



Positive Behaviour Policy

Coordinator: Mrs S Lennon

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Carrickmannon Primary School

A whole school positive behaviour policy

Policy Statement

This policy is at present based on the South Eastern Education and Library Board Policy for the Promotion of Positive Behaviour and on Pastoral Care in Schools, promoting and sustaining good behaviour. It reflects the school mission statement and the aims and objectives of the school. At Carrickmannon, in order to maintain a high level of self-esteem, the positive approach of praise, encouragement and incentives is given much higher priority than using consequences. It is the intention of the school that the policy will be implemented, reviewed and regularly updated.

Mrs Lennon is currently involved with the review of Pastoral Policies in school. When necessary she will attend courses, inform staff of changes and developments and play a leading role in school based, in service related to Pastoral Care.

Aims

To establish a school community where positive behaviour is promoted and each person is valued so that they can achieve their maximum potential.

Objectives

- To promote and sustain good behaviour.
- To encourage and develop a sense of self-esteem.
- To create an atmosphere in which effective learning can take place so that each pupil can fulfil his or her potential.
- To maintain an atmosphere of mutual positive regard, irrespective of social background, religious belief or colour.
- To develop an awareness of self and sensitivity to the physical and emotional needs of others.
- To value each person in the school community as an individual.
- To promote co-operation amongst all the pupils, teachers, support staff, parents and the whole community.
- To offer pupils advice and guidance throughout their school career which will help them achieve their full potential.

EXAMPLE OF RIGHTS/RESPONSIBILITIES

Rights	Responsibilities
<p>Pupils</p> <ul style="list-style-type: none"> • To be treated with respect and dignity • To be in a safe and stimulating environment • To be heard – to express an opinion • To be developed to full potential 	<p>Pupils</p> <ul style="list-style-type: none"> • To know and follow school rules • To be equipped and ready to learn • To treat staff and peers with respect • To learn and continue to learn • To take responsibility for their behaviour and actions/not prevent learning of others
<p>Staff</p> <ul style="list-style-type: none"> • To job satisfaction/to enjoy their work • To be involved in decision making within the school. • To be treated with respect/dignity • To have a safe, clean, healthy environment in which to work • To support from management/board of governors 	<p>Staff</p> <ul style="list-style-type: none"> • To deliver the curriculum in a supportive environment • To ensure quality of teaching and learning • To identify problems of pupils – learning needs etc/provide solutions
<p>Parents</p> <ul style="list-style-type: none"> • To be kept informed by school/work in partnership with school • To receive school reports • To access copies of policies – discipline/curriculum • To attend parents consultations • To give permission for trips etc 	<p>Parents</p> <ul style="list-style-type: none"> • To ensure good attendance of their children and to inform the teacher of any reason for an absence • To co-operate with school rules • To attend meetings • To ensure their child is equipped and prepared for school • To monitor the progress of their child eg sign homework, tests etc. • To promote good behaviour • To ensure that the teacher is informed of anything that might affect their child in school. • Courteous and respectful to members of staff, pupils and other parents

School / Class Rules

The school rules including Dining Hall, Playground and Class Rules will be displayed prominently and be reinforced regularly by the class teacher and also at school assemblies. These rules were drawn up and agreed by the pupils, teachers, catering staff, classroom assistants and supervisory assistants.

At the beginning of each school year, class teachers, in consultation with their pupils, will discuss the class rules and procedures. Children are aware that all issues can be brought to the attention of the class teacher. We would hope to develop an awareness within the children of the consequences of their actions and foster consideration for others. Of paramount importance is the safety of all children.

Rewards will be given for keeping the rules and appropriate consequences will be administered for breaking the rules.

We aim to be:

- Consistent
- Firm
- Fair

and to follow up and follow through.

In Carrickmannon Primary School the day begins at 8.45 am. Children should arrive in school **no earlier** than 8.45 am as supervision begins at this time. The school gates will be open before this time but no supervision will be available until 8.45 am. Parents allowing their children to enter grounds before 8.45 am must be aware of this.

Movement

Pupils should:

- Play carefully in the playground at break and lunch times
- Use equipment properly and treat it with respect
- Enter, leave and move around the school in a sensible manner

Learning

Pupils will be encouraged to:

- Be in school on time
- Listen to instructions and explanations
- Try their best at all times
- Present work at an acceptable standard
- Ask for help when they need it
- Bring a note to explain non-presentation of homework, non-participation in PE or swimming lessons or absences from school

Communication

Pupils will be encouraged to:

- Raise a hand if they wish to speak in class or assemblies
- Speak respectfully to one another and to adults
- Show good manners at all times
- Solve their problems by talking issues through (with adult support if necessary)

Respect

Pupils should:

- Be polite, respectful, tolerant, kind, thoughtful and considerate to everyone. Children must learn to tolerate and respect children with disabilities, different religions, different cultures and different countries of origin
- Look after books, equipment and all other aspects of school property and the property of others
- Put litter in the appropriate bin
- Comply promptly with the requests of the teachers or other adults in charge

We do not accept:

- Bullying behaviour
- Bad or inappropriate language
- Destruction of property
- Stealing
- Fighting
- Name calling
- Lack of respect
- Dangerous physical contact
- Disruption of classes

REWARDS

In implementing our reward system we aim to positively recognise and reinforce good behaviour and positive attitudes to class work.

