

# Saint Patrick's Primary School Armagh



## POSITIVE BEHAVIOUR POLICY

2021-22 (Amended policy in the context of NI Executives' Coronavirus (COVID-19) regulations and the associated Department's (DENI) Guidance for Schools and Educational Settings in Northern Ireland)

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# SCHOOL PRINCIPLES

The United Nations Declaration on the Rights of the Child (CRC) asserts that:

***‘All actions should be in the best interests of the child.’***

It further declares that:

Children have the right to:

- ‘education aimed at developing personality, talents, preparing the child for an active adult life and that the administration of school discipline is to reflect the child’s human dignity’.
- ‘love, understanding and care’.
- ‘protection from all forms of physical or mental violence’.

## **‘Preparing Today’s Children To Be Tomorrow’s Citizens’**

Our school aims to espouse the principles and values of UNICEF’s ‘Rights Respecting Schools’(RRS) programme in promoting equality, dignity, respect, non-discrimination and participation.

This policy is part of a collection of school documents which deal with the Pastoral Care of all pupils in St Patrick’s Primary School. It operates in tandem with the following:

- Child Protection Policy;
- Anti-Bullying Policy;
- Staff Code of Conduct;
- Special Needs Policy;

Our Positive Behaviour policy has been reviewed to ensure that it takes cognisance of the present COVID 19 context and related incidents, and as a means to prevent flagrant abuse of COVID 19 risks. Our school holds the right to sanction, and if necessary exclude, pupils who wilfully refuse to adhere to health and safety arrangements relating to social distancing and deliberately cough or spit at pupils or staff, putting them at risk. All inappropriate behaviour incidents to be recorded in the designated purple behaviour files and this will be closely monitored. The purple files will be monitored closely each term from Sep 2021.

## *Our school motto is: We care, we share and we learn*

As a Catholic Maintained school, St Patrick's Primary School Armagh aims to provide an experience of a living, Christian community, within which all members of the school, pupils, staff, Governors and parents can develop and mature in faith. Our school aims to reflect this intention.

Our Positive Behaviour Policy seeks specifically to further the school aims:

- To develop the whole child culturally, emotionally, intellectually, morally physically, socially and spiritually through a variety of experiences.
- To provide a happy, safe and secure learning environment;
- To nurture a caring, learning atmosphere, in which children can grow, mature and realise their full potential.
- To help children to learn respect for themselves and for others.
- To develop self-confidence, independence and self-discipline.
- To give children a sense of their rights and responsibilities for themselves, others, and their environment.

### **RATIONALE**

In St Patrick's Primary School, we place great importance on how our pupils behave in school and within the wider community. We promote a 'positive first' approach where we seek to identify, acknowledge and celebrate 'positive behaviour.' We look to work with parents and pupils to recognise the profound effect that behaviour can have on the working and learning environment of the school.

### **PUPIL BEHAVIOUR THAT IS CONDUCTIVE TO EFFECTIVE LEARNING**

- Confidence and a positive self-image.
- Respect for the views, ideas and property of others.
- Recognising that all have a right to share in, and contribute to the lesson.
- Co-operating in shared activities.
- A positive attitude to work.
- Courtesy and good manners to class members, school staff and visitors to school.
- Use of initiative and independence (appropriate to age).

# **RIGHTS, ROLES AND RESPONSIBILITIES OF THE TEACHER AND STAFF**

## **ROLES AND RESPONSIBILITIES**

- To ensure that the school rules are adhered to.
- To ensure lessons are planned and prepared.
- To behave in a professional manner at all times.
- To be a positive role model for children.
- To raise pupils' self-esteem.
- To discuss with parents any concerns they have about their child's progress or behaviour.
- To take account of other people's views; listening to pupils, staff and parents.
- To provide a pleasant and safe learning environment.
- To identify and seek to meet the needs of all their pupils responsibly.

## **RIGHTS OF THE TEACHER**

- To work in a pleasant and caring environment.
- To have their views listened to by children, parents and colleagues.
- To be permitted to carry out their professional duties, free from abuse of any type.
- To have their professional judgement respected.
- To receive support and advice when needed.
- To be involved in reviewing behaviour policy and procedure within the school.
- To receive such training and support necessary to enable them to carry out their responsibilities.

# **RIGHTS & RESPONSIBILITIES OF THE PUPIL**

## **RESPONSIBILITIES OF THE PUPIL**

- To know the school rules and be aware of the consequences of their actions.
- To be familiar with the Positive Behaviour Policy.
- To respect the views, rights and property of others.
- To co-operate with all members of the school community.
- To work as hard as they can in school to achieve their potential.
- To allow others to feel safe and secure in their school.
- To allow everyone to access their learning, free from distraction, worry or fear.
- To ask for help if they need it.
- To be responsible for their own behaviour and learning.
- To accept that there are consequences to/for their action or behaviour.

## **RIGHTS OF THE PUPIL**

### **To enjoy these rights, pupils must respect the rights of others.**

- To be valued as members of the school community.
- To be asked about matters that affect them and have their views listened to and, as far as is reasonable, acted upon.
- To be treated fairly and with respect.
- To be taught in a pleasant and safe environment.
- To have educational experiences suitable to their needs.
- To develop their interests, talents and abilities.
- To get help when they need it.
- To make mistakes and learn from them.

## **RIGHTS & RESPONSIBILITIES OF THE PARENTS**

*The parent is the child's first educator. Therefore, parents continue to have a most important role to play in relation to their child's learning and the promotion of positive behaviour after their child begins primary school. A good partnership between home and school reinforces learning and positive behaviour choices.*

### **RESPONSIBILITIES OF THE PARENTS**

**To enjoy these rights parents should ensure that:**

- Their child attends regularly and on time.
- Their child understands the importance of following school rules.
- Homework is completed on time and satisfactorily.
- Their child wears the correct school uniform and presents to school in appropriate clothing and appearance.
- They support the school by fostering a positive attitude to school and its staff.
- They acknowledge and support the policies and procedures laid down in school policy documents.
- They attend parent teacher meetings or any meetings as requested.
- They raise any concerns in a timely and appropriate manner, in accordance with school Parental Complaints Policy and Procedure.

### **RIGHTS OF THE PARENTS**

- To receive a quality education for their child.
- To have their child taught in a safe, secure and welcoming place.
- To have their child feel safe and secure in school.
- To have their child treated fairly and with respect.
- To be kept informed of their child's progress and any perceived difficulties.
- To be listened to and have their concerns dealt with in an effective manner.

# **SCHOOL RULES**

*Every September, individual class teachers will reinforce the school rules with their class. These rules will be reinforced throughout the school year as necessary. Staff will continually refer to these rules as opportunities present themselves.*

*Rules have been kept to a minimum and have been expressed in positive terms. Staff and pupils have agreed that rules should be enforced fairly and consistently by anyone acting in a supervisory capacity within the school (i.e. teaching staff, ancillary staff.)*

## **We respect and care for ourselves, others and property**

- We look after school equipment.
- We listen to others when they are speaking.
- We leave other people's belongings alone.
- We always exercise good manners.
- We play safely and allow others to join in.
- We wear agreed school uniform with pride.

## **We come to school on time and ready to learn**

- We will be in class on time.
- We will bring the specified equipment.

## **We always try our best**

- We will attempt all activities/tasks given.
- We will continue to learn outside the classroom.
- We will ask for help.
- We will fully prepare for all lessons.

## **We listen and take turns to speak**

- We will listen attentively to the teacher/supporting adult so that we will know what to do.
- We will make positive contributions to learning.
- We will speak respectfully at all times.
- We will listen to others.
- We will appreciate other people's points of view or opinions.

## **We move quietly and carefully around the school**

- We walk on the right on the corridors and stairs.
- We stay in our year group areas at break and lunch times.
- We arrive at school in an orderly and safe manner.
- We walk at all times indoors.
- We will move with safe hands and feet.
- We will not eat or drink in the corridor.
- We will not delay around cloakroom and toilet areas.

**The types of behaviours our school rules will help foster include:**

- showing respect for the views, ideas and property of others.
- appreciating differences in other people's race, gender, ability, religious background.
- applying ourselves to tasks and working to the best of our ability.
- recognising that all pupils have a right to contribute to the lesson.
- co-operating with the teacher and other children on group activities.
- displaying common courtesies and good manners.



## **RULE IMPLEMENTATION – BEHAVIOUR WE HOPE TO SEE**

Our school rules are listed above. Below is a list of behaviours school staff expect to find in various areas throughout the school when the school rules are being followed.

### **The Dinner Hall**

- Enter dinner hall in a quiet, orderly manner.
- Put hand up to get attention from adult in charge.
- Eat and behave in an appropriate manner.
- Speak quietly only to the children next to you.
- On a dry day, children having lunch to take lunch boxes out to the play-ground.
- On a wet day wait until escorted back to class by an adult.

### **For Lunch Rooms**

- Listen to the instructions of the adult in charge.
- Remain seated throughout lunch time.
- Speak quietly only to the person close to you.
- When directed to leave the classroom check that your place is clean and put rubbish in the bin. All uneaten food should be placed back in lunchbox.

### **At Assembly**

- Enter Assembly Hall in a quiet orderly manner.
- Stand quietly in your class line.
- Be silent when the bell rings, or when called to order.
- Say prayers with respect and dignity.
- Leave Hall in an orderly manner with teacher.

# **BEHAVIOUR WE HOPE TO SEE**

## **(ON ARRIVAL)**

### **(Primary 1)**

- All children to be accompanied through the P1 playground entrance, arriving between the designated times provided
- All children to be accompanied to their appropriate classroom entrance in an orderly manner
- Pupils to enter their class, greet the adults present and organise their schoolbags, coats and lunch items as instructed

### **(Primary 2 & 3)**

- All children to be accompanied through the designated school gate and to each individual class's designated door entrance
- Arrival between the designated times provided
- All children to be safely 'handed over' to school staff member
- Pupils to enter their class, greet the adults present and organise their schoolbags, coats and lunch items as instructed

### **(Primary 4-7 )**

- All children to enter school grounds through their designated gate and proceed to their designated entrance
- All children to enter school grounds in a safe and orderly manner, proceeding to class and being mindful of the safety of themselves and others
- Pupils to enter their class, greet the adults present and organise their schoolbags, coats and lunch items as instructed
- All children to report immediately to staff any behaviour they see as being unsafe or inappropriate
- All children to look out for the safety of our younger pupils and report any concerns immediately

### **Wet Mornings (Primary 1 &2)**

- On arrival before 8.45am, all pupils to be brought via the school main entrance to the assembly hall
- Enter the Assembly Hall in a quiet manner
- Stand quietly in a single file in your class line
- Be silent when the bell rings, or when called to order
- Say prayers clearly with respect
- Leave Hall in an orderly manner with teacher/adult
- Proceed to class in a safe and orderly manner

### **Rules for Wet Mornings (Primary 3 – 7)**

- Enter school through the designated entrance and proceed directly to the PE Hall
- Enter the PE Hall in a quiet manner
- Stand quietly in a single file in your class line
- Be silent when the bell rings, or when called to order
- Say prayers clearly with respect
- Leave Hall in an orderly manner with teacher/adult and proceed directly to class

# **BEHAVIOUR WE EXPECT TO SEE**

## **Rules for PE Hall**

- Always wear the proper P.E. gear appropriate to year group.
- Girls and boys change separately.
- Take care when entering and exiting the P.E. Hall.
- Return all equipment carefully to the proper place.
- Only enter the PE Hall when instructed by the teacher.
- Showing respect and courtesy to visiting coaches at all times.

## **Rules for Corridors, Stairways, Cloakrooms and Toilets**

- Always walk on the right.
- Show courtesy and good manners at all time.
- Children to have special permission to be on corridors outside class time.
- Keep cloakrooms tidy.
- Toilets must be left clean i.e. flushed, no water/paper/soap on the floor.
- No crowding, playing or misbehaviour in toilet areas.

## **Rules for Playground**

- Play safely showing courtesy and respect to everyone at all times.
- Play in allocated areas only.
- Do not re – enter the building without permission.
- All falls, accidents or issues should be reported to the teacher/ supervisor in charge.
- Put litter in the bins provided.
- When the bell rings, go immediately to class line, stand quietly in single file and await teacher.

# UNIFORM

***'We want our children to attend school wearing their school uniform with pride and taking account of their appearance so as to project a positive image of themselves and of our school to members of the wider community'***

## **Uniform**

Complete school uniform must be worn to school each day as outlined in our School Prospectus and associated 'Guidance to Parents'. All uniforms and P.E. gear must be clearly labelled and marked.

## **Outdoor Coat**

Each child **must** bring an outdoor coat to school in poor weather conditions.

## **Shoes**

Parents should ensure that footwear is appropriate.

## **Hairstyle**

Hairstyles should be simple, of uniform length and natural in colour for all. Children with long hair should present to school with their hair tied back from their face. No 'summer' hairstyles should be introduced until children finish their academic year.

## **Note to Parents**

While it can often be a temptation to indulge our children's requests, unusual hairstyles and variations on school uniform often attract negative attention and result in the wearer developing undesirable attitudes, and encourages themselves and others to diminish the positive need for school rules. Children whose appearance deviates from accepted policy will exclude themselves from being selected for any activity to represent the school internally or out in the wider community.

## **Earrings**

In the interests of Health & Safety, pupils are encouraged **not** to wear earrings to school. If required, studs must be worn. For personal safety reasons, children will not be permitted to participate in PE related activities if earrings are worn.

## POSITIVE BEHAVIOR MANAGEMENT

In Saint Patrick's Primary School, we adopt a 'POSITIVE FIRST' approach. We recognise that positive reinforcement, feedback and rewards are necessary to encourage pupils to understand the need for, and to follow classroom rules and rules throughout the school. We believe that a system of rewards, applied consistently, will help to maintain a climate in which the pupils of Saint Patrick's Primary school will come to appreciate what constitutes acceptable and good behaviour. Our system of rewards and incentives helps to establish and maintain a climate of positive behaviour and attitudes. We regularly look to celebrate these positive achievements.

We use a variety of rewards:

- Non-verbal rewards such as smiling, thumbs-up.
- Frequent positive feedback.
- Verbal praise, including praise from other pupils and from adults other than the class teacher.
- Written comments on work.
- Being sent to a Senior member of staff for praise and acknowledgement.
- Positive remarks in Homework Notebook.
- Whole class and individual reward systems.
- More tangible rewards such as stickers and stamps.
- Weekly curriculum rewards celebrated at assembly.
- Monthly **KINDNESS** awards celebrated at assembly.
- Head Teacher Awards.
- End of year awards P.7.

We use many positive behaviour systems, appropriate to year groups, to help promote positive behaviour and foster good relationships between peers in their own classes and between year groups.

These may include:

- P.7 Play leaders.
- Golden time.
- Circle Time.
- Traffic lights warning systems.
- Visual timetables.
- Weather Symbol Behaviour chart.
- Class Dojo.
- Restorative Practice Pupil Discussions.
- Pupil referral to Key Contacts in school for individual pupils.

## **MANAGING INAPPROPRIATE BEHAVIOUR**

- In St. Patrick's, staff and pupils believe that inappropriate behaviour should be dealt with fairly and consistently by using a range of strategies and consequences.
- These consequences provide pupils with the security of clearly defined boundaries and thus encourage pupils to make positive choices regarding their behaviour.
- They will be applied in a calm manner as soon after the offence has occurred as possible in an appropriate setting in line with the school's Code of Conduct.
- The use of appropriate sanctions is aimed at defusing rather than escalating the situation. These will be applied only to those who commit the inappropriate behaviour.
- If a child is identified as having persistent Social Emotional and Behavioural difficulties, concerns will be communicated to parents with a view to placing the child on the Code of Practice in accordance with the school's policy on 'Special Educational Needs'.
- Appropriate strategies will be implemented to support the child, and the school may call on one or more of the following outside agencies for support and/or advice at all stages of the Code of Practice.
  - Primary Behaviour Support Team.
  - Educational Psychology Services.
  - Curriculum Advisory and Support Services.
  - Education Welfare Office.
  - Child Protection Service Officers (CCMS & CPSS).

