

POSITIVE BEHAVIOUR POLICY

MISSION STATEMENT

Our school, in co-operation with parents and community members is committed to providing a happy, secure and caring environment where every individual is treated with respect, thus enabling each pupil to become an effective learner and to develop the skills, attitudes and values necessary for life.

There are certain values, which we want to encourage in our pupils:-

- Self-respect, self-discipline and self-confidence
- Respect for others and their property
- Respect for the environment
- Toleration and appreciation of the opinions of others
- Good manners and politeness
- Taking a pride in their work

AIM

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 create an atmosphere conducive to effective teaching and learning
- § To establish a sense of order
- § To establish a sense of community
- § To encourage and develop pupils' self esteem and respect for others
- § To encourage self-discipline and the notion that we all have rights but we also need to take responsibility for our actions
- § To encourage our pupils to be independent
- § To encourage the development of interpersonal skills in situations which require pupils to co-operate in order to solve problems

Such aims are best achieved in the framework of a pleasant atmosphere in which pupils are able to give of their best, both in the classroom and in extra curricular activities and are encouraged and stimulated to fulfil their potential. This in turn, demands a positive policy of encouraging good attitudes, reward and praise and setting a good example.

PARENTS AND DISCIPLINE

It is quite clear that a pupil's acceptance of any system of rules for behaviour is determined by the attitudes of home and local society e.g. there is little point in striving to train children not to throw litter down if cigarettes or sweet papers etc. are regularly thrown from the family car. Therefore parental acceptance of the school's expectations and active co-operation with the staff is absolutely essential if an acceptable standard of discipline is to be achieved. Although parents are not in school with the children their influence is still greater than that of a class teacher.

The co-operation of parents is sought in relation to maintaining high standards of pupil attendance, punctuality, personal appearance, the wearing of school uniform, ensuring that children bring with them all they need for school and the supervision of

homework. They should attend meetings called by the school, monitor the progress of their child and promote good behaviour.

Parents have a right to be kept informed by the school of a range of issues e.g. Curricular changes and how they may help their child, issues which may have arisen in relation to their child in school. They should receive reports and have access to information in relation to their child, which is held by the school. They should receive copies of policies-e.g. discipline, curriculum etc.

They should feel welcome in the school and be invited to parents' evenings and a range of school functions. Their permission will be sought in relation to educational visits, attendance at school clubs etc.

STAFF AND DISCIPLINE

The attitude of all staff is of great importance. It is they who in the end determine the environment in which good pupil/teacher relations can develop. They are expected to set the right example to pupils in matters of dress, punctuality and commitment. Good behaviour in pupils is found where teachers enjoy good relationships with their pupils, have high expectations of their pupils' work and provide a curriculum and teaching methods well matched to pupils' needs.

Teachers should consider themselves responsible at all times for the behaviour of pupils within sight or sound of them.

Each teacher's influence depends on attitude, character, example, teaching skills and the rapport established with pupils.

Above all consistency of approach is the keynote -consistency by an individual member of staff towards pupils and consistency across the staff as a whole towards all pupils.

CLASSROOM DISCIPLINE

Good teaching practice and positive teacher/pupil relationships are major contributors to good classroom discipline. Good discipline enables effective learning to take place and in order to achieve this goal the following strategy should be implemented:

- the encouragement of genuine involvement of all pupils in classroom activity by recognising their different abilities and matching tasks to those abilities so that pupils regularly achieve success;
- the recognition and encouragement of children's individuality and the importance of self-esteem;
- attempting to make lessons enjoyable and challenging with an approach, which is sufficiently flexible to encourage children's contributions;
- the use of positive rather than negative language to communicate expectations and feedback to pupils;
- giving regular praise and encouragement to pupils, particularly to disruptive pupils as soon as acceptable behaviour is observed;
- the establishment of a number of classroom rules which should be discussed, if appropriate, with pupils to encourage ownership

PUPILS AND DISCIPLINE

Pupils have a right to be treated with respect and dignity, to be taught in a safe and stimulating environment. It is important that they are given the opportunity to hear and be heard and allowed to express their opinions. Learning should be an enjoyable experience where pupils are able to develop to their full potential.

It is their responsibility to obey school rules, to come equipped and ready to learn. They should treat all staff and peers with respect and take responsibility for their behaviour and actions and not prevent the learning of others. They should learn and continue to learn throughout their time at Fair Hill.

RIGHTS AND RESPONSIBILITIES OF TEACHING STAFF

RIGHTS	RESPONSIBILITIES
To enjoy a stress free and productive working environment.	To enjoy this right they must seek to create a positive, stress free learning environment for their pupils in which pupils are rewarded for positive behaviour and achievement.
To have job satisfaction and to enjoy their work.	To create a stimulating, happy, learning environment.
To have a safe, clean, healthy environment in which to work.	To acknowledge pupils' positive behaviour and achievement.
To be able to deliver the curriculum in a trouble-free environment.	To deliver the curriculum in a thorough manner with well prepared lessons.
To be respected by pupils, staff and parents.	To prepare and mark work carefully and thereby identify pupils with specific learning needs and seek to address them.
To be free from confrontations and abuse from parents and pupils	To make sure that pupils know who is in control.
To be consulted on and kept informed of relevant matters associated with the school.	To develop children's confidence and self esteem.
To have support from the Principal and Board of Governors.	To get to know the children by listening to them.
	To pick up on problems the children may have at home.
	To maintain a good working relationship with parents and gain their co-operation.
	To communicate with non-teaching staff.
	To communicate with the Principal and Board of Governors.

RIGHTS AND RESPONSIBILITIES OF PUPILS

RIGHTS	RESPONSIBILITIES
Pupils have the right to be educated in a clean, stimulating environment.	To enjoy this right, pupils must be aware and respect the rights of other to be safe. It is important therefore not to encourage behaviours such as bullying, teasing, disruption, etc. Such behaviour is not conducive to a sound learning environment.
To be treated with respect.	To treat staff and peers with respect.
To hear and be heard – to express their opinions.	To obey non-teaching staff, teachers and substitute teachers.
To learn in an enjoyable and productive environment.	To listen well and show courtesy when another pupil is speaking.
To be developed to their full potential.	To take responsibility for their behaviour and not prevent the learning of others.
To be in a safe environment.	To know and obey the school rules and classroom rules.
To feel safe and secure.	To be equipped and ready to learn.
To have problems and work valued.	To work to their full potential.
To have efforts and work valued.	To complete homework.
To be able to confide in staff.	To behave in class, cloakroom, corridors and playground. To treat peers/property with respect. To develop self-discipline and honesty. To make sure all belongings are carefully named.

RIGHTS AND RESPONSIBILITIES OF PARENTS

RIGHTS	RESPONSIBILITIES
Parents have the right to be kept informed about all aspects of school life which concerns their child/children, and to work in partnership with the school. In recognition of this, parents should:	If parents have rights then these must be accompanied by responsibilities. In recognition of parents' responsibilities they should:
Receive academic reports (written and oral).	Ensure good attendance and punctuality of their children.
Have access to these reports.	Co-operate with school rules and attend school meetings which are relevant.
Receive/have access to school policies e.g. discipline /curriculum.	Equip their child properly for school, e.g. school uniform, PE kit, pencil case, equipment, etc.
Receive relevant information notes e.g. school holidays, school events, etc.	Make sure all belongings are carefully named.
Be invited to parent/teacher consultations and parents' meetings e.g. school trip.	Monitor the progress of their child, e.g. checking and signing homeworks/homework diaries.
Receive and sign permission slips for trips/outings.	Listen to/question reading, etc.
Be kept informed about their child's difficulties and behaviour (positive /negative).	Ensure homeworks are completed and returned to school on time.
Have their concerns dealt with fairly.	Promote good manners and moral behaviour at home.
Feel that the teacher listens to their concerns and will take appropriate action.	Support the teacher in relation to any difficulties the child may have.
Feel that the teacher is approachable.	Attend parent /teacher consultations.
Have redress to the Principal and Board of Governors.	<p>Keep the school informed of any problems at home which might affect the child's behaviour in school.</p> <p>Discuss a problem with the Principal/Class Teacher in a calm and reasonable manner.</p> <p>Provide a note to explain absences, non-participation in PE/swimming, non-presentation of work.</p>

