>Unacceptable behaviour letter sent home for parents to sign.</p> <p>A sincere apology to the wronged child and withdrawal from class free time. If persistent parents informed.</p> <p>Parents if proven informed.</p> <p>Parents informed and if necessary asked to reimburse the school for damage caused. Any further acts of vandalism would be regarded as severely inappropriate behaviour and might result in short term suspension.</p> <p>Pupil exited to another classroom and placed on report. Parents contacted and asked to support this report process by signing night thereby allowing the pupil to see that all adults are working together for the good of the child.</p> <p>Child will lose free time privileges. A behaviour tracking record will be kept. Parents informed if there are further incidents of physical aggression and an agreed plan of action will be introduced.</p>

Behaviour	Type of behaviour	Sanction
Severely Inappropriate Behaviour	Any moderately inappropriate behaviour which becomes persistent.	Parents contacted and asked to meet with Principal/teacher and agree a behaviour improvement plan. Child on report.
	Persistent anti-social behaviour including rudeness and swearing.	Children exited from class and parents asked to meet with Principal/teacher. Child on report. Victim feels.
	Persistent defiance of an adult.	Child exited from class and placed on report. Parents informed and asked to support school sanctions. If this persistence continues it may result in short term suspension.
	Persistent bullying (see bullying policy for details)	All parents involved. Agreement reached by all involved and plan of support agreed. Future behaviour monitored and victim supported by other children and school. Bully may be removed at identified critical times.
	Malicious vandalism to school property/buildings/teachers' property on and off site.	Police informed and recompense required.
	Severe physical aggression.	Suspension with possible involvement of outside agencies. Parents to agree on behaviour improvement plan before pupil returns to school. Further continued infringements will result in a further period of suspension.
	Severe verbal abuse towards an adult.	Child exited from class. Parents sent for and to agree on behaviour plan. Child sent home for a cooling off period. A verbal/written letter of apology expected on return.

<p>Severely Inappropriate Behaviour Continued:</p>	<p>Deliberate physical abuse towards an adult.</p> <p>Theft of money from adult.</p> <p>Leaving school without permission.</p> <p>Persistent severely inappropriate behaviour.</p>	<p>Parents sent for. An agreed planned suspension phasing back into class with child on daily report.</p> <p>Parents informed and if necessary Police also contacted if proven.</p> <p>Phone parents to inform them that their child has left the school grounds with-out permission. If the child is not located phone the Police. Agreed sanctions with parents arranging from withdrawal at lunchtime for a period of time.</p> <p>Procedures initiated including suspension.</p>
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School's Responsibilities

We will follow our aim of creating a school ethos of a positive, caring environment. We will model and describe good behaviour at all times. We will give the children clear guidelines about how to behave and why it is important to behave well with respect and consideration for others. We will follow our behaviour policy and explain to children how our behaviour policy works so that they understand our expectations. If necessary, we will ensure that we bring any concerns about behaviour to parents so that our partnership is strong and effective. Any concerns by parents will be discussed and dealt with.

Mrs Oonagh McNelis
Principal

September 2017.

“Please discuss this contract with your child and explain, if necessary, the concept of choices and consequences. Once it has been signed by yourself and your child from (P1 – P7).

Please return all signed contract forms to your child's teacher.

Thank you for your support it is much appreciated.

Sion Mills Primary School Pupil and Parent Contract 2017/18

Child's Responsibilities

- I will try my best to uphold the whole school rules for behaviour in class, in school and in the playground.
- I will always use kind, polite words and show respect for others.
- I will keep my hands, feet and objects to myself and look after school property.
- I will work hard, play fairly and listen to others.

Signed: Pupil's Name Class:

Date:

Parents' and Carers' Responsibilities

I have read and understood the behaviour policy and will encourage my child to take responsibility for their behaviour and to make the right choices. I understand that there are consequences for unacceptable behaviour which may result in the suspension /exclusion of my child.

Signed: Parent's Name Date: