

St Mary's Primary and Nursery School

Bellaghy



Positive Behaviour Policy

Vision: - 'Childhood is unique -



Enjoy it



Respect it



Protect it '



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Bellaghy
POSITIVE BEHAVIOUR POLICY

GENERAL RATIONALE

Our Vision statement is "Childhood is unique. Respect it. Enjoy it. Protect it."

At St. Mary's Primary & Nursery School, Bellaghy we believe that the creation of an orderly working environment is a pre-requisite to effective teaching and learning.

To achieve this we aim to establish a positive ethos, which is conducive to learning and in which the individual pupil is respected.

Reflecting this ethos, the school's positive behaviour policy seeks to set guidelines that support our pupils within a caring framework and lead them to a position of self discipline and personal responsibility.

We are a UNICEF Rights Respecting School having attained Levels One and Two and, as such, recognise the rights of the school community regarding respect (UNCRC Articles 19, 34 and 37). All members of the school community have a right to work in a secure and caring environment without fear. We also have a responsibility to contribute, in whatever way we can, to the protection and maintenance of such an environment.

Principles

Discipline needs to be seen in the much wider framework of how a school seeks to moderate and improve the behaviour of its pupils. As such, it includes the positive approach of praise, encouragement, incentives and inducements as well as the more negative one of criticism and accepting consequences.

Our positive behaviour policy is based on a whole school approach, is widely negotiated and disseminated and is clearly understood by the entire school community. There are clear procedures for dealing with breaches of discipline, and these will be consistently and fairly applied.

Part of growing up is about learning what is acceptable and unacceptable and gradually taking responsibility for one's own behaviour. Our approach to discipline is to encourage and celebrate good behaviour, positive choices or constructive achievements gained by all children.

The school community will make every effort to reinforce good behaviour and to promote a sense of achievement within all pupils.

The policy forms part of the overall pastoral care provision in school and therefore links and works with the:-

- Pastoral Care Policy
- Child Protection Policy
- Additional Needs Policy
- ICT Policy and Acceptable Use of Internet Policy
- Anti Bullying Policy
- PDMU Policy

Aims

Our aims are:-

- 1) To create an ordered and caring environment in which teachers can teach and pupils can learn
 - To create an atmosphere in which pupils respond positively in class, take pride in their work, show attention and share interests;
 - To provide well planned, appropriate, curricular and extra curricular activities which meet the needs of all children
 - To establish a sense of school community
 - To encourage pupils to be independent
 - To provide opportunities for pupils to achieve success and have that success acknowledged.
 - To provide guidelines to deal with inappropriate or unacceptable behaviour
 - To have the endorsement and active support of parents
2. To enable our pupils to make informed and responsible choices and decisions.
 - To encourage the development of interpersonal skills in situations which require pupils to co-operate in order to solve problems
 - To provide opportunities for pupils to develop mutual respect for the rights of others
 - To provide opportunities for pupils to become responsible for their own behaviour
3. To encourage and develop pupils' self esteem and respect for others through self discipline
 - To encourage a sense of ownership in the development of a classroom contract which will reflect and support the school rules and expected conduct
 - To encourage self discipline and the notion that we all have rights but we also need to take responsibility for our actions

ROUTINES and RULES

We believe that routines and rules provide a predictable, structured daily experience for the children and this enables them to know what is expected and how best to behave throughout the school day. Therefore daily timetables; task boards; computer room, hall and library timetables will be established early in the first term to aid routine of the school day

Practices

SCHOOL RULES

At all times the safety of pupils is paramount and is implicit in all the rules

LEARNING

Pupils -

- Arrive at school on time - 08.45 - 08.55 am
- P.1 transition between parent to teacher.
- Pupils P1 - P7 proceed independently to Assembly Hall and sit in class line; Nursery children proceed to Nursery directly (*Primary One* have a 'settling in' period first few weeks of September & gradually join others in Assembly Hall each morning)
- Will be supervised by Teacher on duty (in morning; breaktime and departing school premises)
- Will prepare themselves for class with necessary materials
- Work quietly and to their best ability
- Will always try to finish their work
- Will present work of an acceptable standard as determined by the teacher
- Will complete and present homework of an acceptable standard, on time (signed by parent/guardian if requested)
- Refrain from bringing personal possessions into school unless asked to do so