## **MANAGING INAPPROPRIATE BEHAVIOUR**

In order for the sanction to be effective, the adult will try to ensure that the child understands the reason for it. Pupils will be given the opportunity to reflect on their action, its effect on others, and to consider a more acceptable behaviour and how to make up for it. School adopts Restorative Practice dialogue when encouraging pupils to reflect on inappropriate behaviour.

We choose the most appropriate sanction from the following:

- a stern look;
- a non-verbal gesture such as modelling appropriate behaviour and pausing until the child complies;
- a verbal warning;
- loss of privileges – (loss of Golden Time, or play period at break/lunch time. This is at the discretion of the class teacher and will be appropriate to the age of the pupil.)
- time- out or thinking time – in another teacher's class;
- temporary restriction from an activity where unacceptable behaviour has been displayed; e.g. restricted from lunchtime football for a set period for rough or unruly play;
- referral of a pupil to a senior member of staff, or ultimately the Principal.

**Staff of St. Patrick's Primary School will facilitate the supervision of children at break time in the event that it has been deemed necessary and appropriate to withdraw privileges. The undesirable behavioural incidents will be recorded by the teacher in their Behaviour file.**

**Recurring incidents of inappropriate behaviour will result in loss of privilege, periods of detention and ultimately consideration of suspension/expulsion.**



## MANAGING INAPPROPRIATE BEHAVIOUR SANCTIONS( Revised DURING COVID-19)

### SUGGESTED DISCIPLINE SANCTIONS AIMED AT P.3 – P.7 PUPILS

#### LEVEL 1 BEHAVIOUR:

1. The teacher will use a range of positive discipline strategies to promote good discipline in his/her class. If there are instances of low level behaviour causing a concern, it will now be recorded in the Purple File.
2. If there is unacceptable behaviour within the classroom (like interrupting the teacher or being cheeky or rude or disruptive to the work of others) the child will receive up to two verbal warnings.
3. **This behaviour will now be recorded as low level incident in the Class Purple Behaviour File.** (At the back of the file there are undesirable behaviour record sheets - each child has their own record sheet when needed)
  - 3a. 1<sup>st</sup> Verbal warning **recorded** in the Purple File
  - 3b. 2<sup>nd</sup> Verbal warning **recorded** in the Purple File
4. If he/she persists a 3<sup>rd</sup> time, the child will sit out at break time in the yard. The child will sit and read a book during the play-time period in a designated area. This will be called a “**Thinking Session.**” The teacher/classroom assistant on duty will supervise this. This 3<sup>rd</sup> Incident to be recorded in the Purple File also. **(Letter 1 sent home to parents to be signed and kept in Purple file.)**
5. **The class teacher will send a Behaviour letter 1 home in the child’s homework diary to be signed by the parent notifying them of the missed break play.** The teacher must ensure that this note is signed by the parent. If in doubt of Letter 1 going home, then a phone call needs to be made by the teacher.
6. After two such Break time “**Thinking Sessions,**” a third offence will warrant a  
2.00 - 3.00pm Afternoon Detention for a P3 child,  
3.00 - 4.00pm Afternoon Detention for a P4 -7 child.  
These will be held on **Mondays and Thursdays** in Mrs O’Shea’s room.
7. In advance of any Afternoon Detention, the parents will be informed by telephone by the Principal or Vice Principal. Letter 2 to accompany the telephone call and this will be sent home with the pupil.
8. After two Afternoon, a meeting will be arranged with the Class Teacher, Parents and a member/s of Senior Management. Letter 3 will be posted from the office- request for Parents to attend this meeting.

## LEVEL 2 BEHAVIOUR:

If a child is openly defiant, or uses bad language to any adult member of staff, or is ***deliberately physically violent*** to another child or considered physically aggressive to an adult, or behaves irresponsibly in any way which is a threat to the safety and well-being of themselves or others, then the following action(s) will be taken:

1. Pupil referred to a Senior Member of school management, Vice-Principal or Principal for consideration of the appropriate level of sanction to be applied;
2. ***Parents will be informed by telephone by the Principal or Vice Principal for any consideration of Detention. Letter 2 will be sent home with the pupil.***
3. If a child commits a second level 2 offence, he/she will be given a further afternoon detention:  
2.00-3.00pm Afternoon Detention for a P3 child,  
3.00-4.00pm Afternoon Detention for a P4 -7 Child.

