

Introduction

It is our aim to create a climate where positive behaviour is encouraged and all pupils feel secure and valued. Parental support is essential in helping us achieve this.

Effective learning and teaching takes place in a safe and orderly environment. Pupils are therefore encouraged to work and play within clearly defined and fairly administered rules.

Parental support of the school's expectations and rules is absolutely essential if an acceptable standard of behaviour is to be achieved.

The Golden Rules:

We have adopted the 'Golden Rules'. These are:

- **Do be gentle**
- **Do be kind and helpful**
- **Do work hard**
- **Do look after property**
- **Do listen to people**
- **Do be honest**

The rules are regularly reinforced through assemblies, Circle Time, posters and displays.

If parents have a concern regarding behaviour, they should speak to a teacher or the Principal. Likewise if the school has concerns we will inform the parents and seek their support.

Pupils have a right to be:

- Valued, treated fairly, consistently and with respect
- Listened to and get help when they ask for it
- Make mistakes and learn from them
- Asked about matters that affect them
- Taught in a safe, well managed and pleasant environment
- Able to experience a broad, balanced and suitably differentiated curriculum
- Allowed to develop interests, talents and abilities.

Pupils have a responsibility to:

- Be honest
- Work as hard as they can at school
- Take responsibility for their own behaviour
- Come to school on time, with homework completed
- Bring items required at school and look after them
- Listen to others, respect their views, rights and property
- Be gentle
- Behave safely in and out of class
- Be kind and helpful
- Work with teachers and other pupils
- Follow all school rules
- Seek help if they do not understand or have a difficulty
- Try to work independently and show initiative.

Teachers have a right to:

- Work in a safe environment which promotes mutual respect
- Express common courtesy and respect for social conventions
- Expect support from parents
- Suitable opportunities for Professional Development
- Support and advice from colleagues and other professionals
- Adequate and appropriate resources.

Teachers have a responsibility to:

- Always behave in a professional manner
- Ensure lessons are well prepared and work is marked
- Make suitable use of the resources provided
- Show interest in their work and pupils learning
- Listen to pupils, value contributions and respect their views
- Be sympathetic, approachable and alert to pupils' difficulties
- Identify and strive to meet the needs of pupils with SEN
- Share concerns with parents
- Expect high standards, acknowledge effort and achievement
- Pursue opportunities for personal / professional development.

Parents have a right to:

- A broad, balanced and appropriate curriculum for their children
- Have reasonable access to the school. Have enquiries and concerns dealt with sympathetically and efficiently
- Prompt information if a child is ill, injured or concerns exist
- Involvement in big decisions about their child's education
- A safe, well managed and stimulating learning environment for their children
- Information about their child's progress, school rules and procedures
- A suitably resourced, well maintained school.

Parents have a responsibility to:

- Ensure that their child attends school regularly and on time
- Ensure that homework is completed in a suitable environment
- Equip each child with the items required for the school day
- Be aware of the school rules and procedures and encourage each child to abide by them
- Show interest in their child's work
- Attend planned meetings and support school functions
- Provide the school with their child's background information
- Ensure that the school is informed promptly of concerns or changes to home / medical / relevant personal circumstances.

We adopt a positive approach to this Policy by encouraging good attitudes and behaviour through rewards and praise of pupils' efforts where possible.

There are occasions when sanctions are required these may include:

- Verbal reminder
- Non verbal reminder/visual cues
- Yellow cards / Red cards / Loss of Golden Time
- Additional homework / Use of Red Letter
- Withdrawal from situation, class group or playground
- Withdrawal of privileges eg. playing outside at break or lunch
- Note in homework diary, phone call or letter to parent
- Referral to Principal / Vice-Principal
- Daily Report Card
- Detention after school (with parental permission)
- Suspension
- As a last resort referral to the EA/CCMS for expulsion.
- Any pupils who wilfully refuse to adhere to arrangements of social distancing or deliberately cough or spit at pupils or staff, putting them at risk will be subject to the following consequences –
First Time - Pupil sent to Principal
Second Time - Detention
Third time & any subsequent occasions - Suspension

The sanction used will depend on the behavioural issue and more than one sanction may be applied in a particular case.

If a pupil engages in an act of violence disciplinary action will be taken which may include a recommendation to the EA that the pupil be expelled. Support may be sought from EA services.

Incidents referred to the Principal or Vice-Principal will be recorded on the Incident File which is viewed by the Chairman annually. Other incidents may be recorded in teachers' personal incident books.

St Patrick's Primary School



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