RESPECT

Pupils should:

- Be polite, kind, thoughtful and considerate to everyone
- Display good manners at all times (using words such as:- please; thank you; excuse me; may I, pardon me; good morning good afternoon)
- Speak in a civil and mannerly way within and beyond the school community
- Be respectful to ALL adults (eg open door for adults, let adults enter first, let adults pass in the corridor, etc)
- Pupils are courteous, respectful, co-operative and well behaved when an adult visits their classroom
- Have respect for their own and eachothers belongings;
- Take care of books, equipment, and have respect for our school building and school grounds as well as that of places we might visit
- Behave in a mannerly and appropriate fashion in cloakrooms and toilets

SELF RESPECT

Pupils are expected to:

- Wear the school uniform which must be clearly labelled
- Dress appropriately for PE, activities, school trips and Sports Day (PE gear:- trainers; tee shirt & shorts)
- Always care for their personal hygiene and appearance
- Not to wear jewellery to school (a watch or stud earrings will be permitted if allowed by parent)

COMMUNICATION

Pupils should:

- Listen attentively when the teacher/ visitor/ other pupil/ staff are talking.
- Listen to instructions and follow them carefully
- Raise their hand when they wish to speak to the teacher or class
- Only speak one at a time/show courtesy when another is speaking.
- Speak respectfully to adults and peers alike and engage in eye contact.
- Knock, enter and wait for permission to speak when visiting another room or office.
- Tell the truth

MOVEMENT

Pupils should

- Line up quietly before entering the school or leaving and entering a classroom
- Use the pupil path to enter and leave school/ and pupil path to enter & leave nursery premises
- Move around the school and classroom in a quiet and orderly manner
- Always walk within the confines of the school building
- Use steps by walking in a sensible fashion
- Use The Green Cross Code and Road Safety Awareness when involved in activities beyond school environment or leaving school at end of day

Class Contract

Each teacher **negotiates** a **CLASS CONTRACT** with their new pupils at beginning of school year and will produce a set of classroom rules and routines. This contract will then be displayed. Teachers will then refer to contract, discuss, explain and practise its rules and routines frequently until established.

Playground Rules

The following playground rules were devised after consultation with pupils and staff:

- We play together and look after each other
- We play together without being rough or fighting
- We speak to others in a friendly way
- We look after our playground, toys and equipment
- We always tell an adult if we feel worried or frightened
- We line up quickly and quietly when we hear the bell
- We only play in designated areas
- We respect and listen to every adult on duty
- We always follow the adult's instructions straight away
- We are always polite, kind and friendly
- We will control our temper and language
- We never take things without asking
- We let other children get on with their own games
- We will show respect to school property and play equipment
- Pupils are encouraged to play with their own year group
- We always include others in our games
- We will report minor issues to the peer mediators; more serious issues will be reported to the teacher on duty

Bicycles in school grounds

- No bicycles should be ridden in school grounds unless part of Road Safety Cycling Proficiency training

Dining Hall Rules

- Prepare for lunch break having went to toilet; collected coat and belongings
- Pupils assemble in class lines at door of dining hall with their money in a purse or wallet
- Pupils enter hall under direction of adult supervisor (according to rota P4 - P7)
- Pupils remain seated until supervisors give permission to assemble in class line
- Pupils will only remain in main school after lunch if a sick note is provided
- Pupils will eat healthily (Refer to Healthy and Well Being Policy)

Rules for Break/Dinner Time during inclement weather

- Pupils play with 'rainy day' games assigned to each class.
- Pupils are not permitted to use the class computers
- Pupils remain in their classrooms unless they have permission to leave
- Pupils obey the adult staff on duty at all times