These will be held on Mondays and Thursdays in Mrs O'Shea's room supervised by the Vice Principal.

***Parents will be informed by telephone by the Principal or Vice Principal in cases of Detention. Letter 2 will be sent home with the pupil.***

If a Pupil has attended two Afternoon detentions for Level 2 behaviours in succession, parents will then be asked to attend a meeting with the Principal and/or members of the Senior Management Team to discuss how the child's behaviour can be supported and to consider a risk assessment for the safety of the child and other children/adults, and if necessary consider suspension procedures.

***The Principal and Board of Governors reserve the right to implement suspension procedures directly, in accordance with CCMS policy, without consideration of Level 1 or Level 2 procedures as outlined above, in the event of any instance of serious misbehaviour, repeated misbehaviour or behaviour detrimental to the education and welfare of the pupil, or that of others in the school.***

## **LINKS WITH OTHER SCHOOL POLICIES**

### **FIXED-TERM AND PERMANENT EXCLUSION**

Only the Principal (or the acting Principal) has the power to suspend a pupil from school. The Principal may exclude:

- A pupil for one or more fixed periods. The Governors may also expel a pupil permanently, if the circumstances warrant this.
- If the Principal suspends a pupil, he/she informs the parents immediately and in writing, giving reasons for the suspension. At the same time, the Principal makes it clear to the parents that they can, if they wish, appeal against the decision to the school Board of Governors. The school informs the parents how to make any such appeal.
- The Principal informs in writing the Chairperson of the Board of Governors, CCMS and relevant Education Authority personnel about any suspension.

**In all instances the procedures advised and required by DENI and CCMS will be followed.**

This policy is in line with our other school policies on:

- Anti-bullying.
- Reasonable Force and Safe Handling (DENI).
- Special Educational Need.
- Child Protection.

### **IN-SERVICE TRAINING NEEDS**

Each member of staff will receive general training on the Policy and Procedures. New staff will have training needs considered and met if required. More behavioural training will be considered to meet the demands of current pupil intake of each class on an annual basis.

### **MONITORING**

The Principal and Staff monitors the effectiveness of this policy on a regular basis. School Management also reports to the Governors on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. We also keep a record of any behavioural incidents that occur at break or lunchtimes, and details of any incidents are recorded in the Accidents/Incidents file.

### **REVIEW**

This policy will be reviewed regularly in response to on-going advice and training. It will form part of the school's overall Pastoral Care Policy. Each family will be informed of how to access this and associated school policy.

The behaviour of pupils in our school is under constant review by all members of staff.

## **BEHAVIOUR STRATEGIES**

**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”)

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 time to respond.

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.

RESPECT THE DIGNITY OF THE CHILD - Allow pupil a calming down opportunity if needed.

## POSITIVE CORRECTION

Correction should be phrased so that you are telling the pupil what to do, rather than telling them what not to do.

Negative Correction	Positive Correction
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?
Don't interrupt	This is <i>my</i> turn to speak

Date of Undesirable Behaviour	Name/Class of Child	Nature of Undesirable Behaviour

## **Addendum to Positive Behaviour Policy (2021-22)**

In light of the Coronavirus pandemic that resulted in wholesale school closure in March 2020 and the Department of Education (DE) Restart Programme for August 2021, schools have been required to introduce and review many Health and Safety measures to facilitate a full return to school for all pupils.

Directly relating to our Positive Behaviour Policy, these measures mitigate against a number of strategies outlined in this policy in dealing with instances of inappropriate behaviour, including break/lunch/ after school detention.

During this interim time, any pupil displaying behaviour that is determined a potential risk to the safety and wellbeing of the pupil themselves, another pupil or staff member, will result in parents/guardians being contacted to make arrangements for the pupil to be collected from school early.

This will not constitute a suspension from school, but parent/parents and child will be required to attend a meeting with the Principal the following day to discuss the incident/behaviours and agree the grounds of the pupil's return to school.