GENERAL SCHOOL RULES

In order that pupils should behave responsibly toward themselves, towards others and towards their environment there are certain areas of school life where it is possible to write lists of rules.

SCHOOL RULES

The school rules including Dining Hall, Playground and Class will be displayed prominently in each classroom and be reinforced regularly by the class teacher and also in school assemblies.

Individual rules will be reinforced by displaying them in appropriate places around the school.

Each teacher will compile a set of classroom rules in consultation with the children. These will be displayed in the classroom at all times and be referred to regularly. Rewards will be given for keeping the rules and appropriate sanctions will be administered for breaking the rules.

We aim to be:

- Consistent
- Firm
- Fair

And to follow up and follow through.

In Fair Hill Primary School the school day begins at 8.55am. Children should arrive in school no earlier than 8.40 am as supervision begins at this time.

MOVEMENT

Pupils should

- Not run within the school building
- Move safely and in single file within the school building
- Play safely in the playground at break and lunch times
- Enter and leave the school in a sensible manner.

LEARNING

Pupils will be encouraged to:

- Listen to instructions
- Do their best at all times
- Bring a note to explain-
Non-presentation of work
Non-participation in PE/swimming lessons
Absences from school

COMMUNICATION

Pupils will be encouraged to:

- Speak respectfully to one another and to adults
- Show good manners when visiting other classrooms
- Solve their problems by talking

RESPECT

Pupils should:

- Be polite, respectful, kind, thoughtful and considerate to everyone
- Look after books, equipment and all other aspects of school property
- Put litter in the bin

We do not accept:

BULLYING BAD LANGUAGE DESTRUCTION OF PROPERTY
STEALING FIGHTING GRABBING

REWARDS

In implementing our reward system as a whole school, we aim to positively recognise and reinforce good behaviour and positive attitudes to classwork.

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 attitudes 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
- I like the way that...
- Congratulations
- Good
- I am pleased that
- Terrific

To give

- Non-verbal praise and encouragement
- E.g. Thumbs up
- Good eye contact
- Handshake
- Smiling

Smile by teachers/classroom assistants

To give

- Public acknowledgement of good behaviour in assembly
- Opportunities for children to praise and appreciate one another
- Opportunities to display work in classrooms and corridors
- Opportunities for children to visit another teacher or the Principal to inform them of something deserving praise
- “Good news” messages to parents e.g. “Parentgram”

Staff will give these rewards in the form of

- positive comments in children’s exercise books
- certificates
- pupil of the week with picture displayed in main corridor
- pupil of the month
- ‘house’ shield awarded half-termly (K.S. 2) (to be developed)
- prize day awards
- sports day awards
- lunchtime star awards
- class attendance trophy (monthly)

Reward System at Foundation Stage, Key Stage 1 & 2

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 school system will be implemented.

P1-P3 reward system operates as follows: -

Each week 2 children from each class will receive certificates presented at assembly. These certificates can be awarded for good work, good behaviour, kindness, endeavour etc.

A child who has been awarded 3 star certificates then receives a rocket certificate plus a special badge.

All award winners will have their photograph displayed on a notice board in the main corridor.

P4-P7 will operate a pupil of the week award system.