Rules for leaving school premises/ end of day

- Pupils must always have parental permission to leave school premises
- Staff must be informed if collecting child during school hours
- Parents must inform school in advance of appointments - written letter
- Pupils must go directly home to/with parent or guardian
- Locks on doors - parents/adults not let down to classes, speak to secretary, wait at reception.
- Pupils line up in the corridor and await the teacher on duty to safely leave the school premises
- Parents are expected to park safely when collecting children from school (Yellow zig zag lines)

Roles and Responsibilities

(supplemented by Appendix A)

In order to develop positive relationships throughout the school community, everyone should be treated with respect and dignity and should be aware of their RIGHTS and be expected to fulfil their RESPONSIBILITIES.

1. The Role of Governors

Governors will:

- have overall responsibility for ensuring a positive behaviour policy is in place;
- set down general guidelines on standards of discipline and behaviour;
- review their effectiveness;
- support the Principal in carrying out these guidelines.

2. The Role of the Principal

The Principal is responsible for:

- implementing the Positive Behaviour Policy consistently throughout the school;
- reporting to governors on the effectiveness of the policy;
- ensuring the health, safety and welfare of the school community;
- keeping records of all reported serious incidents of misbehaviour;
- giving fixed-term suspensions to individual children for serious acts of misbehaviour;
- expelling a child for repeated or very serious acts of unacceptable behaviour.

In the case of suspension or expulsion, these actions are only taken in accordance with the employing authorities guidelines and school governors will be notified.

3. The Role of the Class Teacher

Teachers will:

- provide a challenging, interesting and relevant curriculum;
- set tasks that enable all pupils to regularly achieve success;
- maintain high, realistic expectations of pupils;
- be consistent and fair;
- treat all children with respect and understanding;
- liaise with external agencies to support and guide progress of each child e.g. Additional Needs Co-ordinator, Psychologist, Behaviour Support Team, etc.;
- establish a purposeful listening environment in their classroom;
- enforce the classroom and school rules;
- praise pupil's achievement as often as possible;

- reward good behaviour in and out of the classroom.

4. The Role of all Staff - teaching and non-teaching

Staff will:

- be good role models;
- create a safe and pleasant environment both physically and emotionally;
- form positive relationships with all stakeholders;
- recognise and value the strengths of all children;
- treat all children fairly and with respect;
- use positive rather than negative language to communicate expectations and feedback to pupils;
- praise or reward disrupting pupils as soon as acceptable behaviour is observed.

5. The Role of Pupils

Pupils have the right to be taught effectively in a proper environment, to experience a well balanced curriculum and to be treated positively and fairly.

We expect our pupils to:

- try the best they can ;
- be co-operative and well mannered;
- respect others and to contribute positively to school life;
- to consider the effects of their actions on others;
- be familiar with the - school rules, class contracts - and the implications of above rules for their behaviour.

6. The Role of Parents

Parents have the right to adequate information, to be listened to and to know that their children will be safe, secure and properly taught.

In return we expect parents to:

- be aware of the School Rules;
- ensure their child attends school regularly and punctually;
- help child remember routines eg books, equipment, PE kit, money in purse/wallet
- show an interest in all their child does in school/see that all homework is completed;
- encourage independence and self-discipline;
- ensure uniform/equipment/ belongings are clearly named
- meet with staff when necessary;
- support the school policies;
- ensure their child is in proper uniform.

7. Responsibilities of all

Everyone should:

- work together and focus on the positive rather than the punitive side of discipline.

POSITIVE BEHAVIOUR STRATEGIES

The adult staff will make every effort to promote, support and reinforce positive behaviour and a sense of achievement. Therefore a range of strategies will be used to encourage a positive constructive attitude.