Our objectives are to:

- Make these rewards attainable for all children
- Make these rewards consistent throughout the school, used by all staff – teaching and non-teaching
- Promote self-esteem
- Communicate 'good news' to parents
- Encourage pupils to take responsibility
- Move from the need for extrinsic rewards (changing behaviour to gain compliance) towards intrinsic rewards (changing attitude and gaining motivation)

As staff we would endeavour to find opportunities

.... to give

- A quiet encouraging word or a public word of praise in front of the class
e.g. Well done Good
I like the way that... I am pleased that... Congratulations
Terrific
- Non-verbal praise or encouragement
e.g. Thumbs up Handshake
Good eye contact Smiling
Smile by teachers/classroom assistants
- Public acknowledgement of good behaviour in assembly
- Opportunities for children to praise and appreciate one another
- Opportunities to display work in classroom and corridors
- Opportunities for children to visit another teacher or the Principal to inform them of something deserving praise
- 'good news' messages to parents

Staff will give these rewards in the form of

- Positive comments in children's books
- Certificates
- Pupil of the week
- Sports day awards

Reward System

To encourage the children to always give of their best, teachers will operate their own reward system within their classroom.

In conjunction with this an additional whole school system will be implemented as follows:-

Star of the Week

One pupil per class will be chosen – the criteria being – behaviour, academic achievement or effort, outstanding achievement or effort in other areas e.g. sport, music, drama, courtesy etc. Certificates will be presented in assembly and the pupil's photograph displayed on a school notice board. Pupils will also have their photograph on the Facebook page (parental consent is obtained at the start of each year).

Example of reward systems in individual classes

FOUNDATION AND KEY STAGE 1

- Verbal praise
- Praise given for best work/book/group
- Motivation stars, stickers, happy faces for good work
- Showing good work to the rest of the class to be applauded
- Displaying work on the wall
- Taking work home to show parents
- Showing work to another teacher or Principal
- Attainment stamps on work e.g. excellent, good effort
- Table of the week
- Golden Time
- Treats given occasionally
- Star of the week awarded for a curriculum area and/or aspect of positive behaviour

KEY STAGE 2

- Rewards similar to Foundation and KS1
- Public praise in front of class/assembly/another teacher
- Quiet praise, usually one to one. Using words like "That is better/good etc", "You can do this...", "You keep trying..." , "I am very proud of...", Notes of praise on books/homework
- Being allowed to do specific jobs/messages
- Star of the week awarded for a curriculum area and aspect of positive behaviour
- Treats/stickers as prizes for individual groups or the whole class

Consequences

While we strive to promote excellent behaviour we acknowledge that there are times when pupils do not conform to the high standards of behaviour expected of them. We employ the following consequences appropriately to each individual situation and they generally follow this order:-

1. The pupil will be given a warning that his/her behaviour is not acceptable.
2. The pupil will be asked to move seat (in the playground the pupil may be asked to stand beside a member of staff or have 'cooling off' time, whichever is most appropriate to the pupil concerned).
3. The pupil will be withdrawn from the playground and the parents will receive a note/phone call.
4. The pupil will be put on report for ten days, sent to the Principal and parents will be involved.
5. If behaviour does not improve within these ten days then the pupil will have the report period extended for another five days. A formal letter will be sent to parents.
6. If behaviour continues to be unacceptable the pupils will be suspended.
7. If all other strategies haven't worked the Governors may take the decision to expel the pupil.

When considering which consequence to employ teachers, classroom assistants and supervisory staff will use their discretion, always aiming to make consequence appropriate to the misbehaviour. Parents will be contacted at Stage 3 however they may be consulted at any stage during the consequence procedure if it is in the child's best interests.

Further information can be found in Appendix 1

Procedures for dealing with serious situations involving the need for restraint

The staff present or on duty will deal with these situations. Prevention of situations is preferable but, if physical restraint cannot be avoided, the procedures set out in the Use of Reasonable Force Policy must be adopted.

Under Duty of Care, staff may use physical intervention and when they do they should be clear that the action was:

- **In the child's best interest**
- Necessary
- Reasonable and proportionate
- Last resort (where possible)

Suspension and Expulsion

In the case of incidents warranting suspension, this will take place at the direction of the Principal, in consultation with the Chairperson of the Board of Governors. Parents will be contacted. This may be for a period of up to 5 days. (Pupils can be suspended for up to 45 days in any school year.) In serious instances, expulsion may be considered, but only after consultation with the Board of Governors. This recommendation would be made to the Education Authority. Suspension or change of placement will be made in accordance with the provisions in Education Orders and Education Authority suspension guidelines.

