



Positive Behaviour Policy.





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Policy Statement

All young people, from whatever background, have a right to be valued and respected and to have their abilities and talents nurtured and developed to their full potential. In Greenisland Primary School we believe that every child has the right to be educated in a safe and secure environment. Unacceptable behaviour deprives children of this right. We believe that good discipline is essential for effective teaching and quality learning to take place. We value the need for clear expectations, clear rules and clear procedures. These are essential to cultivate in pupils awareness that they are responsible for their own actions.

Respect for people and property is encouraged through this policy, self-discipline is promoted and positive models of behaviour are celebrated. We value the essential need for a mutually supportive partnership between teachers and parents/guardians.

Aims

- ✦ To develop within each child a sense of self-discipline and a responsibility for their own actions
- ✦ To empower the children as responsible learners by valuing independence and choice
- ✦ To create a warm and welcoming environment which promotes caring and respect for oneself and for others; thus ensuring that effective learning takes place
- ✦ To develop co-operation during work and play
- ✦ To establish a set of rules and routines which will be supported consistently by all members of the school community
- ✦ To work in partnership with parents/guardians as the main educators of their child
- ✦ To promote good behaviour by praise and presenting positive models

Rewarding Good Behaviour

In Greenisland Primary School we value the importance of rewards as a means of recognising outstanding behaviour, effort, achievement and success. We apply a system of rewards that is intended to be fair and effective for all our pupils. These rewards are intended to contribute to the ethos of the school and involve all staff. They are aimed at promoting and reinforcing acceptable behaviour and developing self-esteem. They encourage each pupil to take responsibility for their own actions and to have their efforts recognised and rewarded. Some of the methods used to reward good behaviour are identified below and reflect rewards given at all levels - individual, group and class.

Rewards may include:

- ✦ Positive verbal praise
- ✦ A public word of praise in front of a group, a class or assembly
- ✦ Pupil of the Week Certificates presented at weekly assemblies
- ✦ Stars/Stickers/Stamps/Charts
- ✦ Green cards on our "Good to be Green" reward boards
- ✦ Class Party/Celebration
- ✦ An invitation to "The Principal's Tea Party"
- ✦ Free play set up
- ✦ Smile/Thumbs Up/High 5
- ✦ A visit to the outdoor play area
- ✦ Visit to the Principal, Vice Principal, a member of the SLT or another teacher for commendation
- ✦ Job responsibilities
- ✦ Golden Time
- ✦ Material rewards issued by teacher e.g. pencils, markers
- ✦ Homework Coupons
- ✦ The use of Praise Pads to inform parents
- ✦ Classroom Helpers
- ✦ Additional Recreation Time e.g. games
- ✦ Achievements recorded in 'Record of Achievement' book
- ✦ Table Awards
- ✦ Praise note in homework diary
- ✦ A word of praise to the child's parents at the end of the school day
- ✦ Good work and behaviour comments relayed at the parent/teacher consultation and written report
- ✦ The Primary 7 Prefect Programme

The Core Skills for the Reinforcement of Positive Behaviour.

All staff are fully aware of, and use, the following skills in dealing with incidents of inappropriate behaviour:

- ⊕ Identifying appropriate behaviour. "These are your rules. Refer to them constantly."
- ⊕ Targeting rules. Tell pupils in advance what you expect. Set them up to succeed.
- ⊕ Modelling behaviour. Show the pupils what you want. Eliminate 'second-guessing'.
- ⊕ Praise appropriate behaviour. Catch pupils being good and reinforce / reward them.
- ⊕ Use positive language. It is more likely to elicit the desired response.
- ⊕ Use humour not sarcasm. Humour builds relationships. Sarcasm humiliates and attacks self-esteem.
- ⊕ 2 : 1 rule. Find 2 pupils behaving appropriately. Praise them. Then talk to the pupil who isn't behaving appropriately.
- ⊕ 20 second rule. When reprimanding or punishing, 20 seconds is enough.
- ⊕ Tactical withdrawal. Defuse the situation and deal with it later. This is not a back-down.
- ⊕ Calmness. Do not lose your temper. Calmness helps adults and children alike.

Strategies for Dealing with Unacceptable Behaviour

Good Behaviour Plans

Each class operates a 'Good Behaviour Plan' for managing unacceptable/inappropriate behaviour. The plan consists of Rules, Rewards and Consequences.

Classroom rules are discussed and agreed upon by each class at the start of the academic year. The rules are clearly displayed in all classrooms. Good Behaviour Plans encourage pupils to take ownership of their own actions. Good choices and good behaviour will be rewarded and unacceptable behaviour will be dealt with in line with the agreed consequences. The rewards reinforce the value we place on the importance of good behaviour and courtesy.

Consequences have been agreed within each Key Stage (Foundation, Key Stage 1 and Key Stage 2) and reflect the maturity of the child. The consequences are discussed and reviewed with the pupils throughout the year.

Sanctions (referred to as consequences with pupils)

As with praise and rewards, sanctions are an integral part of our positive behaviour policy. They are necessary and reinforce the importance of appropriate and acceptable behaviour expected from all pupils. Sanctions will ensure that the children's right to be

educated in a safe and secure environment is maintained. Children will always be reminded what unacceptable behaviour is.

Sanctions will:

- ✦ be understood by the child before they are applied;
- ✦ take account of the age and maturity of the child, any special needs a child may have and any other circumstances;
- ✦ focus on the behaviour and will be applied in a fair and consistent manner;
- ✦ be specific to the child and not applied to a whole group;
- ✦ allow the child the opportunity to focus on the unacceptable behaviour and encourage a more positive attitude in the future.