Supporting Positive Behaviour

- 'Catch' the children doing the right thing and acknowledge it publicly and privately (notice positive behaviour; describe it; tell pupil why it is good and encourage them to repeat it)
- Separate the behaviour from the child; identify the undesirable BEHAVIOUR (eg running in the corridor is unsafe ..)
- Avoid unnecessary labelling (_____)
- Teacher will use their own discretion when reprimanding children.
- Try to resolve conflicts promptly; monitor prolonged grudges/resentments
- Help children make right choices; (Use 'First...Then...'; 'When...Then...'; 'If...Then..')
- Use Thinking maps ('cause and effect') to consider consequences
- Use Thinking Hats to consider (opinions/feelings/ideas etc) with typical school scenarios
- Empathise with pupils, listen to all sides; give your time; show concern; be fair; be flexible;

At St. Mary's, we believe that children should be encouraged to behave well and work hard. We use a number of positive consequences to do so. Whilst our aim is that children should work and behave well for the pleasure of the task, we recognise that rewards are sometimes necessary and appropriate.

INFORMAL REWARDS

- **PRAISE** - individual, group, class or whole school
- **ENCOURAGEMENT** - quiet word of encouragement/ public words of support
- **POSITIVE WRITTEN COMMENT** - in their book / homework or drawing
- **VISIT TO ANOTHER TEACHER** - to share positive effort/ work/ attitude
- **VISIT TO PRINCIPAL** - for commendation/ merit sticker/signature
- **GOLDEN TIME** - special time for child's (children) at a preferred activity
- **POSITIVE FEEDBACK** - chat to parents about their child's positive behaviour

FORMAL REWARDS

- **GOLDEN BOOK** - individuals, groups, classes for displaying positive attitudes; success in work; good behaviour; being thoughtful to others; taking responsibilities earnestly etc. Teachers/staff record the positive detail and this is formally recognised at weekly whole school assembly.
- **STICKERS; MERITS; AWARDS** - for special achievements over a period of time
- **STARS OF THE WEEK** - on a weekly basis, children from each class are acknowledged and recorded in THE GOLDEN BOOK for their positive contribution

- **ANNUAL REPORT** - teachers comment on positive contribution child has displayed throughout the academic year.
- **CERTIFICATES** - to acknowledge progress, positive contribution, good behaviour, thoughtfulness
- **TRIPS** - to thank and acknowledge the children's dedication and commitment
- **CLASS TREATS** - example- after a class assembly

Positive Correction

-express correction in a positive phrase - telling what to do rather than what not to do

Some examples are

Negative Correction	Positive Correction
Stop fidgeting	Hands are still
Stop running	Walk
Don't push	Hands by your side
Stop shouting out	Quiet voices

BEHAVIOUR STRATEGIES

- Casual Question - Have you a pencil, James? Do you know what to do Julie?
- Physical Proximity - move closer to disruptive pupil
- Proximal Praise - publicly praise those complying/ privately reprimand those not
- Distraction / Diversion - ask question; - direct task to disruptive pupil
- Choices - Say - You have 2 choices - 1) If .. Then... (positive consequence) or 2) If ... Then...(negative consequence)
- Broken Record - Calmly repeat request/rule/consequence; avoid confrontation;
- Partial Agreement - " That may be so, but I need you to do this"
- Private Reprimand - a quiet word rather than public confrontation
- Repair and Rebuild - As soon as possible after a reprimand, find an opportunity to say something positive about the pupil - catch being good
- Non Verbal Cues - Teacher puts hands up/ finger on lips/ just waits until all notice
- Direction/ Re-Direction - direct, then if necessary re-direct / use thanks/
 - give take up time
- Tactically Ignore - ignore secondary behaviour/minor disruption

MANAGING NEGATIVE BEHAVIOUR

At St. Mary's, we believe that inappropriate behaviour should be dealt with fairly and consistently by a range of strategies and consequences related to the behaviour. There may be occasions when a sanction is necessary to focus a child's thinking and to demonstrate to others that certain behaviour has been unacceptable.

