

St Patrick's Primary School



Positive Behaviour Policy

September 2024

MISSION STATEMENT

St Patrick's Primary School is committed to the nurturing of the individual child to reach their full potential, celebrating the effort and success together. We strive to achieve this by working in partnership with parents to create an atmosphere of a believing community, reflecting Catholic values.

St Patrick's apply a positive preventative behaviour policy, through the use of praise and encouragement, whilst promoting self discipline and mutual respect. While an emphasis on praise and reward is essential to our philosophy, sanctions are available for unacceptable behaviour and will be implemented as required. We hope that our pupils internalise an understanding of, and commitment to, appropriate behaviour at all times through rules and regulations which are recognised as being reasonable and understandable.

This policy aims:

- to promote a secure, purposeful and happy atmosphere within our school;
- to have a consistent approach to behaviour throughout the school with parental support and collaboration;
- to provide clear boundaries for behaviour to ensure physical and psychological well-being;
- to develop within our pupils a recognition of their own emotions and those of others, and help them develop strategies to regulate their own emotions;
- to develop pupils' self-esteem;
- to develop a sense of common purpose while promoting good relationships among the whole school community;
- to promote positive, caring attitudes, valuing achievements at all levels within the school community;

In order to fulfil these aims it is our purpose that the children should:

- develop a respect for themselves
- develop a respect for their peers
- develop a respect for teachers, ancillary and auxiliary staff, visitors to the school and those in authority • develop a respect for the views of others
- develop a respect for their own and other people's property
- be able to work within agreed classroom and school rules
- be able to work independently and co-operate with others sharing space and resources
- be aware of the needs of others
- develop good manners
- develop the skills necessary to deal with conflict
- develop an understanding of the concept that each of us is part of a wider community

RESPONSIBILITIES AND EXPECTATIONS

We all have the right to feel safe, happy and respected at Saint Patrick's Primary School. Central to our success as a place of learning is our belief that teachers have the right to teach and pupils have the right to learn.

The successful implementation of our Positive Behaviour Policy requires the co-operation and support of pupils, parents and staff working in partnership.

STAFF RESPONSIBILITIES

Staff has a responsibility to:

- behave in a professional manner at all times
- be a good role model for colleagues and pupils, modelling directly the skills of sociability, empathy, motivation, reflection and self-control, honesty, fairness, perseverance, independence and organisation
- teach these personal, social and emotional skills and abilities which reinforce school policy
- form positive and appropriate relationships with pupils
- provide a challenging, engaging and relevant curriculum, incorporating differentiation and progression
- listen to pupils, value their contributions and treat them fairly and with respect/empathy
- share with parents any concerns they have about pupil progress or development in accordance with school procedures
- expect high standards and acknowledge effort and achievement
- ensure all members of the school community are aware of the behaviour management procedures

PUPILS' RESPONSIBILITIES

If pupils are to reach their full potential in all aspects of their school life, it is essential that they work to the best of their ability, behave in a reasonable manner and show respect for other pupils, staff and property.

Pupils have a responsibility to:

- respect the views, rights and property of others and behave in a manner which promotes the safety of everyone both in and outside of class
- co-operate within class with the teacher and with their classmates
- work to the best of their ability in class
- conform to the conventions of good behaviour and abide by school's golden rules
- consider the effect of their actions upon others
- accept responsibility for their own learning and behaviour

PARENTS' RESPONSIBILITIES

We believe that consistent support and involvement of Parents/Guardians helps a child achieve his/her full potential. Pupils feel confident and secure when teachers and family support each other. It is expected that parents will support the school by ensuring as far as possible that their children's work and behaviour are of a high standard and that they do not behave in a way which is harmful to the education or well-being of others.

PARENTS/GUARDIANS HAVE A RESPONSIBILITY TO:

- support the school in the implementation of school policies
- be aware of the school rules and procedures, and encourage their child to abide by them
- act as positive role models for their child in their relationship with the school
- ensure that their child attends school regularly and arrives punctually wearing full school uniform
- ensure that their child arrives to school with homework done and suitably equipped for lessons
- show interest in their child's classwork and homework
- attend planned meetings with teachers and support school events
- provide the school with all the necessary background information about their child
- encourage their child to develop independence and self-discipline
- adhere to the school procedures for entering the school or speaking to the school staff

In St Patrick's we have five golden rules which are promoted throughout the school.

