

**St. John's Primary School  
Bligh's Lane  
Derry**

**Positive Behaviour Policy  
2024**



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## **1. MISSION STATEMENT**

At St. John's Catholic, Primary School, we provide a happy, nurturing, inclusive, learning, environment which delivers high quality outcomes and life-enriching experiences. We embrace diversity and encourage all to respect the environment and develop the confidence and digital skillset required to contribute to society and the local and global economy. We work collaboratively with parents/carers and community partners to promote the social, emotional, intellectual, and spiritual well-being of each individual, thereby enabling our school family to 'Learn Together' and 'Grow Together'.

## **2. CORE VALUES**

Our school ethos is founded on the Catholic values of respect, honesty, integrity, social justice, charity and equality of opportunity.

## **3. LEGAL CONTEXT**

This Policy is informed and guided by the following legislation: -

Health and Safety at Work NI Order 1978  
 The (Northern Ireland) Order 1995  
 The Human Rights Act 1998  
 The Education (NI) Order, 1998  
 Welfare and Protection of Pupils' Education and Libraries (NI) Order 2003  
 The Education Order 2006 (COMMENCEMENT Order (NI) No. 22007  
 The Education (School Development Plans) Regulations (NI) 2010  
 Special Educational Needs and Disability Act (NI) 2016  
 Addressing Bullying in Schools Act (NI) 2016  
 DE guidance - Pastoral Care in Schools: Promoting Positive Behaviour, DE 2001  
 Safeguarding and Child Protection in Schools - A Guide for Schools, DE 2017  
 Inspection and Self-Evaluation Framework 2017.

## **4. SCHOOL CONTEXT**

St. John's P.S. opened in September 1971. It is situated in Creggan which is part of the Moor Electoral Ward. This ward, like others within the city, has high levels of socio-economic deprivation. However, despite this context, our school community continues to provide a very high standard of academic and pastoral provision using nurturing and child-centred approaches. As a school community, we continuously strive to develop close links with parents, grandparents and the wider community. The school is managed by a dedicated Board of Governors that works in close partnership with the school chaplains at St. Mary's Church. The school has developed excellent links with other local primary schools and statutory and non-statutory organisations. This enhances and extends community links through the promotion of healthy lifestyles, positive wellbeing and engagement in learning. Our school offers a broad, balanced curriculum as well as a range of pre and post school extra-curricular activities funded by the Extended School's Programme and delivered by internal and external facilitators.

## **5. STATEMENT OF PRINCIPLES**

St. John's P.S. is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Good behaviour is a corporate responsibility. It keeps children safe, reduces stress for teachers and Learning Support Assistants (LSAs) and contributes to a welcoming and caring environment in which children and teachers can do their best work. Our Positive Behaviour Policy guides staff to teach self-discipline and promotes responsibility for making positive choices. It echoes our core values, as a Catholic school, with a heavy emphasis on respectful behaviour and a partnership approach. We employ interventions that support staff, children and parents/carers and promote aspiration, achievement, and restoration of relationships (Appendix 1

Stakeholder Rights and Responsibilities). We recognise that a clear structure of predictable outcomes has the best impact on behaviour. The Principal sets out the rules, routines and visible consistencies that all children and staff follow. It is based on the work of Jenny Mosley, Paul Dix *'When the adults change, everything changes'*, Barnardo's PATHs Programme, advice from the Education Authority and legislative guidance.

*"In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be of primary consideration."*

Article 3 UN Convention on the Rights of the Child.

## **6. SHARED EDUCATION**

During Shared Education activities the teacher in charge will follow the procedures appertaining to their own School Positive Behaviour Policy. If an incident/concern occurs with a child from the partner school, the teacher in charge will inform the child's class teacher who will then deal with the incident/concern accordingly. If this is not immediately possible, the teacher in charge will deal with the incident according to their individual school's policy and report it as soon as they can to the child's class teacher in the partner school. The overall aim is to adhere to the core principles underpinning the delivery of Shared Education, as stated in our joint Shared Education Policy.

## **7. COMMUNITY RELATIONS EQUALITY AND DIVERSITY (CRED)**

The CRED policy complements all that St. John's P.S. is striving to achieve for children. It aims to improve outcomes for children by educating them *'to develop self-respect and respect for others, promote equality and work to eliminate discrimination, and by providing formal and non-formal education opportunities for children to build relationships with those of different backgrounds and traditions within the resources available.'* The CRED policy's aims and principles are very much the same as the aims of the NI Curriculum, namely the curriculum aims to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives. At St. John's P.S. we are sensitive to and welcoming of, the diverse identities of all members of the school community. Within our school ethos, it is obvious that there is an acceptance of difference and a valuing of diversity.

## **8. AIMS**

At St. John's P.S. a truly sustainable, consistent approach should permeate every interaction. We believe that when children feel valued as individuals, they respect adults and accept their authority. Therefore, through the rigorous implementation of Jenny Mosley's Positive Behaviour strategies, the RESPECT Charter (Appendix 2) and consistent school routines (Appendix 7) we aim to:-

- Use consistent language and responses in which simple and clear expectations are reflected in all conversations about behaviour between staff and children and among children themselves
- Implement consistent follow up ensuring 'certainty' at the classroom, Key Stage and School Management level
- Use consistent, positive reinforcement to encourage and celebrate positive effort and behaviour
- Define agreed rules and consequences and apply consistently at the classroom level, with further established pathways for the management of more serious behaviours
- Display consistent, simple values and expectations promoting appropriate behaviour around the school using child-centred and age-appropriate signage
- Apply respect from adults at all times, even in the face of disrespectful behaviour from children
- Model consistent, emotional self-regulation and restraint with staff acting as role models for learning
- Reinforce consistent routines for positive and respectful behaviour around the school, in classrooms, on school trips and residential breaks.

The effectiveness of the policy, in its mission to achieve the above, is founded on the mutual respect of all stakeholders. It is monitored, evaluated and reviewed termly by the School Management Team. The Board

of Governors receives a termly report on behaviour outcomes and provides an evaluation in the Annual Report to Parents.

## **9. CONSULTATION PROCESS**

*“Senior leaders consult regularly with the school community on key policies and procedures that affect the life and work of the school,”* ISEF Governors/Primary School ETI, 2017

Consultation with parents and children is managed using questionnaires, online surveys and focus groups. The Positive Behaviour Support and Provision (PBS&P) Service at the Education Authority and the School Development Planning Audit Tool – Inspection Self-Evaluation Framework are also used by school staff to this end. Analysed results are then given to all stakeholders to address concerns, inform and guide amendments to policy and procedures, to identify staff development requirements, inform the School Development Plan (SDP) and monitor and evaluate policy efficacy.