LINKS WITH OTHER POLICIES

This policy is seen as an integral part of the School Development Plan and can be linked directly and indirectly with many of the other school policies.

With special reference to SEN, strategies for promoting and sustaining good behaviour and for managing behaviour difficulties are seen as part of the 5-stage approach set out in the Code of Practice for Special Educational needs. Stages 1 and 2 are entirely school based, Stage 3 is also school based but with the help and support of agencies outside school.

KEEPING SCHOOL INFORMED

We recognise that at times unsatisfactory behaviour can stem from personal problems or difficulties. Children can become upset about things inside or outside of school. If you are aware of what may be a difficult time for your child, please let us know, so that we are more prepared and able to help him/her cope with it.

MONITORING, REVIEW AND EVALUATION

This policy has been formulated in consultation with Governors, staff, parents and pupils as appropriate and it is the intention of the staff to review and update it regularly.

It is important to remember that Governors, all staff, pupils and parents have an active part to play in the implementation and maintenance of this Policy.

Reflection Sheet

Name: _____ Class: _____ Date: _____

I have been kept in today because



How did your behaviour affect other people?

How could you have changed your actions?

How will you make amends for your behaviour?

Signed: _____

Dinner Hall Rules

- Behave sensibly in the dinner hall.
- Food is for eating.
- Treat all adults in the dinner hall with respect.
- Listen to instructions carefully.
- Wait for your turn in the line.
- Sit properly at your table.
- Use your indoor voice in the dinner hall.
- Always show good manners.
- Clean up after yourself by putting your plate and cutlery away.

Playground Rules

- **Treat all adults in the playground with respect.**
- **Be kind and caring to other pupils.**
- **Treat all equipment from the shed with respect.**
- **Have fun.**
- **Line up quietly when the bell rings.**



Behaviour Report for the Week beginning _____

	9.00 – 10.30	Break	10.45 – 12.15	Lunch	1.00 – 2.00	2.00 – 3.00	Teacher signature	Parent signature
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								



A good session



Not as settled as I should have been



My behaviour was not acceptable



Class Contract

At Carrickmannon we always try our best to behave. We understand that we have responsibilities and always do our best to follow school rules and be polite.

If we break the school rules we understand that there must be consequences.

The consequences are as follows:

1. Warning
2. Move seats if I am in the classroom / Stand at the thinking wall if I am in the playground
3. I will stay in at lunchtime and my parents will receive a note
4. I will be put on daily report for 10 days, sent to the Principal and my parents will be involved
5. If my behaviour doesn't improve then I will be on report for another 5 days and my parents will receive a formal letter about my behaviour
6. If my behaviour continues to be unacceptable I will be suspended
7. If all other strategies haven't worked I may be expelled.

I agree to follow the school rules and understand the consequences if I don't

Examples of unacceptable behaviour and consequences

This list of behaviours is not exhaustive. These are just examples. Persistent low level behaviours will be treated as for serious behaviours.

Low level misbehaviour	Range of consequences
Talking out of turn Shouting out/interrupting Leaving seat at the wrong time Fidgeting Not doing homework Not listening/paying attention Distracting others Not doing best work Making noises Annoying others Telling tales Sulking Cheekiness Disobeying school rules Hitting/pushing (on a low or moderate scale)	The following system of consequences will be used: 1. Warning 2. Move seats if pupil is in the classroom / Stand beside an adult or have 'cooling off' time if pupil is in the playground 3. Stay in at lunchtime and parents will receive a note/phone call 4. Pupil will be put on daily report for 10 days, sent to the Principal and parents will be involved 5. If behaviour doesn't improve then pupil will be on report for another 5 days and parents will receive a formal letter 6. If behaviour continues to be unacceptable pupil will be suspended 7. If all other strategies haven't worked the Governors may make the decision to expel the pupil
Serious behaviour	
Using bad language Spitting - deliberate Rudeness to / intimidation of peers Defiance/arguing back Offensive gestures and language Deliberately telling lies Stealing Biting Persistently disobeying school rules Rudeness/insolence to adults Hurting others physically or mentally (high scale) Deliberate punching to the face/head in an unprovoked attack will warrant high level consequences Bullying (persistently annoying another child) Persistently swearing Running out of school Deliberate damage to school property Inappropriate sexual language/actions or related behaviour Substance abuse	For behaviour falling into this more serious category, or persistent low level behaviours, the consequences will start at stage 3. Very serious behaviours such as deliberate attacks on another pupil or member of staff may warrant immediate suspension.