OUR GOLDEN RULES – To be regularly revised and pupils reminded of them

We always try our best.

We are honest and kind and look after each other and our school.

We walk quietly and safely around our school.

We have fun when we play safely and fairly.

We listen to others and take turns to talk.

DINNER HALL PROCEDURES

We walk quietly to our seat.

We walk quietly up to the hatch when directed.

We collect our dinner and walk quietly to our table.

We remember our manners by saying please and thank you.

We use good table manners at all times.

CLASSROOM LUNCHTIME PROCEDURES

We go to our designated lunch area.

We clear our table before we eat our lunch.

We stay in our own seats while we eat our lunch

We talk quietly at our tables We use good table manners at all times

We always listen to our lunchtime supervisor who helps us follow the lunchtime rules

PLAYGROUND PROCEDURES

We look after each other and play safely We show respect for lunchtime supervisors, property and the environment We say sorry if we hurt or bump into anyone by accident When the bell rings we line up safely We put litter in the bin

ADDITIONAL NOTES RELATED TO SCHOOL RULES

- When moving around the school children are expected to walk quietly in the corridors, keeping to the left hand side.
- No pupil should be put out of the classroom unsupervised as a punishment.
- Morning 8.50 a.m. All classes enter from their designated doors. Pupils attending the Breakfast Club – Y4-7 make own way to class, Y1-3 are escorted by staff to classrooms. Children who are late will be registered on the SIMS attendance register.
- Break-Time - All classes escorted to and collected from the playground on time by the class teacher unless exceptional circumstances arise.
- Lunch-time – All classes are escorted by the teacher to the dinner hall.
- Home-time –
 - (i) P1 – P3 pupils collected from external classroom doors by parents/carers
 - (ii) P4-P7 pupils are escorted from classrooms to parent collection point
 - (iii) Pupils who cycle to school may leave their line at a designated point to collect their bicycle.
 - (iv) Children attending afterschools activities will be escorted or directed to their activity location.

MOTIVATIONAL SYSTEMS

We aim to promote compliance with rules using positive acknowledgement of good behaviour and the use of positive consequences. Intrinsic and extrinsic motivational systems include:

1. Recognising and highlighting good behaviour as it occurs i.e. catch them being good
2. Verbal acknowledgement and praise for children behaving well
3. Non-verbal acknowledgement; smile, nod, thumbs up
4. Visual rewards
5. Encouraging children to be responsible for their own behaviour
6. Informing parents about their children's good behaviour
7. Rewarding individuals and groups of children for behaving well

At St Patrick's we believe that positive relationships and interactions are the most important factors in promoting positive behaviour and will be at the core of our behaviour management strategies. Never the less we recognise that extrinsic motivators are sometimes necessary and appropriate. We use positive rewards, including the following:

POSITIVE CONSEQUENCES (REWARDS):

- Badges and stickers
- Written words of praise and encouragement in exercise books/homework diaries
- Non-verbal thumbs up, nod of the head, smile
- Displaying of work
- House points
- Class Reward Scheme, displayed and in use
- Golden Time, every Friday KS1/KS2
- Every day T.V. programmes, Book, Outdoors
- Pupil of week/Headteacher Awards
- Half term/end of term awards/House trip
- Exemption from homework
- Special responsibilities
- Extra play time

- Peer mentoring
- Buddy system
- Praise from all members of staff
- Trips
- Treats
- Informing parents of positive behaviour/improvement via phone call, text message, or postcard.
- After break time on Friday extra playtime – 1 class per KS per week –

We believe it is essential that all children are able to receive positive encouragement and have a fair chance to enjoy the positive rewards listed. Children's success, both in their work and behaviour should be measured against their previous performance rather than against that of other children in their class.

MANAGING INAPPROPRIATE BEHAVIOUR

At St Patrick's Primary School, we strive to maintain a high standard of work and behaviour. However, there are occasions when there is a need to correct undesirable behaviour. Addressing inappropriate behaviour will involve the teaching of appropriate behaviour, with the children reflecting on what they have done whilst being given opportunities to put it right and practise new behavioural responses. Staff should encourage the children to try to resolve disputes themselves and to take responsibility for their own actions.