Appropriate sanctions will be applied according to the nature of the offence; the age of the child and any pattern of negative behaviour displayed by the child. It must be noted that a one off lapse in conduct will not be dealt with in the same manner as a continuation of persistent, unacceptable behaviour.

NB At St. Mary's, we recognise that some children have Additional Needs that have behavioural implications. For this small minority of pupils positive behaviour strategies/ implications will, on occasions be flexibly applied by the teacher in consultation with the Additional Needs Co-ordinator / Principal and appropriate outside agencies.

Low Level Misbehaviour	Sanctions
<p>LEVEL 1 Low intensity</p> <ul style="list-style-type: none"> • Out of seat • Fidgeting • Teasing • Telling tales • Pushing • Interrupting • Name calling • Sulking • Cheekiness • Answering back • Meddling 	<p>LEVEL 1 - least to most intrusive</p> <ul style="list-style-type: none"> • Look • Hand sign • Word/Rule reminder • Warning 321 • Move place • Move pupil • Time out • Thinking Time • Light System
Moderate Level Misbehaviour	Sanctions
<p>LEVEL 2</p> <ul style="list-style-type: none"> • Swearing at anyone • Offensive gestures • Spitting • Throwing things • Arguing back • Defiance • Continuously being cheeky • Rudeness • Minor scuffles • Disobedience • Hurting others' feelings/ 'Put Down's' • Continuously not completing work • Lack of respect for school resources or others' possessions • Continuously late in the mornings • Continuously forgetting PE gear, books. 	<p>LEVEL 2</p> <ul style="list-style-type: none"> • Related sanction eg completing work • Additional work • Cleaning up the mess created • Loss of privilege • ANCO informed child may be placed on Code of Practice. • Time Out • 'Fix it' Strategies • When appropriate, parents and principal will be informed •
Serious Level Misbehaviours	Sanctions
<p>LEVEL 3 BEHAVIOURS</p> <ul style="list-style-type: none"> • Fighting • Stealing • Lying • Vandalism • Physical abuse of staff • Extortion (blackmail. bribing) • Running out of school • Verbal abuse of staff • Serious/repeated bullying behaviour • Smoking • Drug/Solvent abuse • Not adhering to the Code of Practice Agreement • Serious and Persistent Misbehaviour 	<p>LEVEL 3</p> <ul style="list-style-type: none"> • Sent to the Principal/Vice Principal and behaviour recorded • Parents will be informed and may be requested to attend a school meeting • Time Out • Removal of child from school premises • Child placed on Code of Practice and school procedures followed • Removal of privileges for agreed time • Removal of ICT privileges-agreed time • Referral to outside agencies if necessary • Suspension • Expulsion

Parental Support for Positive Behaviour Policy

We, at St.Mary's Primary School acknowledge the formative influence of parents on their children's conduct and we seek to engage their support in promoting good behaviour.

Parental consultation has the triple advantage of being a sanction -

- * since many pupils dislike having their parents involved ;
- * parents often can provide some insight on possible reasons behind misdemeanours;
- * parents provide a joint, consistent action between school and home

Therefore parents can assist the discipline process by:

- Telling the Principal/child's teacher if there are problems at home which might affect a child's behaviour in school;
- Discussing concerns about major behaviour changes involving their child with the class teacher;
- Contacting the school if there are concerns about something that has happened
- Attending parental interviews

External Support

The main sources to support schools in promoting good behaviour are the Educational Psychology Service(EPS), NEELB Curriculum Advisory and Support Services (CASS), the Education Welfare service (EWS) and the NEELB area Behaviour Support Team.

Conclusion: -

We acknowledge that sustaining good behaviour creates a need for continuous assessment of the effectiveness of approaches to behaviour management in our school. We will review and make changes to our positive behaviour policy, encouraging innovation and flexibility in interacting with our pupils.

It is hoped through the adoption of this Positive Behaviour Policy, with the whole school community working together, we will provide a safe, happy, secure and structured atmosphere for effective learning.