**Once consultation has taken place and the policy is ratified by the Board of Governors, the terms of this policy are non-negotiable.**

## **10. ROLES AND RESPONSIBILITIES**

### **Governors**

*“The role of the Board of Governors is to promote equality, good relations and diversity and to comply with education and employment legislation and anti-discrimination, human rights and equality legislation that affect its statutory duties in relation to school”* (Every School a Good School – The Governors’ Role: A Guide for Governors, DE, 2017). In order to fulfil the terms of this role the Board of Governors will: -

- Ensure that the Positive Behaviour Policy is strictly adhered to
- Make and keep under review a written statement of general principles about children’s behaviour and discipline
- Consult with the Principal and parents before making its statement of general principles
- Consider guidance from DE, EA and CCMS
- Decide and set out what aspects of discipline/behaviour should be a matter for the Principal
- Safeguard and promote the welfare of all children
- Require that the prevention of bullying is specifically addressed through policy and practice
- Ensure that the school has a scheme for the suspension and expulsion of children in accordance with legal requirements.

### **School Management Team (SMT)**

*“School leaders have the primary responsibility for ensuring that their school’s ethos, the expectations it has for its children; its pastoral care arrangements; and its teaching and curricular provision, support and motivate the children and provide them with opportunities to succeed.”* (Every School a Good School, DE, 2017). The SMT will determine measures (rules and enforcement) which the school will take to: -

- Promote self-discipline and respect for authority amongst the children
- Encourage good behaviour and respect for others
- Secure an acceptable standard of behaviour among children
- Act in accordance with the Board of Governors statement of general principles and any guidance given by them
- Prepare a written statement of these measures and give a copy free of charge to parents on request
- Ensure that parents have access to the Positive Behaviour Policy through a range of media.

The SMT are expected to model the behaviours and attitudes towards children that are expected from all school staff. They will:-

- Meet and greet children at the school gates at the beginning of the day
- Be a visible presence across the school, especially at transition times, to encourage appropriate behaviour
- Celebrate staff, leaders and children whose effort goes above and beyond
- Support staff in managing children with more complex or entrenched negative behaviours using Trifold Agreements (Appendix 8)
- Regularly review provision for children who struggle with self-regulation as a Social Behavioural Emotional Wellbeing (SBEW) need
- Use behaviour data to target and evaluate the Positive Behaviour Policy
- Stand alongside colleagues to support, guide, model, show a unified approach to the management of behaviour and ensure consistency of approach
- Support staff by sitting in on restorative meetings and supporting staff in conversations with children and/or parents/carers
- Ensure staff training needs are identified, targeted and developed
- Regularly share good practice on the theory of childhood development
- Apply the Nurture principles and implement the formal Boxall Assessment process when required.

### **Teaching Staff, Learning Support Assistants and Supervisory Staff**

The behaviours we expect to see from all of our staff are calmness, humour, empathy, consistency and reflective practice. We want to see staff catching children being positive, giving public recognition (as appropriate) and praise for good conduct, nurturing a growth mindset, aiming for 'win/win' situations and applying effective de-escalation strategies.

Behaviours we will not expect to see are aggression, shouting, negativity, humiliation, sarcasm, adults creating 'power struggles', talking negatively about children in front of children or others, isolation and/or exclusion of children.

Teachers will discuss Jenny Mosley's Positive Behaviour Strategies in Foundation Stage Year 1-2 and the RESPECT Charter in Year 3-7 (Appendix 2) regularly with the children so that they are familiar with the standards that are expected. Relevant signage will be clearly displayed in each classroom.

All staff must aim for good behaviour management which can be achieved by: -

- Consistent application of school routines by all adults
- Following Restorative Practices and 30 Second Intervention Scripts (Appendix 3)
- Implementing Jenny Mosley's Behaviour Strategies, the RESPECT Charter and the Behaviour Pathway as outlined in this policy. This Pathway may only be accelerated with SMT approval
- Using a gentle approach, saying the child's name, adjusting position to child level, maintaining eye contact and delivering the appropriate step on the Behaviour Pathway (Appendix 4)
- Applying good classroom organisation and well planned teaching and learning activities
- Developing a system of consistent, well established and clearly understood rewards and consequences within the classroom
- Good behaviour, effort and achievement, acknowledged by the teacher and understood by the child. Children should know why they are receiving positive affirmation and awards such as Child of the Day/Pupil of the Week
- Devising learning activities that will challenge all children and enable them to experience success
- Promoting good relationships between staff and children and between children themselves
- Upholding the holistic development of the children by identifying barriers to learning and implementing appropriate intervention strategies to support children with specific needs and evaluating their effectiveness
- Providing additional training to support staff who are experiencing difficulties with the behaviour management of specific children
- Recording details about any behaviour management issues that are brought to their attention on SIMs/CPOMS
- Referring a child to the Vice-principal and submitting a summary of issues. This procedure should only be bypassed in the case of unsafe behaviours



- Withdrawing a child to a Senior Teacher within the Year Group for a maximum of 5 minutes – FS (Y1 & 2), 7 minutes – KS1 (Y3 & 4) and 10 minutes – KS2 (Y5-7) where the teacher considers there to be a threat to order in the classroom. Appropriate work should always accompany the child. **A child must never be isolated in class unless this is the child's choice and agreed with the parent/carer**
- **All children must receive one break or playtime session daily without recourse to sanctions (Article 31). Children must not be kept in at breaktime or lunchtime to complete classwork or homework. If absolutely necessary, this work can be done during singing/assembly. This must be authorised by senior management.**
- Office staff will set up meetings between staff and parents as required to discuss concerns.

### **Parents**

Parents are expected to work in collaboration with school staff at all times. Support and guidance regarding any aspect of this policy or discipline in general will be provided by the Vice-principals and/or the Principal.

## **11. PREVENTATIVE PRACTICES**

For over five years, the school has self-funded nurture provision for a significant number of children. The school has been allocated funding for part-time nurture provision by the Department of Education Northern Ireland from September 2022. This funding will allow for a specific nurture suite, two trained LSAs and two trained teachers.