Stages

The sanctions outlined below will be used in a sequential order. For more serious or persistent acts of violence or aggression the matter may go directly to Stage 2, Stage 3 or directly to the 'Emergency Procedures' relating to suspension or expulsion.

Stage 1

- Disapproving look or gesture alerting a child to unacceptable behaviour
- Rule reminder directly to the child
- Discussion with the child to find out if there is a genuine problem or worry
- Further warning and the child will be reminded of the consequences if unacceptable behaviour continues
- 'Time Out'. The child will have thinking time to reflect on his/her behaviour for a short period of time. Teacher will discuss the unacceptable behaviour with the child and the impact this is having on his/her learning and for all the other pupils within the class
- The child may be placed at an individual table for a longer period of time to aid concentration and assist him/her to focus on core tasks
- Incomplete work or work completed that does not reflect the child's potential, will be sent home to be signed by a parent
- Removal of any special responsibilities or privileges for that day e.g. class helper, 'Golden Time'
- Individual, group or class reward will not be given to the child on this day
- 'Time Out' in another room of the same year group (P3- P7)
- 'Time Out' for unacceptable behaviour at playtime (break-time or lunch-time). The child will remain with a playground supervisor or staff member for an allocated amount of time, depending on the age of the child and nature of the unacceptable behaviour. The child will be given sufficient time to eat his/her meal/break and for toileting.

Further sanctions may include:

The child may be asked to write a letter of apology at any stage throughout the sanction process which will also be signed by a parent.

A member of Senior Leadership Team (SLT), Vice Principal or Principal may speak to a child at any point to support the role of the teacher.

When warnings have been ignored and sanctions have been applied, a written record of the unacceptable behaviour will be kept in the class. The class teacher will liaise with the parent(s)/guardian(s). Initially this will be by telephone or by an informal chat. The teacher will keep his/her line manager informed of any unacceptable behaviour.

Where there is no improvement shown, the class teacher will make a written request to have a meeting with the child's parent(s)/guardian(s). They will agree targets in an attempt to improve the behaviour. The discussion may include suitable sanctions applied at home to support the efforts being made by the class teacher.

An Individual Behaviour Programme may be introduced which will inform parents of daily/weekly behaviour. A review date will be agreed in advance with the teacher and the parent/guardian. If behaviour has improved the Individual Behaviour Programme will cease and the positive progress made by the child will be celebrated. Behaviour will be monitored regularly.

SLT will consult with Mrs Falls (SENCo) to assist with strategies to improve the child's behaviour.

Stage 2

- If unacceptable/inappropriate behaviour is persistently repeated and shows no signs of improvement the child will be referred to a member of the Senior Leadership Team -Head of Foundation (P1 & P2), Head of Key Stage 1 (P3 & P4) or Head of Key Stage 2 (P5, 6 & 7) who will speak directly to the child. Further sanctions may be applied in collaboration with class teacher. SLT will consult with the Regional Behaviour Support Team to assist with strategies to improve child's behaviour.
- The class teacher will log referrals to SLT and inform parents of further strategies used and sanctions given.

Further sanctions may include:

- Withdrawal of privileges for a fixed period or permanently
- Restriction of access to extra-curricular activities
- A period of lunch-time detention. Children will have their lunch or dinner and will be supervised in a room for the remainder of lunch. Work which encourages the child to reflect on his/her behaviour will be set. Advance notice will be given to parents before a detention is given.
- Where there is no improvement the Principal/Vice Principal will invite parent(s) for an interview. The unacceptable behaviour and the attempts to improve the behaviour at Stage 1 and Stage 2 will be discussed and further efforts will be made to find a resolution. Further sanctions at home and at school may be applied.

- The child's name may be placed on the Special Needs Register and an Individual Behaviour /Education Plan will be drawn up. Parents will be informed of targets and review dates will be arranged. There will be an on-going review of rewards and sanctions used.

Stage 3

- Referral to an Educational Psychologist and further advice may be sought from Mrs Falls (SENCo) and the Regional Behaviour Support Team.
- The Board of Governors is informed.
- The EA Scheme for the Suspension and Expulsion of Pupils is applied.

Emergency Procedures

In the event of a serious assault, wilful serious damage, premeditated and/or substantial theft, the Principal may choose to exercise his authority to suspend the pupil from the school for a maximum of five school days in order to discuss the situation more fully with all concerned. The period of suspension may be extended. The Principal will consult with The Education Authority. The 'Suspension and Expulsion' procedures will be followed.

Damage to School Property

If any item of school property - the building or its contents (e.g. books, computers etc) is broken, damaged or defaced, payment will be requested from the parents to replace or repair the damaged/broken item.

The Role of the Parents

Parents have a major influence on their children's education. The parent is the child's first educator; home and family continue to be the most important influence on his or her development. Parents therefore have a most important role to play in relation to their children's learning. The term "parent" includes all those who have parental responsibility under the Children (NI) Order 1995.

It is true that discipline begins at home. What children learn in their earliest years shapes their personal and social development, their values, standards of behaviour, and attitudes towards schooling. This places a large responsibility on parents and others involved in their upbringing. Family circumstances and values, and social factors in the community, are important factors in a child's development.

Parents have a legal responsibility to make sure that their children go to school regularly and on time. It is also important that they accept a more general responsibility to support school policies on behaviour and discipline.