Appropriate consequences related to the undesirable behaviour will also be utilised. At St Patrick's we believe that a system of logical consequences has a part to play in promoting positive behaviour and in helping pupils realise that there is a consequence for inappropriate behaviour.

All consequences will be applied consistently and calmly with opportunities for reflection, reparation and learning. In the following tables we have listed inappropriate behaviours and a range of sanctions or negative consequences which may be used in accordance with teacher judgement.

BEHAVIOURS AND CONSEQUENCES TABLES: TABLE 1: BEHAVIOURS

LEVEL ONE (Low)	LEVEL ONE
Slowness to settle Talking out of turn Noisy/shouting Failure to keep on task Distracting others Telling tales Unkind remarks Running in corridors Pushing in the line Chewing gum Telling lies Leaving working areas untidy Bad language (first time/one off) Borrowing without asking permission Non-compliance with uniform rules Non-compliance with jewellery rules Persistence of level one behaviours with little or no response to interventions would move into level 2	Non-verbal messages – look Tactical ignoring/withdrawing attention Direction/redirection – reminding child what they have to do Distraction from what they are doing Rule reminder Offer clear limited choices Positive correction e.g. let me see good sitting; quiet hand up; quiet voices thank you; gentle hands. Reward others /Proximal praise Calmly repeat request, rule or consequence Change of seating arrangements Thinking Chair/Table Reminder of consequences Quiet reflection time Withdrawal of a privilege Related sanction e.g. completing work, clearing up mess ‘Time Out’ Intervention by teacher Behavioural incidents recorded.

LEVEL TWO (Moderate)	LEVEL TWO
Persistent shouting out Persistently poor effort Persistent 'talking back' to the teacher Continuously unprepared for schoolwork Theft Fighting Threatening and bullying behaviour Verbal aggression Disregarding supervisors Refusal to co-operate with school staff Vandalism – graffiti	Continue Level 1 interventions Individual behaviour contract Use of buddy system Sit alone desk Weekly behaviour report (may be signed by parents) Not earning Golden Time Reflection sheet to guide discussion of incident Withdrawal of a privilege Withdrawal of break time or lunch time play - supervised in another class Letter to parents/kept on file. Intervention by teacher. Behavioural incidents recorded using CPOMS. With a third moderate behavioural incident the class teacher to report concerns to the appropriate Key Stage co-ordinator using CPOMS. Key Stage Co-ordinator to discuss issues with the pupil outlining the need for pupil to follow school/class rules. The Key Stage Co-ordinator to make regular contact with the pupil outlining expected standard of behaviour. The Key Stage Co-ordinator will inform the pupil's parents. After a second referral to the Key Stage co-ordinator inform VP/Principal. Involve SENCO (if appropriate). IEP/behaviour targets.

LEVEL THREE	LEVEL THREE (Serious)
Involve SENCO in review of IEP with possible move to the next level of the Code of Practice. (Parent to be closely involved at this stage).	Persistent level 2 behaviours
Involve outside agency. Where class teaching is severely compromised, pupil may be directed to join another class, for a 'cooling off' period. If a child requires a cooling off period as a regular strategy this should be written into an Individual Education Plan (IEP). Daily behaviour report/sent home for parents to sign Referral to Principal/ Vice Principal The pupil's parents may be invited to school to discuss the matter. A record will be kept of this meeting. Serious levels of behaviour to be referred to the vice principal/ principal.	Severe physical or verbal aggression Serious assault Vandalism: e.g.: extreme damage to school property/toilets Serious physical/verbal threats to staff Drugs/solvents Violent verbal or physical outbursts Leaving school without permission.
In extreme circumstances, a teacher may deploy the Green Triangle – see Appendix 5	

INVOLVING PARENTS

At St. Patrick's we encourage parents to take an active part in the life of the school.

This is important in promoting partnership working which will allow parents and teachers to work together to teach all children positive behaviour. Information about the ways that parents can help their children is discussed at curriculum meetings and at the Primary One Induction meetings. Teachers are encouraged to attach a copy of the Golden Rules in each child's homework diary. This policy is available for parents on request.