Our range of strategies to promote good behaviour and positive discipline include: -

- Consistent application of routines
- Jenny Mosley posters visible in all FS classes
- RESPECT Charter visible in all classes and corridors
- Full stakeholder participation on Positive Behaviour Policy planning (parents, children, staff and governors)
- Paul Dix and Education Authority training for all staff on Positive Behaviour Management Strategies
- Scripts for de-escalation
- Daily Pupil of the Day and Compliments List in every class (PATHs)
- Afternoon Tea with the Principal
- Reflection activity in line with the RESPECT Charter
- Outdoor playground equipment/signage
- Parental engagement
- Pastoral Booklet for parents
- Trifold Agreements between home and school for children with SBEW needs when required
- High expectations
- "Do good, feel good" projects helping with gardening, rainforest room etc
- Child Protection and behavioural check-ins with key adults for specific children
- High visibility of senior staff throughout the day, plus morning meet and greet
- Tailored home packs made with social stories, reward charts, reflection journals for parents needing support with their children
- National Anti-Bullying Week
- Anti-Bullying Policy for all children and staff (Training August 2022)
- Anti-Bullying Ambassadors
- Role modelling by staff
- ICT engagement sessions during lunch time play to reduce behaviour incidents with specific children
- Language of choice with fair and firm rewards and consequences
- Continuous professional development of all staff on restorative justice and positive behaviour strategies
- Code of Conduct for all staff
- Early diagnosis and intervention of Barriers to Learning

- Clear, informative transition meetings annually in June
- Rainforest sensory and relaxation room
- Class and School Council
- Year 7 Prefects
- Digital Leaders
- ECO monitors
- Pupil of the Week
- Attractive signage
- Personal Development and Mutual Understanding (PDMU) Curriculum
- Relationships and Sexuality Education (RSE) Programme “In the Beginning...”
- E-Safety Programme
- SECURUS
- Assemblies which focus on the celebration of personal and group achievements
- Regular attendance at Mass with all staff modelling reverence and respect
- Child and Parent Counselling Service
- INSPIRE Counselling Service
- Buddy System
- Circle time sessions
- Learning Together Club
- Support from PBS&P/RISE
- Common European Framework of Reference for Languages (CEFR)
- Intercultural Education Service
- Regular positive posts on social media
- Close links with North West Youth Services to encourage children to enrol in Youth Club events and the Summer Scheme Residential
- Youth First Social Work Team liaising with parents on access to extra-curricular clubs for vulnerable children
- Family Hub services
- Child Protection On-line Management Systems (CPOMS).

## **12. THE BEHAVIOUR PATHWAY (Appendix 4)**

### **Managing Inappropriate Behaviour**

A positive system of rewards should be implemented to guide children towards self-discipline and self-regulation. However, it is important that strategies exist to assist staff in dealing with challenging behaviour. These strategies are an integral part of our school's Positive Behaviour Management Policy. They help to uphold the RESPECT Charter, provide the security of clearly defined boundaries and, in doing so they ensure that all children are fully aware of the conditions which will lead, in all likelihood, to the imposition of consequences should the unwanted behaviour persist.

The agreed Behaviour Pathway requires the child to take more responsibility for his/her own actions. While there is a pathway, if a child puts himself/herself or others at risk, using unsafe, aggressive/violent behaviours, staff can accelerate the stages by notifying the Head of Key Stage/Vice-principal and contacting the child's parents without delay. At this stage a Multi Internal Support Team (MIST) meeting will be convened immediately.

The following Behaviour Pathway was drawn up in consultation with staff and children and will be used in a fair and consistent manner to diffuse any potentially difficult situations, by encouraging children to reflect on their behaviour and to take responsibility for their actions. The procedures for dealing with challenging behaviours are as follows:-

1. Reminder – with yellow visual card for FS
2. Caution – with orange visual card for FS
3. Calming Time - with red visual card for FS and Restorative Conversation with Class Teacher



4. Parental Involvement (Telephone Call or Meeting) - Staff may take advice from SMT in advance of a parent meeting and SMT Restorative
5. SMT Restorative
6. Multi Internal Support Team (MIST) meeting (SMT, Class Teacher and Parent/Carer)
7. Multi Agency Support Team (MAST) meeting (School Staff, EA Staff and Parent/Carer)
8. Suspension
9. Exclusion.

### **Sanctions and Rewards**

We recognise and reward children who go over and above our expected standards. We understand that a quiet word of personal praise can be as effective as a larger, more public reward. The use of praise in developing a positive atmosphere in the classroom and wider school community cannot be underestimated. It is the key to developing positive relationships, with those children who are hardest to reach.

*“Sanctions provide children with the security of clearly defined boundaries and, in doing so, they encourage appropriate and acceptable behaviour. It is important to ensure that children are fully aware of the conditions which will lead, in all likelihood, to the imposition of sanctions”* (Pastoral Care in Schools: Promoting Positive Behaviour DE 2001).

Sanctions should focus on achieving behavioural change. A restorative approach should be taken and should take into account the vital importance of maintaining good relationships. Sanctions should take account of the age and degree of maturity of the child and any special educational needs they may have, home background and any other relevant circumstances.

- Sanctions should be applied as soon as possible, in a calm, measured manner
- They should be proportionate, separate the behaviour from the child and avoid escalating the situation
- Sanctions should **not** be applied to entire classes or groups of children when the guilty parties have not been identified
- Sanctions should not degrade children, cause them public/private humiliation or involve physical force
- Sanctions may include: a withdrawal of privileges, restriction of access to extra-curricular activities for a period of time, completion of work, referral to the SMT using the Referral Form (Appendix 5) for Restorative Supervision at breaktime/lunchtime, full day Restorative Sessions with the Vice-principals/Principal and in extreme cases, suspension and expulsion (Appendix 6).

### **13. ADDRESSING BARRIERS TO LEARNING**

At St. John's P.S. we recognise that children's behaviour is their way of communicating their emotions and understand that for some children, with Social Behavioural and Emotional Wellbeing (SBEW) difficulties, the safe, school environment may trigger extreme behaviours. We are very aware that some children exhibit particular behaviours because of Adverse Childhood Experiences (ACEs), early childhood trauma, challenging family circumstances and/or SBEW difficulties. Therefore, where possible, we use highly skilled staff to build relationships with children presenting with specific needs. We operate 'Barriers to Learning' monitoring which tracks and supports all children in the school. The Pastoral Vice-principal meets with the class teachers bi-annually to identify children presenting with barriers to their learning journey. She then liaises with the SMT, specifically the Learning Support Co-ordinator (LSC) and Curriculum and Standards Vice-principal, to identify early intervention and remediation programmes. Children recognised as having significant SBEW barriers to learning will have their difficulties systematically addressed through the Code of Practice, just as for any other special educational need.