As we cannot cover every eventuality within this Policy, the Principal reserves the right to use her discretion to interpret individual incidents and act accordingly in the best interests of all concerned.

Review of Policy

Reviewed September 2013

The next review of this Policy will take place September 2015

RIGHTS AND RESPONSIBILITIES

Rights of Pupils	Responsibilities of Pupils
<p>?</p> <p>To feel safe and secure within the school environment.</p> <p>To be valued equally and to be treated with respect.</p> <p>To receive an appropriately planned and resourced curriculum.</p> <p>To be acknowledged for effort and achievement in their classwork and homework.</p> <p>To be positively affirmed for abiding by the school's rules and code of conduct.</p> <p>To be listened to sympathetically.</p> <p>To have opportunities to pursue and develop interests, talents and abilities.</p>	<p>To come to school on time and to be suitably prepared.</p> <p>To show respect for people and property - both inside and outside the school.</p> <p>To behave in a safe and responsible manner.</p> <p>To co-operate with teaching and non-teaching staff and with peers.</p> <p>To ask for help when experiencing difficulties.</p>

Rights of Parents	Responsibilities of Parents
<p>Parents are entitled to expect that:</p> <p>Their child will be educated in a safe and caring environment.</p> <p>Their child will be provided with a broad, challenging and appropriate curriculum.</p> <p>They will be informed about school rules and procedures.</p> <p>They will be informed about their child's physical and emotional well-</p>	<p>Parents have a responsibility to:</p> <p>Ensure that their child attends school regularly and punctually.</p> <p>Support school staff by encouraging their child to abide by the school rules.</p> <p>Ensure that the necessary books /equipment are brought to school.</p> <p>Ensure homework is completed satisfactorily.</p>

<p>being.</p> <p>They will be regularly informed about their child's academic performance.</p> <p>They will be involved in key decisions about their child's education.</p> <p>Their child will be taught in a well resourced and well maintained classroom.</p> <p>They will have reasonable access to school and staff.</p>	<p>Show interest in school work, meetings and functions.</p> <p>Inform school of changes in home circumstances where they impact on their child's ability to perform well at school.</p> <p>Inform the school of their child's special medical needs.</p> <p>Encourage independence in their child.</p>
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Rights of Non-teaching Staff	Responsibilities of Non-teaching Staff
<p>To be valued as members of the school community.</p> <p>To be treated fairly and with respect by pupils and all members of the teaching staff.</p> <p>To have adequate facilities and resources to enable staff to perform their duties effectively.</p> <p>To be well informed about school rules and procedures.</p> <p>To have opportunity to contribute ideas and have them taken into consideration when decisions concerning the smooth running of the school are being taken.</p>	<p>To come on time, well-prepared for the day ahead.</p> <p>To co-operate with colleagues and teaching staff.</p> <p>To act in ways which aim to secure the safety of all pupils at all times.</p> <p>To share with teaching staff and Senior Leadership Team any concerns they have about pupils.</p> <p>To be aware of school rules and procedures.</p> <p>To handle sensitive information in a confidential manner at all times.</p> <p>To seek support from colleagues and Senior Leadership as and when required.</p>

Rights of Teachers	Responsibilities of Teachers
<p>To work in an environment where the rights of all are respected.</p> <p>To play a constructive role in policy making.</p> <p>To express their views freely.</p> <p>To have adequate and appropriate resources and accommodation.</p> <p>To have a suitable career structure and opportunities for professional development.</p> <p>To provide positive support and advice from senior colleagues and external bodies.</p> <p>To feel valued.</p>	<p>To behave in a professional manner at all times.</p> <p>To prepare and resource lessons thoroughly, taking the ability and aptitude of pupils into account.</p> <p>To show interest and enthusiasm in pupils' work and learning.</p> <p>To expect high standards and to acknowledge effort and achievement.</p> <p>To ensure that class work and homework are appropriately marked.</p> <p>To share with parents any concerns about their child's progress and development.</p> <p>To recognise the individuality of each pupil.</p>