Procedures in place to involve parents where there is concern about a child's behaviour

If a child exhibits inappropriate behaviour of a moderate level (level 2) the child's teacher will discuss this with the pupil. The child will be asked to reflect about what went wrong and to suggest ways in which the behaviour can be improved or avoided in future.

Key questions:

- What happened?
- Why did this happen?
- Which rule was broken?
- What could I do differently next time?

In KS2, teachers will complete a reflection sheet **in school** with pupils, and parents will be asked to sign this proforma. There will be a weekly Reflection Class held every Friday from 1.15pm. Teachers will communicate with the child's parents about the inappropriate behaviour in person, via a sad note/ reflection sheet or through a phone call. Teachers should record inappropriate behaviour of a moderate level using an incident report form (appendix 3).

Should a child's behaviour continue to cause concern the pupil may be referred to the appropriate Key Stage Coordinator using the Incident Report form (appendix 3). At the first and second referral, parents will be informed in person or via a letter or phone call.

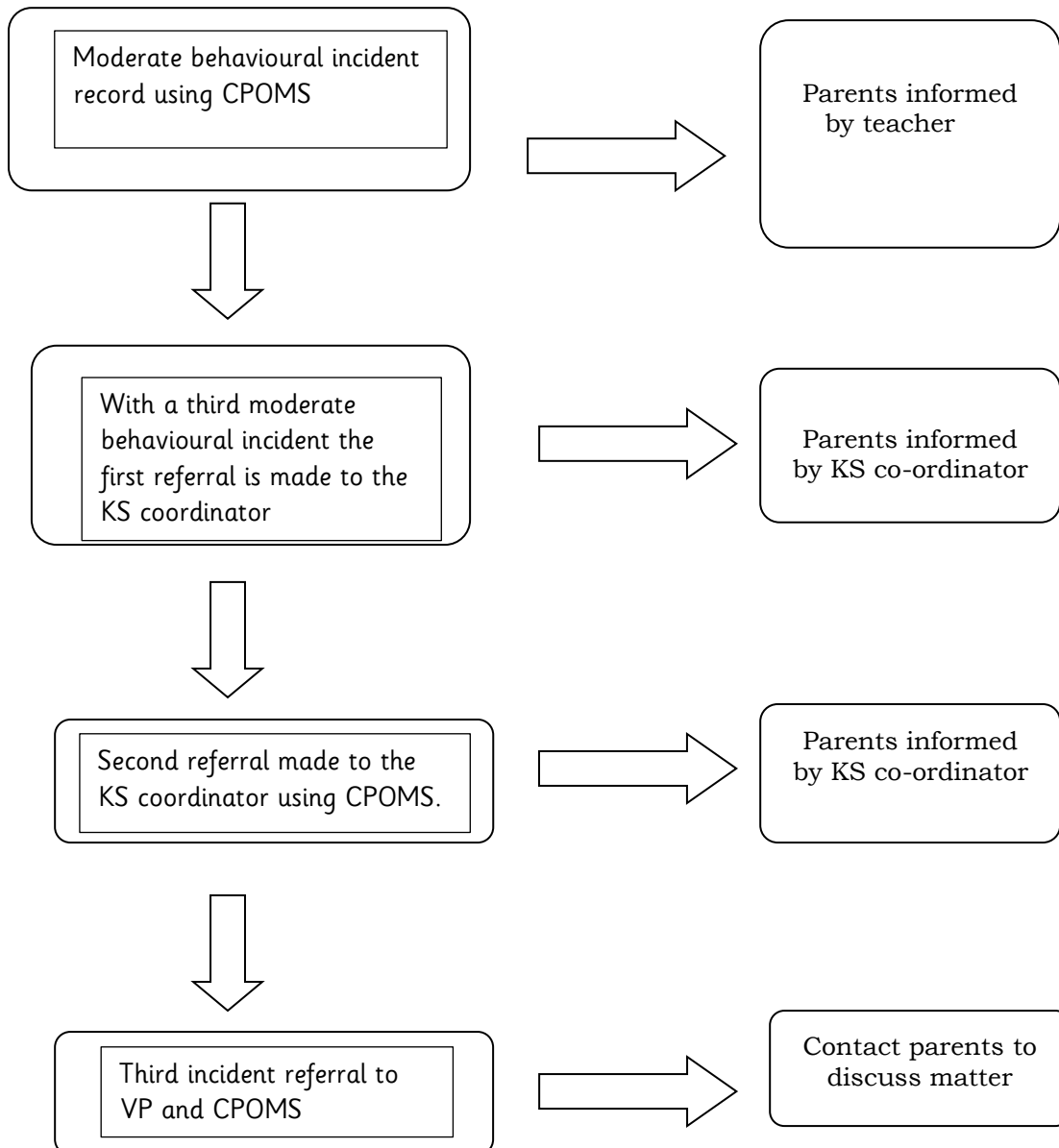
At the next stage, children will be referred to the Vice Principal who will invite the parents to school to discuss the problem. Serious incidents may be brought directly to the attention of the Principal who will contact the parents. At every point in this process the referral system allows the teacher to discover if there are any factors that may be contributing to the pupil's behaviour.