In cases where a child's behaviour is progressing towards Stage 2 on the Code of Practice, an internal Multi-Internal Support Meeting (MIST) will be held. The parent, class teacher and Head of Key Stage/Vice-principal as well as the Learning Support Co-ordinator (LSC) will attend these meetings. Where these interventions are not successful the child will progress to Stage 2 of the Code of Practice and the LSC shall request further support from external agencies such as Educational Psychology, Health Agencies, Primary

Behaviour Support & Provisions (PBS&P) and/or Regional Integrated Support for Education Northern Ireland (RISE).

The following internal support documentation will be implemented, monitored and reviewed half-termly by the SMT: -

- School Routines (Appendix 7)
- Personalised Learning Plans (PLPs)
- Risk Reduction Action Plans
- Reflection Journals
- Trifold Agreements (Appendix 8) mutually approved by the teacher, child and parent/carer
- Records of Post Incident De-briefings at Multi-Internal Support Meetings (MIST)
- Records of Multi-Agency Support Team (MAST) Meetings including details of additional resources within the school and support from external agencies, e.g. Behaviour Support Team (Short-term placements in external referral units). Where consultations and external intervention remain unsuccessful the child will progress to Stage 3 of the Code of Practice.

#### **14. PLAYGROUND BEHAVIOUR**

Any breaches of the RESPECT Charter in the playground must be recorded in the Incident Notebook by the Senior Supervisory Assistant who will report incidents to the class teacher. In compliance with GDPR this notebook must be stored in the school office outside of lunchtime hours. **The teacher must investigate incidents fully and fairly giving all parties an unbiased hearing.**

**The office staff should be notified where medical attention is required, as this must be recorded in the Office Incident Log Book.**

Timetables for supervision of the playground are in place for teachers, LSAs and supervisory assistants. Playground supervisory duties should be strictly adhered to. . Morning supervision 8.50 – 8:55am will be undertaken by LSAs and teaching staff. At home time, Year 5-7 teachers and LSAs walk the children to the gate and see them safely offsite. Year 1 – 4 children are released by the class teachers to their parents/carers.

#### **15. BULLYING**

The school has a separate Anti-bullying Policy which clearly explains our accepted and agreed definition of what constitutes bullying and identifies forms of bullying, rights and responsibilities, the Preventative Curriculum and school strategies to manage reported incidents of bullying (Ref. Anti-bullying Policy).

#### **16. BEHAVIOUR BEYOND THE SCHOOL GATE**

The school will respond to children's inappropriate behaviour which occurs on the way home from school. Any behaviour off school premises which is witnessed by a staff member or reported to the school by a member of the public will be managed by the Principal or the Vice-principals. Where incidents of vandalism or physical assault occur **THOSE MAKING THE ALLEGATIONS WILL BE ADVISED TO REPORT SUCH MATTERS TO THE RELEVANT AUTHORITIES.**

#### **17. LINKS TO OTHER POLICIES**

- SEN Policy
- Safe Handling Policy (TEAM TEACH)
- E-Safety Policy
- Safeguarding and Child Protection Policy
- Anti-bullying Policy
- Personal Development & Mutual Understanding (PDMU) Policy
- Relationships and Sexuality Education (RSE) Policy

## **18. POLICY REVIEW**

The Positive Behaviour Policy will be reviewed on an annual basis, in line with current pedagogical practice and DE/EA/CCMS circulars relating to behaviour management. The Board of Governors fully supports the school in the implementation of the school's Positive Behaviour Management Policy. It will keep under review the approaches and procedures advocated to ensure that a positive and effective teaching and learning environment, which is respectful of all members of the school community, is promoted at all times. Child Protection/Safeguarding requirements will also be reviewed annually in conjunction with the Positive Behaviour Policy.

Signed: 

**Kathleen McCallion**  
(Chairperson of the Board of Governors)

Date:

(Ratified at Board of Governors' Meeting)

## **APPENDIX 1 – STAKEHOLDER RIGHTS AND RESPONSIBILITIES**

### **Children have a right to: -**

- be valued as members of our school community
- get help when they seek it and have a sympathetic audience for their ideas and concerns
- make mistakes and learn from them
- be treated fairly, consistently and with respect
- be consulted about matters that affect them and as far as is reasonable, acted upon efficiently and effectively
- be taught in a pleasant, well-managed and safe environment
- work and play within clearly defined and fairly administered codes of conduct – RESPECT Charter
- experience a broad, balanced and suitably differentiated curriculum, and to have any additional learning needs or barriers to learning identified and met
- develop their interests, talents and abilities and enjoy their childhood
- a pleasant, well managed, secure and safe environment (physically and emotionally).

### **Parents have a right to: -**

- be valued as members of our school community
- a safe, well-managed and stimulating environment for their child's education
- reasonable access to the school, and to have their enquiries and concerns listened to sympathetically and as far as is reasonable, acted upon efficiently and effectively
- be informed promptly if their child is ill or has an accident
- be well informed about their child's progress and prospects
- a broad, balanced and appropriate curriculum for their child
- be consulted on school policies and procedures.

### **School Staff have a right to: -**

- be valued as members of our school community
- work in a safe and pleasant environment where they are respected by children, parents and other staff
- express their views and contribute to policies which they are required to reflect in their work
- receive support and advice from senior colleagues and external bodies
- be respected as professionals by children and parents/carers
- be involved in key decisions about their class's education
- a suitably resourced school with adequate and well maintained accommodation.

### **Children have a responsibility to: -**

- respect the rights, views and property of others
- behave safely in and out of class
- co-operate with the teacher and with peers
- work as hard as they can in class
- conform to the conventions of good behaviour and abide by the school RESPECT Charter
- seek help if they have difficulties
- accept ownership of their behaviour and learning, and develop the skill of working independently
- come to school on time, with homework done, and suitably equipped for the lessons in the day ahead. **Special circumstances with homeworks must be approved by the Learning Support Co-ordinator, Vice-principal or Principal.**

### **School Staff have a responsibility to: -**

- behave in a professional manner at all times
- speak respectfully to parents/carers
- be punctual, prepared and suitably equipped for lessons
- respect the rights, views and property of others and work collaboratively with other school and EA/DE/CCMS staff

- set appropriate homework and mark constructively in line with the Marking/Teaching, Learning and Assessment policies
- listen to the child and respect their views
- be sympathetic and alert to a child experiencing difficulty
- address children's special educational needs through the SEN Code of Practice
- share with the parents/carers any concerns they have about a child's progress or behaviour
- work co-operatively with children to surmount barriers to learning and wellbeing
- expect high standards and acknowledge the child's effort and achievement
- maintain records of the above.