(See flowcharts and appendices for referral forms and recording systems)

In certain exceptional circumstances the procedures for suspension and expulsion will be initiated, following CCMS guidelines. (See Appendix 1)

Flow Chart Detailing steps for dealing with problem behaviours:

(Serious incidents may be referred directly to the Principal)



Amendment to Policy in relation to the unprecedented situation caused by Covid 19

It is essential that parents/carers discuss and explain all relevant PHA guidelines regarding maintaining the safety of both your child and also the safety of other members of our school community. Furthermore, it is essential that all students follow the school protocols including handwashing and adhering to the one-way system.

If a student is found to deliberately engage in behaviour or activity which could help spread the virus, then you will be contacted and your child will be immediately removed from school.

The Principal will review the situation and if deemed appropriate the student may be formally suspended from the school. The ultimate sanction of expulsion from the school may then be considered.

RESOURCES AND TRAINING

In harmony with the School Development Plan, in-service training needs will be identified and addressed within the school's financial capacity. In addition, we will ensure that staff is made aware of available and appropriate in-service training, including that offered by the providers listed below:

Education Authority (EA) Belfast Region Behaviour Support Team

Playboard

Outreach Support services

LINKS TO OTHER POLICIES

Pastoral Care Policy

Child Protection policy

Safe Handling Policy

Health and Safety Policy

Special Needs and Inclusion Policy

MONITORING AND EVALUATION OF POSITIVE BEHAVIOUR POLICY

Observations by staff discussed at whole staff meetings, Key Stage meetings, pastoral care team meetings, etc (minuted). Effectiveness of the policy may be measured in terms of reduction in number of children referred to the Principal/Vice Principal/Key Stage Coordinators.

Analysis of the data (qualitative and quantitative) made available by the recording of incidents/referral procedures.

Formal evaluation once each academic year.

Inclusion on School Development Plan when required.

Incorporate up to date and effective research strategies.

APPENDICES:

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APPENDIX ONE

EXCLUSION POLICY

This policy and the procedures outlined within have been drawn up with reference to the document “Scheme for the Suspension and Expulsion of Pupils” issued by CCMS in 2002.

SUSPENSION

The Suspension of a pupil from school is a severe sanction which can only be proposed where the pupil's behaviour is presenting serious difficulties to the school and/or where suspension is considered to be in the best interests of the school/pupil. In normal circumstances, suspension should only be considered after reasonable attempts have been made to modify the pupil's behaviour in the school.

REGULATIONS GOVERNING SUSPENSION

1. A pupil may be suspended from the school only by the Principal.*
2. An initial or subsequent period of suspension shall not exceed five school days.
3. Where a suspension is to be extended notification of, and reasons for, the extension shall be sent in writing to the parent/guardian before the expiry of the current suspension.
4. A pupil may be suspended from school for not more than 45 school days in any school year.
5. Notification of suspensions must be given to the parent/guardian of the pupil, to the Chair of the Board of Governors, the designated officer of the Education Authority and the designated officer of CCMS.

* ‘Principal’ includes, where the Principal is absent or otherwise unavailable, the Vice Principal or other person for the time being performing the duties of the Principal.

EXCEPTIONAL CIRCUMSTANCES

In exceptional circumstances and because of the grave nature of, or the gross extent of any behaviour, a pupil may be suspended immediately.

1. The Principal must ensure that in such cases steps are taken for the safe delivery of the pupil so suspended to the parent/guardian or if he is not available to a person who in the reasonable opinion of the Principal, or his/her nominee will be able to accept responsibility for the custody of the pupil.
2. In the case of such suspension the pupil shall be regarded by the school as being in the care of the parent/guardian as soon as he/she leaves the school premises or if appropriate, is delivered into the custody of the parent/guardian or to a person who accepts responsibility for him/her.
3. Notification of suspensions must be given to the parent/guardian of the pupil, to the Chair of the Board of Governors and to the designated officer of the EA and the designated officer of CCMS.

IN BOTH NORMAL AND EXCEPTIONAL CIRCUMSTANCES THE FOLLOWING PROCEDURES MUST BE FOLLOWED:

PROCEDURES GOVERNING ALL SUSPENSIONS

Where a pupil is suspended from school, whether initially or by way of extension to an existing suspension, the Principal must immediately:

1. Give written notification of the reasons for and the duration of the suspension to the parent/guardian of the pupil, the Chairman of the Board of Governors and to the relevant designated officers of the EA and CCMS.
2. Inform the parent/Guardian that his/her child shall be regarded by the school as being in his/her care from the end of the school day in which suspension takes effect and for the duration of the period of suspension and of the renewal thereof.
3. Ensure that the letter informing the parent/guardian of the suspension is delivered to the parent/guardian as soon as is practically possible and if at all possible on the same day as the suspension is imposed. A copy of this letter must be posted by first class post with proof of posting on the same day to the parent/guardian.
4. Inform the parent/guardian that during the period of suspension work for the child will be available for collection at the school.
5. Invite the parent/guardian to visit the school to discuss the pupil's behaviour.

APPENDIX TWO EXAMPLES OF GOOD PRACTICE IN IMPLEMENTATION OF GOLDEN RULES

1. Our Rule is: We always try our best

<u>Communicate</u> □ Display the rule □ Discuss the rule We use our skills and talents. We work quietly on our own. We work together as a team. We take pride in our work. We ask ourselves “Have I done my best?” □ Remind/refer to rule □ Display photographs of children working hard □ Show good work at assembly, to class, another staff member □ Clearly understood □ Promote/encourage personal achievement □ Verbal reminder while on task is in progress □ Task Board □ Clear vocalise expectation during lesson	<u>Motivate</u> □ Set achievable targets □ Differentiation □ WALT board □ Plan-do-review □ Frequent positive feedback □ Share improvement scores □ Allow children to report back/plenary □ Proximal praise □ Tangible rewards, individual and group □ Top table/pupil of the week □ Use pupils’ interests □ Time limits □ Given choices – what and how to do it □ Visual Timetables □ Marking over shoulder – immediate response □ Display good work □ Visual Prompts (whole class and individual) □ First and Then prompts
<u>Correct</u> □ Explain what is expected □ Refocus back to back □ Self-appraisal □ Peer appraisal during plenary session □ Rule reminder □ Broken Record □ When – then □ Private reprimand □ Partial agreement □ Choices □ Reminder of consequences □ Where – what □ Reminder of targets □ Casual questions asking children if they are ready for work – got a pencil?	<u>Organise</u> □ Differentiation □ Access to material needed □ Visual timetable □ WALT board □ Clear instructions □ Feedback □ Suitable physical equipment e.g. table, height, chair size, foot mat □ Plenty of fresh air, water, question diet □ Learning aids e.g. number lines □ Helpers – 1 per table □ In seat routine □ Learning intention given □ Extension activities to keep children busy