**Parents have a responsibility to: -**

- speak respectfully to staff in a polite and courteous manner
- ensure that their child attends school regularly, arrives in good time with homework done and is suitably equipped for lessons in the day ahead
- uphold the school's uniform policy and ensure that their child has a rainproof coat
- be aware of school procedures and encourage their child to abide by them
- show interest in their child's classwork and homework and where possible provide suitable facilities for studying at home
- act as positive role models for their child in their relationship with the school
- attend planned meetings with teachers
- provide the school with all the necessary background information about their child, including contact details, telling the school promptly about any concerns they have, or any significant change in their child's medical needs or home circumstances
- work collaboratively with the school and class teacher in developing mature and responsible children
- monitor their child's online activities and take preventative and when required corrective action as necessary
- respect the views, rights and property of others
- speak with staff when issues arise and avoid making negative comments about school staff in front of their child or on social media platforms
- support the schools' policies and procedures.

**APPENDIX 2 - RESPECT CHARTER****Respect**

Respect self, others, property and the environment

**Encourage each other**

Praise each other for excellent effort

**Speak the truth**

Honesty is the best policy

**Practise to progress**

Believe and achieve

**Embrace mistakes**

Learn Together, Grow Together

**Consider all things**

Make good choices to stay focused, healthy and safe

**Thank God**

Thank God every day for the gift of yourself, your family and our school community



### **APPENDIX 3 – RESTORATIVE PRACTICE AND 30 SECOND INTERVENTION SCRIPTS**

Restorative meetings are essential to repair any damage to confidence between staff and children. During the restorative meeting the teacher should reaffirm their commitment to building a trusting relationship with the child. Staff should take responsibility for leading structured reparation meetings.

Restorative meetings are structured into 5 steps based on the 'Restorative Justice' concept. These questions can be modified depending on the situation:-

#### **1. What happened and is it true? Why is this happening?**

Listen carefully and dispassionately without interrupting. Give your perspective without judgement. Children expect to be listened to and treated fairly.

**NB It is absolutely essential that a thorough investigation into incidents/concerns happens at all times.**

#### **2. What were you thinking/feeling at the time?**

This helps the child reconsider their actions and replay their thought processes. This allows the child to change their attitude, provide a reasoned explanation or make an apology.

#### **3. Who has been affected and how has it made them feel?**

In the early years we teach empathy. However, some children do not learn this skill until they are older. Therefore, it must be reinforced at every opportunity. Give the child time to think about the impact of their behaviour on classmates, adults who were worried by their anger, visitors who were shocked or younger children, who were scared.

Children will firstly think of themselves so steer them – What about Mr Brown? He lost teaching time. What about Tom who hates loud noises? Teach them to use their conscience. Ask the child to list who has been affected.

#### **4. What are your thoughts and feelings now?**

This allows the teacher to assess the child's level of empathy.

#### **5. How will you make things right?**

Be careful of forced apologies. However, do not criticise the apology even if it could be said with more feeling.

### **SCRIPTS**

Predictable, consistent, scripted interventions allow everyone to step through the difficult moments while retaining their dignity. Micro-scripts are a great foundation. They should be delivered using the right language, skilfulness in tone and a positive, physical approach. Diligent follow-up gives staff the opportunity to reframe and reflect on the child's behaviour. Some of the best learning happens in these calmer moments. Scripts encourage calm, consistent and kind approaches to difficult behaviour.

- You need to understand that every choice has a consequence. If you choose to do the work, that will be fantastic and this will happen. If you choose not to do the work, then this will happen ...I'll leave you to make your decision.
- Do you remember yesterday when you helped me to tidy up? That is the Stefan I need to see today. That is the Stefan you can be all the time.
- I do not like this behaviour. I know that you can improve this.
- I am not leaving, I care about what happens.
- What do you think the poor choices were, that caught my attention?
- What do you think you could do to avoid this happening again?
- Philip, it's not like you to kick doors/shout out/shake the hamster.

- You need to speak to me at the side of the room.
- I need to see you following the agreed routine.
- I expect to see your table immaculately tidy in the next two minutes.
- I know you will help Kyra to clean the pen off her face.
- Thank you for letting go of her hair, let's walk and talk.
- I have heard what you said, now you must collect your things calmly and move to the cool-down area.
- We will have a better day tomorrow!
- Do you remember last week when you... arrived on time every day/got that positive note? That is who I need to see today. Thank you for listening.

### **Handling Emotional Responses to Scripts**

If children turn away from you when you are delivering the script, mimic you, say it with you or deliberately refuse to listen, continue delivering the script.

If younger children cry when you begin delivering the script, say, 'I will come back when you have stopped crying'. Then you will have to skilfully find your moment to return. Teach the children the micro scripts that you are going to use. They should not be secret. If other children overhear you using a script it is a good thing. It shows them that you are consistent and fair and it demonstrates what they might expect if they cross the boundary.

## APPENDIX 4 - THE BEHAVIOUR PATHWAY

### 1. The Reminder

A reminder of the expectations should be linked to our RESPECT Charter. The adult should make the child aware of their behaviour. The child should always have a choice to do the right thing and be given 'take up time'. Example Reminder - 'Sophie, I see that you have not yet started your written work. This is a reminder that you are breaking the RESPECT Charter rule of 'Practising in order to progress'. You have the chance now to make the right choice Sophie, so please start your work. Thank you Sophie.'

### 2. The Caution

A clear verbal caution, delivered privately to the child makes them aware of their behaviour and clearly outlines the consequences if they continue. The child has a choice to do the right thing. Children will need reminded of their previous good behaviour to prove they can make good choices.

Example – 'Sophie, I see that you have chosen to sharpen pencils that really do not need sharpened. This is the second time I have spoken to you about starting your work on time. Do you remember when you finished all your work correctly and on time yesterday? Well, that is what I need to see today. Thank you Sophie.'

### 3. Calming Time Using Restorative Conversation – Class Teacher

Some children may need this stage to de-escalate and reflect on the reminder and the caution.

Example - 'Sophie, I see that you are still not ready to do your work. You now need to go to the quiet area and I will come and speak with you in five minutes. Thank you Sophie.'

### 4. Parental Involvement – Telephone Call or Meeting

Where MILD behaviours occur 3 times over a weekly period, the class teacher should speak directly to the parent when picking up the child or contact the child's parent to advise them of the behaviours. Parents should be asked to speak with the child at home and should also be told that their child will be referred to the Head of Key Stage/Vice-principal if these behaviours continue a fourth time or into a second week.