2. Our Rule is:

We are honest and kind and look after each other and our school

<u>Communicate</u> □ Display/photos/pictures □ Discuss / explain rule: We treat each other as we would like to be treated. We are responsible for our behaviour. We always tell the truth. We like to say "Well Done" to each other. We try to understand other people feelings. We take care of our property and keep our school clean and tidy. □ Rule reminder □ Assembly focus □ Adults demonstrating/modelling respectful behaviour □ Practice looking after and putting away belongings □ Everything had a place □ PDMU curriculum □ Children – role play □ Make expectations very clear □ Circle time □ School Council	<u>Motivate</u> □ Discuss benefits of looking after property/places □ Comment on children who are being respectful □ Use the friendship tree □ Ensure school environment is constantly refreshed, things repaired etc. □ Proximal praise □ Praise when you see children taking care of goods/tidying up etc. □ Give responsibilities e.g. watering plants, tidying books etc. □ Tangible rewards □ School council □ Visual prompts (Whole Class and individual) □ Active Listening □ Teacher Language...I'm wondering ... e.g. did you want to play with that toy as well
<u>Correct</u> □ Rule remainder □ Consequences e.g. Children repair, if possible, something they have torn □ Private reprimand □ Broken record □ Point out right and wrong ways to look after property □ Show examples of rules followed correctly and how this helps to keep property in good condition □ Adults demonstrate how things can be fixed/repared □ Give children opportunity to sort the problem e.g. apologise, do something kind for someone they have upset.	<u>Organise</u> □ Well organised, labelled classroom □ Ensure books etc are put away in proper place after each session □ Establish routines for toilet etc. □ Teach appropriate handling of materials and equipment □ Children know where resources are stored and can put things in appropriate places □ Policy known by all and followed consistently □ Teach conflict resolution

3. Our Rule is:

We walk quietly and safely around our school

<u>Communicate</u> ☐ Display rule/photographs/posters ☐ Discuss Rule We walk quietly and carefully in single file. We keep to the left. We use our 'stop points' and wait for our teacher. We stop to let adults pass. We allow the leader to hold open the door. ☐ Practise walking/lining up ☐ Role plays ☐ Giving pupils visual prompts e.g. ladders/footprints ☐ Talk about rule e.g. a month ☐ Discussion ☐ Modelling ☐ Reminder of rules (frequent)	<u>Motivate</u> ☐ Best table line up first ☐ Catch them being good ☐ House/table points ☐ Marbles in a jar ☐ Stickers ☐ Golden Time reward ☐ Being leader/responsibility ☐ Proximal praise ☐ Non-verbal praise ☐ Positive expectation ☐ Visual prompts (whole class and individual) ☐ Active Listening ☐ First and Then prompts
<u>Correct</u> ☐ Rule reminder ☐ Where – What ☐ How do we do it? ☐ Non-verbal – look etc ☐ Positive reprimand – point to rule ☐ Proximal praise ☐ Make them repeat it ☐ 'I' statement e.g. I'm worried someone is going to get hurt ... ☐ Directions ☐ Private reprimand ☐ Consequences ☐ Choice	<u>Organise</u> ☐ To have a line order/groups going to line up ☐ Ladders or lines (footprints) ☐ Stop Signs ☐ Opposition of teacher/staff ☐ Supervision/observation ☐ Line leaders open doors ☐ All Staff responsible in all areas ☐ Routines agreed and established for assembly/toilets/coats ☐ Clear staff responsibilities

4. Our Rule is: We have fun when we play safely and fairly

<u>Communicate</u> ☐ Display rules/photos ☐ Explain/discuss rule ☐ We stay in our own play area ☐ We play together and include everyone ☐ We care for each other when we play nicely ☐ We listen for the whistles and line up quietly ☐ Rule reminder ☐ Assembly focus ☐ Make expectations clear ☐ Appropriate sport wears/footwear ☐ Circle time ☐ Role Play ☐ Point system ☐ PDMU curriculum	<u>Motivate</u> ☐ Positive feedback on good playtimes ☐ Reward charts ☐ Extra play/golden time ☐ Tangible rewards ☐ Friendship tree ☐ Marbles in a jar ☐ House points ☐ Staff joining in play ☐ Public acclamation of child ☐ Top table record ☐ Visual prompts (Whole class and individual) ☐ Active Listening ☐ First and Then prompts ☐ Teacher language ... I' m wondering ... e.g. did you want to play with that toy as well
<u>Correct</u> ☐ Refer to rules ☐ Remind children of rules ☐ Consequences/time out/temporary, short withdrawal from activity/removal of resources etc ☐ Distraction/diversion ☐ When – then ☐ Broke record ☐ Quiet reprimand ☐ Positive reprimand e.g. hands down feet down ☐ Reflection sheets ☐ Explain why it is necessary to play safely and happily	<u>Organise</u> ☐ Safe equipment ☐ Good storage ☐ Children taught how to look after and put away equipment ☐ Variety of games/activities ☐ Supervision ☐ Wet day activities ☐ Taught and established routines ☐ Transition warnings ☐ Quiet areas ☐ Focus on activity e.g. skipping ☐ Playground buddies ☐ Playground zones/changed regularly ☐ Monitor activities