### 5. SMT Restorative Supervision Meetings

Where MILD level behaviours have occurred a fourth time, despite engagement with parents, and/or Inappropriate Moderate behaviours are involved, Lunchtime Restorative Supervision will be applied by the Head of Department/Vice-principal for a period of up to 3 consecutive days. **The class teacher must inform the parent of the child's progression through the pathway.**

### 6 Multi-Internal Support Team Meeting

Where 3 Restorative Supervision Meetings have been ineffective in effecting a positive change in behaviour, a formal Multi Internal Support Team (MIST) meeting will be convened with the class teacher, Head of Key Stage/ Vice-principal, Learning Support Co-ordinator (LSC), Pastoral Vice-principal/Principal and parent/carer. This will include the implementation of the Barriers to Learning strategy as outlined in Section 13. At this stage Tri-fold Agreements will be introduced to effect positive change in behaviour (Appendix 8)

### 7. Multi Agency Support Team Meeting (External Agency Involvement)

Following a consultative period of 6 weeks, interventions will be reviewed and amended as necessary. Children at this stage of the Behaviour Pathway will be on the Code of Practice at Stage 2.

It is important to note that unsafe, aggressive/violent behaviours (in person/using objects) towards staff/children will be fast tracked through the Behaviour Pathway for the attention of the Principal.

### 8. SUSPENSION

A child will only be suspended when all the above steps have been exhausted. The Principal/Vice-principals and the Chairperson will initiate these procedures in association with the Education Authority and CCMS

protocols. **Only the aforementioned staff may invoke a suspension.** A refusal on the part of the parent/guardian to participate in such procedures shall not prevent a child from being suspended.

## **9. EXPULSION**

A child may be expelled from school only after serving a period of suspension. A decision on whether or not to expel a child from school shall be made only after: -

(i) Consultation has taken place between the Principal, parent/guardian of the child, the Chairperson of the Board of Governors (or nominee), a duly authorised officer of CCMS, and the duly authorised representative of the EAWR. These consultations shall include consideration of the future provision of suitable education for the child concerned.


(ii) An opportunity has been offered to the parent/guardian of the child, and the child if present, to make representations to the Board of Governors in relation to the child and the circumstances surrounding possible expulsion. The future education provision for the child must be considered as part of the process. In addition, the Board of Governors shall consider any written documentation submitted by the parent/carer.

In the event of a child being expelled from a Catholic Maintained School, officers from the local CCMS Diocesan Education Office will co-operate with the EA in order to assist in the transfer arrangements to another Catholic Maintained School should this be the wish of the parent/carer.

A Board of Governors shall only resort to expulsion when they are satisfied, on considering all the evidence available to them, that the child has failed to meet the school's minimum required standards of behaviour and the Governors are further satisfied that expulsion is the appropriate sanction.

The Principal, in writing, shall draw the specific attention of the parent/carer, or the child, where he/she has attained the age of eighteen, to the right of appeal to an Articles Tribunal against the decision of the Board of Governors under Article 49 of the Education and Libraries (NI) Order 1986 as amended by Article 39 of the Education and Libraries (NI) Order 1993. In particular the Principal shall provide the parent/carer with the address and telephone number of the EAWR that has responsibility for making arrangements for hearing the appeal 'CCMS Scheme for the Suspension and Expulsion of Pupils.' A refusal on the part of the parent/carer to take part in such procedures shall not prevent a child from being expelled.

# **APPENDIX 5 – REFERRAL FORM FOR PRINCIPAL/VICE-PRINCIPAL/KEY STAGE LEADER**

<p align="center"><b>St John's Primary School</b>  <b>Referral Form for Inappropriate Moderate/Serious Behaviour</b>  <b>(Stage 5-8 of Behaviour Pathway)</b></p>		
Name:	Class / Year:	Date of Birth:
Address: ..... .....		Parent/s/Guardian Informed Name/s:   .....
Date:	Action Taken:	
Summary of Incident or Concern:		
Teacher's Name: .....  Teacher's Signature:.....		

## APPENDIX 6 - CONSEQUENCES & REWARDS

**N.B. These are not exhaustive lists.**

<p><b>APPROPRIATE BEHAVIOUR</b> In this category children behave responsibly and conform to the <b>RESPECT Charter</b> and values of the school. Such behaviour is recognised and praised. Appropriate behaviour includes: -</p> <ul style="list-style-type: none"> <li>• Adherence to school routines</li> <li>• Being prepared for school - PE gear pens and pencils (Year 5-7)</li> <li>• Acceptable noise levels</li> <li>• Being attentive to staff</li> <li>• Settling to work quickly</li> <li>• Staying on task</li> <li>• Working to one's best ability</li> <li>• Raising hand for teacher's attention</li> <li>• Respecting the opinion of others</li> <li>• Accepting constructive criticism</li> <li>• Respecting property - furniture &amp; belongings</li> <li>• Taking care of the building</li> <li>• Displaying courtesy at all times</li> <li>• Accepting responsibility for their own behaviour</li> <li>• Explicit respect for the teacher and all adults within the school.</li> </ul>	<p><b>REWARDS</b></p> <p><b>CLASSROOM BASED</b></p> <ul style="list-style-type: none"> <li>• Specific verbal acknowledgments</li> <li>• Non-verbal praise from teacher and peers (smile, thumbs up, handshake)</li> <li>• Positive written comments on work</li> <li>• Stamps, stickers, certificates</li> <li>• Class clap</li> <li>• Table rewards</li> <li>• Position of responsibility in class</li> <li>• Access to ipads/games etc</li> <li>• Golden Time.</li> </ul> <p><b>YEAR GROUP/KEY STAGE BASED</b></p> <ul style="list-style-type: none"> <li>• Send to neighbouring teacher for praise</li> <li>• Assembly recognition, applause</li> <li>• Wider position of responsibility in school</li> <li>• Head of Key Stage/Vice-principal Awards</li> <li>• Homework vouchers</li> </ul> <p><b>VICE-PRINCIPAL/PRINCIPAL</b></p> <ul style="list-style-type: none"> <li>• Afternoon Tea with the Principal/Vice-principal.</li> </ul>
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<p><b>INAPPROPRIATE MILD BEHAVIOUR</b> In this category children are occasionally disruptive but respond positively to the planned responses of the teacher.</p>	<p><b>Procedures for Incidents of Inappropriate MILD Behaviour</b> <b>PATHWAY 1 - 3</b></p>
<p>Inappropriate behaviour includes: -</p> <ul style="list-style-type: none"> <li>• Shouting out in class</li> <li>• Unnecessary movement around the classroom where there is no Additional Educational Need (AEN)</li> <li>• Inattentive behaviour where there is no AEN</li> <li>• Attention seeking behaviour</li> <li>• Incomplete homework (Year 5-7)</li> <li>• Reluctance to tidy up</li> <li>• Defacing/damaging text books</li> <li>• Throwing objects in the classroom or canteen</li> <li>• Distracting others</li> <li>• Unkind comments</li> <li>• Interrupting when other adults/children are talking to each other</li> </ul>	<p><b>CLASSROOM BASED SANCTIONS</b></p> <ul style="list-style-type: none"> <li>• The Reminder</li> <li>• The Caution</li> <li>• Calming Time/Time Out to reflect on choices</li> <li>• Restorative Conversation with class teacher</li> </ul> <p><b>YEAR GROUP/KEY STAGE BASED</b></p> <ul style="list-style-type: none"> <li>• Withdrawal from class to a senior teacher within the Year Group. Withdrawal should take place following the above steps. The senior teacher is expected to speak to the child and establish behaviour expectations at the end of the withdrawal period:- 5 mins max Year 1 &amp; 2 7 mins max Year 3 &amp; 4</li> </ul>



<ul style="list-style-type: none"> <li>• Refusing to share and take turns</li> <li>• Disrespectful non-verbal behaviours (tutting, sighing, eyerolling etc)</li> <li>• Lack of basic manners</li> <li>• Showing lack of respect for adults/children</li> <li>• Inability to line up properly</li> <li>• Rowdy, noisy behaviour on stairs and corridors</li> <li>• Rough play in which physical contact is made with another child</li> <li>• Entering school during playtime and lunchtime without permission</li> <li>• Inappropriate behaviour in the toilets</li> <li>• Refusal to stay in designated area of playground.</li> </ul>	<p>10 mins max Year 5 - 7</p> <ul style="list-style-type: none"> <li>• Withdrawal of rewards as above and FS lose 5 mins of playtime/Golden Time etc. KS1 lose 7 mins of playtime KS2 lose 10 mins of playtime</li> <li>• Child makes verbal apology to relevant teacher/child.</li> </ul> <p><b>A third incident of inappropriate mild behaviour in a day/week at this stage will require the teacher to make a phone call home or speak with the parent at home time. During this conversation parents should be advised to speak to their child about the need for appropriate behaviour and referral to the next stage if unsatisfactory behaviour persists.</b></p>
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<p><b>INAPPROPRIATE MODERATE BEHAVIOUR</b> In this category children display inappropriate behaviour more frequently and are not responding to the teacher's/senior teacher's Restorative Conversations or withdrawal of privileges.</p>	<p><b>Procedures for Incidents of Inappropriate MODERATE Behaviour</b> <b>PATHWAY 4 - 6</b> <b><u>These will require a Multi Internal Support Meeting.</u></b> These behaviours will be managed by the Heads of Department/Vice-principals.</p>
<ul style="list-style-type: none"> <li>• <b>A fourth incident of inappropriate mild behaviour in a day/week</b></li> <li>• Stealing property belonging to another child/adult. <b>Where money or food is taken this must be reported to the Pastoral Vice-principal</b></li> <li>• Persistent defiance and refusal to work</li> <li>• Leaving classroom/school without permission</li> <li>• Verbal disrespect to adults/children using inappropriate or offensive language</li> <li>• Making up vexatious stories to get others into trouble</li> <li>• Vandalism - defacing school property/or others' property</li> <li>• Bullying Behaviour</li> <li>• Racist or sectarian comments/songs/actions</li> <li>• Rough play in which another child is hurt</li> <li>• Actions on the way to/from school in which another child/adult is hurt, assaulted or upset</li> <li>• <b>Mobile phones/smart watches/video technology on person or in school bag</b></li> </ul>	<p><b>School Based Sanctions</b></p> <ul style="list-style-type: none"> <li>• Phone call to parents by class teacher and lunchtime Restorative for 3 days with Vice-principal/Principal.</li> <li>• Following parent consultation allow 1 week for positive change in behaviour</li> <li>• Where a fourth incident occurs move to MIST.</li> </ul> <p><b>Where increasing concerns arise regarding SBEW difficulties the Barriers to Learning Strategy will be applied (Page 9 of Policy).</b></p>

<ul style="list-style-type: none"> <li>An incident of proven vexatious, electronic messages/comments on gaming sites or social media platforms which causes anxiety to other children/adults. <b>This must be reported to the Principal.</b></li> </ul>	
<b>INAPPROPRIATE SERIOUS BEHAVIOUR</b> Purposeful intent	<b>Procedures for Incidents of Inappropriate SERIOUS Behaviour</b> <b>Step 7 - 8</b>
<ul style="list-style-type: none"> <li>Purposeful intent to physically hurt another child/adult</li> <li><b>A repeated incident of proven vexatious, electronic messaging/comments on social media platforms or gaming sites which causes anxiety to other children/adults. This must be reported to the Principal</b></li> <li><b>Evidence of use of mobile phone/smart watch or video technology on site which compromises the safety of self or others</b></li> <li>Substance Abuse (e.g. vaping, smoking, drinking alcohol or taking drugs)</li> <li>Bringing weapons to school (e.g. knives, spud guns, catapults).</li> </ul>	<ul style="list-style-type: none"> <li>Immediate contact with parents</li> <li>Withdrawal from class by SMT</li> <li>Full day Restorative(s) with Vice-principal/Principal</li> <li>Suspension for a period of time</li> <li>Expulsion.</li> </ul> <p><b>This is not an exhaustive list. Each case will be judged on its own merit, without prejudice, at the discretion of the Senior Management Team, Principal and Chairperson of the Board of Governors and in accordance with advice from Children and Young People's Service, CCMS, DE or EA.</b></p>