5. Our Rule Is: We listen to others and take turns to talk

<u>Communicate</u> □ Explain reason for the rule □ Discuss the rule We listen well at all times. We follow instructions given by our teachers and supervisors. We respect what others have to say. □ Display rule – picture or photograph □ Make expectations very clear □ House quiz to reinforce □ Rule reminder – ‘quiet hand’ □ Assembly focus on rule □ Attach names to questions □ Give me five reminder □ Model good sitting and listening □ Explain rules for circle time □ Don’t start talking until silence	<u>Motivate</u> □ Use praise – catch them being good □ Proximal praise for those with hands up □ Only pick those with hands up □ Reward with praise as soon as possible □ Sitting at top table reward □ Table points for quiet work □ Other class rewards □ Visual Prompts (whole class and individual) □ Active Listening □ First and Then prompts
<u>Correct</u> □ Asking pupils to remember the rules and try again □ Don’t accept answers shouted out □ Tactically ignore until they comply □ Non-verbal reminder – mime hand up, finger on lips □ Consequence for too much noise – loose privilege	<u>Organise</u> □ Rules displayed □ Frequent reminder of rules □ Think, pair, share □ Partner help □ ‘Give me five poster’ □ Red circle up for ‘listen’ green circle held up for ‘go’ □ Getting attention – use xylophone, music box, hand signals, rhymes to signal paying attention □ Attention and listening games in circle time etc



Appendix 3

Pupil Record Sheet

Pupil Name: _____ Class: _____

	WHAT HAPPENED	DATE	ACTION TAKEN	PARENT INFORMED
Persistent Level One /Moderate Behaviour Incident	1 st			Reflection Phone call
	2 nd			Reflection Phone call
	3 rd			Reflection Phone call
Referral to KS Coordinator				
Referral to Vice Principal				

At 3rd Incident, referral to Vice Principal (parent invited to school for meeting)

Action Taken:

APPENDIX 4A Behaviour Note

Date:

Dear: _____

This is to let you know that today _____

Was disappointed with _____ because

COMMENTS:



Could you please discuss this at home.

Signed: _____ (Parent/Guardian)

Date:



APPENDIX 4B REFLECTION SHEET

REFLECTION SHEET

NAME:

DATE

What happened?	Why did this happen?
Which rule was broken?	What could I do differently next time?

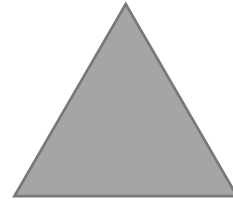
Signed: _____ (Parent/Guardian)

Dear Parent,

Your child has discussed and completed this reflection sheet in school. Please discuss the behaviour incident with your child, sign it and return it to school.

Tips for discussion: When talking to your child keep it short. Here are some phrases that could be used along with the headings above to start the chatting: 'What's happening in school at the moment'. 'Your behaviour has changed and I would like to understand more about that'. 'Is there anything worrying you at the moment? Sometimes when we are worried it is more difficult to think and make good choices'. 'What could help you make better choices?'

Green Triangle Policy



- A green triangle sent to any member of staff will indicate that help is needed immediately
- The code word "green triangle" will be used in phone calls to indicate that a class needs immediate help.
- Teachers should ensure that the green triangle is displayed in their room in an easily accessible position for children.
- Correct use of green triangle should be explained and reinforced by teacher throughout the year - child brings triangle to nearest classroom or hands to nearest available adult.
- The adult who receives a green triangle has the responsibility of supervising class - this may mean joining 2 classes together- until the emergency is over. They should also inform Teresa/Marcella at the Office who will contact Principal/Vice Principal