## APPENDIX 7 – SCHOOL ROUTINES

<b>Classroom Entry</b>	Teachers are expected to supervise on the playground from 8.50. They should meet and greet their class at 8.55am. Teachers should lead children to cloakrooms for children to organise themselves and their belongings. The teacher should then greet the children every morning at the classroom door or in class.
<b>Lining Up</b>	Monica's Line Order – this can be alphabetical or the teacher's decision based on behaviour management. Teachers should appoint specific children to hold doors open. This should be rotated regularly. The Pupil of the Day should be at the front of the line.
<b>Calling class to order and settling down to tasks</b>	The adult in charge should raise his/her hand and wait for children to be attentive.
<b>Getting Adult Attention</b>	<b>Raised hand only.</b> Children should be discouraged from tapping adults in charge.
<b>Lesson Closure and End of Day</b>	Plenary and tidy up should start at least 10 minutes before the end of the session. Desks and floor space must be left tidy at all times.
<b>Movement Around the School (Canteen, assembly, PE, ICT Suite, Library, Fire Evacuation etc)</b>	Children should walk in silence around the interior of the building as other children and adults are at work. When on the stairwells children should place one hand on the handrail.
<b>Classroom Displays</b>	Displays should be current and reflect the children's learning. As a minimum each class should have the following displays: - Sacred Space PATHS/Recognition Board RESPECT Charter and Class Rules TWAU/Thematic Display Literacy Numeracy
<b>Breaktime</b>	15 minutes - Food to be consumed outside and left overs placed in brown bins. Brown bins to be brought inside after break. Healthy snacks (sandwiches, cheese crackers, fruit and water etc) must be promoted in line with school policy on healthy eating.
<b>Toilet Access &amp; Changing Clothes</b>	Children should be released one at a time during class time. There should be adult supervision near the changing areas when children are changing for PE.
<b>Canteen</b>	All teachers and LSAs should attend the canteen and stay for prayers. Year 1 should be seated for 11.50am Year 2-4 should be seated for 11.55am Year 5-7 should be seated for 12.25pm
<b>End of Day</b>	Year 5 – 7 teachers and LSAs should accompany the children to the Year 5 entrance. Children must walk in an orderly line until they reach the Year 5 entrance. 2.30pm – Year 1 & 2 2.50pm – Year 3 2.55pm – Year 4 - 7 Year 3 – 4 should be released to parents.
<b>Duty</b>	<b>Staff must be on time - If you cannot make duty please re-arrange in person with a colleague.</b>

## APPENDIX 8 – TRIFOLD AGREEMENT EXEMPLAR

### Child's Agreement: \*\*\*\*

\*\*\*\*

(5 week trial)

kind words



I understand the school RESPECT Charter and Trifold agreement and will follow them to the best of my ability.

I will aim to achieve 20 points a day, so that I can have my full reward of 20 minutes. 1 point=1 minute of reward. My teacher may add extra tokens when I show good behaviour and have earned them. My points will be counted at 2.15pm every day and I will receive my reward that day.

	My Targets	9.00-10.30	10.45-12.30	Lunchtime	1.15-3.00
1	I will have all I need to do my work on my desk in a tray.	✓	✓	✓	✓
2	I will start quickly and get my work done so I can get my points.	✓	✓	✓	✓
3	If I feel I am getting annoyed/ upset/ anxious/ angry I will tell my teacher/Mr Ryan /Mrs *****/supervisor. (I will use my time out card if I need to)	✓	✓	✓	✓
4	I will speak calmly and treat my classmates and teacher/other adults with respect.	✓	✓	✓	✓
5	I will show my teacher how I am feeling with my feelings cards throughout the day.	✓	✓	✓	✓
		5 points	5 points	5 points	5 points TOTAL 20/20

### REWARDS

- 20 MINUTES (or more) ON COOL MATHS GAMES (Monday, Tuesday, Wednesday and Thursday)
- 20 MINUTES (or more) LEGO (Monday, Tuesday, Wednesday and Thursday)
- 20 MINUTES (or more) FRIDAY FOOTBALL SKILLS

### CONSEQUENCES

I understand that I must follow adult direction and engage in safe behaviour. I will be given the opportunity to make good choices and turn situations around. If I use bad or inappropriate language or show a bad/ negative attitude towards staff, I will receive one of the following consequences.

- Removal of the above rewards or a portion of the rewards time
- Withdrawal from the classroom/canteen/playground to the Vice -principal/Principal
- My parents will be informed
- A note will be made on my daily record.



kind words



# School Plan

1. Record on the home school record good choices.
2. \*\*\*\*\* can be a staff member that \*\*\*\*\* can talk to when not feeling how he would like to feel.
3. Review behaviour weekly in his home school record to praise improvement or spot patterns.
4. Refer to relevant services internally and externally to support \*\*\*\*\*.
5. Maintain contact with Parents.
6. Ensure \*\*\*\*\* is feeling positive about himself with the help of more circle time lessons.
7. Put timetable in place to help \*\*\*\*\* work on behaviour issues and promote the positive "Respect" project, with allocated adult supervision.

School Staff: \_\_\_\_\_

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

**kind words**



## PARENTS' AGREEMENT



1. We will continue to work closely with the school staff and \*\*\*\* on the implementation of the RESPECT Charter and the Trifold Agreement.
2. We will follow of the school Positive Behaviour Policy.
3. We will ensure that the Learning Reflection Journal and Trifold Agreement are talked about positively at home.
4. We will ensure that \*\*\*\* has good routines and will notify the school of any concerns or changes that have arisen before or after school.
5. We will implement strategies from Education Authority Specialist Support Staff who are trying to help \*\*\*\* achieve a positive learning journey.
6. \*\*\*\* will receive rewards at home when he has had a successful day/week at school.
7. We will discuss consequences and ensure that \*\*\*\* begins to reflect on behaviour choices that impact others as well as himself.
8. We will research some after school clubs or sports activities outside of school to enable \*\*\*\* to release excess energy and allow him to experience relaxation techniques to cope with emotions and feelings.

Parents/Carer: \_\_\_\_\_ Date: \_\_\_\_\_

Parents/Carer: \_\_\_\_\_ Date: \_\_\_\_\_



**APPENDIX 9****ST. JOHN'S PRIMARY SCHOOL STAFF CONTRACT**

**As a staff we have agreed the St John's P.S. Positive Behaviour Management Policy. I will support the procedures outlined regarding the children in my care.**

**Staff Member's Name:** \_\_\_\_\_

**Staff Member's Signature** \_\_\_\_\_

**ST. JOHN'S PRIMARY SCHOOL PARENT CONTRACT**

**(Issued annually in September in the Parent Handbook)**

**I have read the St John's P.S. Positive Behaviour Policy and I have discussed it with my child. I agree to support the application of the policy in line with my choice to have my child attend St John's P.S.**

**Parent's Name(s):** \_\_\_\_\_

**Parent's Signature(s):** \_\_\_\_\_

**Child's Name:** \_\_\_\_\_