Two pupils per class will be chosen – the criteria being – behaviour or academic achievement. Certificates will be presented in assembly with pupil photographs displayed throughout the year on the notice board in the main corridor.

Pupils earn points for their house when they win a certificate. The house system also takes into account other aspects of the curriculum e.g. weekly test result in spelling and number facts.

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 VP/Principal
- allowing a child to be ‘leader’ in the line, messenger
- pupil of the week given weekly
- attainment stamps on work e.g. excellent, good effort
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Key Stage 2

- rewards similar to previous key stage one
- 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...’ ‘I am very proud of.....’ Notes of praise on books/homework.
- being allowed to do specific jobs/messages
- pupil of the month awarded for a curriculum area and aspect of positive behaviour at the beginning of the month
- bookmarks/stickers as prizes for individual groups or the whole class

<u>Low level misbehaviour</u> (Sanctions 1 – 4)	<u>Range of sanctions</u>
Talking out of turn Shouting out/interrupting Leaving seat at the wrong time Fidgeting Not having pencil/pen Not doing homework Not listening/paying attention Inappropriate questions Distracting others Not doing best work Making noises Annoying others Telling tales Sulking Cheekiness Disobeying school rules Using the occasional bad language	<ol style="list-style-type: none"> 1. The look/hand signal 2. Verbal admonishment 3. Rule reminder/warning 1,2,3 4. Moving seat/extra work 5. Traffic light system 6. Related sanction e.g. <ul style="list-style-type: none"> § completing or repeating work § doing homework during playtime § cleaning up the mess
<u>Moderately serious behaviour</u> (Sanctions 5-10)	
Offensive gestures Hitting/pushing Telling lies Regularly talking out of turn Regularly shouting out/arguing back Spitting Destroying own or other's work Persistently leaving seat at wrong time Regularly not having pen/pencil Regularly not doing homework Regularly not listening/paying attention Regularly distracting others Regularly not doing best work Regularly making noises Rudeness to peers Intimidating peer (verbally or physically) Defiance Persistently disobeying school rules	<ol style="list-style-type: none"> 7. Verbal/written apology 8. Time out with another member of staff in another classroom 9. Parents/guardians contacted 10. Referred to Key Stage Co-ordinator 11. Consult SENCO regarding Stage 1 or 2 intervention 12. Shadowing staff in the playground
<u>Very serious behaviour</u> (Sanctions 11-16)	
Deliberately telling lies Stealing Rudeness/insolence to adults Hurting others physically or mentally Bullying (persistently annoying another child) Persistently swearing Running out of school Deliberate damage to school property Deliberate damage to other's property Truancy Aggression towards staff Persistent/deliberate lateness	<ol style="list-style-type: none"> 13. Time out from playground (1-5) days 14. barred from playground 15. Detaining for up to 5 minutes to prevent trouble on the way home 16. Referred to Vice Principal 17. Loss of privileges 18. Put on daily report 19. Referred to Educational Psychologist (Stage 3) 20. Referred to Principal 21. Suspension/expulsion

When considering which sanction to employ, teachers and supervisory staff will use their discretion, always aiming to make sanctions appropriate to the misbehaviour.

Parents may be consulted at any stage during the sanction procedure.

At present we are piloting a 'Traffic Light' system in a few classes, whereby, at the beginning of the week every child's name will appear in a green circle displayed in the classroom. If a child disobeys school or classroom rules his/her name will be moved into an amber circle. If a child continues to break the rules his/her name will be moved into a red circle. During the week the child's behaviour will be monitored and, if appropriate, the name may be moved back to the amber or green circles. However, if the name is still in the red circle on a Friday, an agreed classroom sanction will be imposed and a note will be sent home to the parents.

In the case of major 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. In serious instances, expulsion may be considered, but only after consultation with the Board of Governors. This recommendation would be made to the S.E.L.B.

Procedures for dealing with serious situations and consistently bad behaviour e.g. confrontations/fights

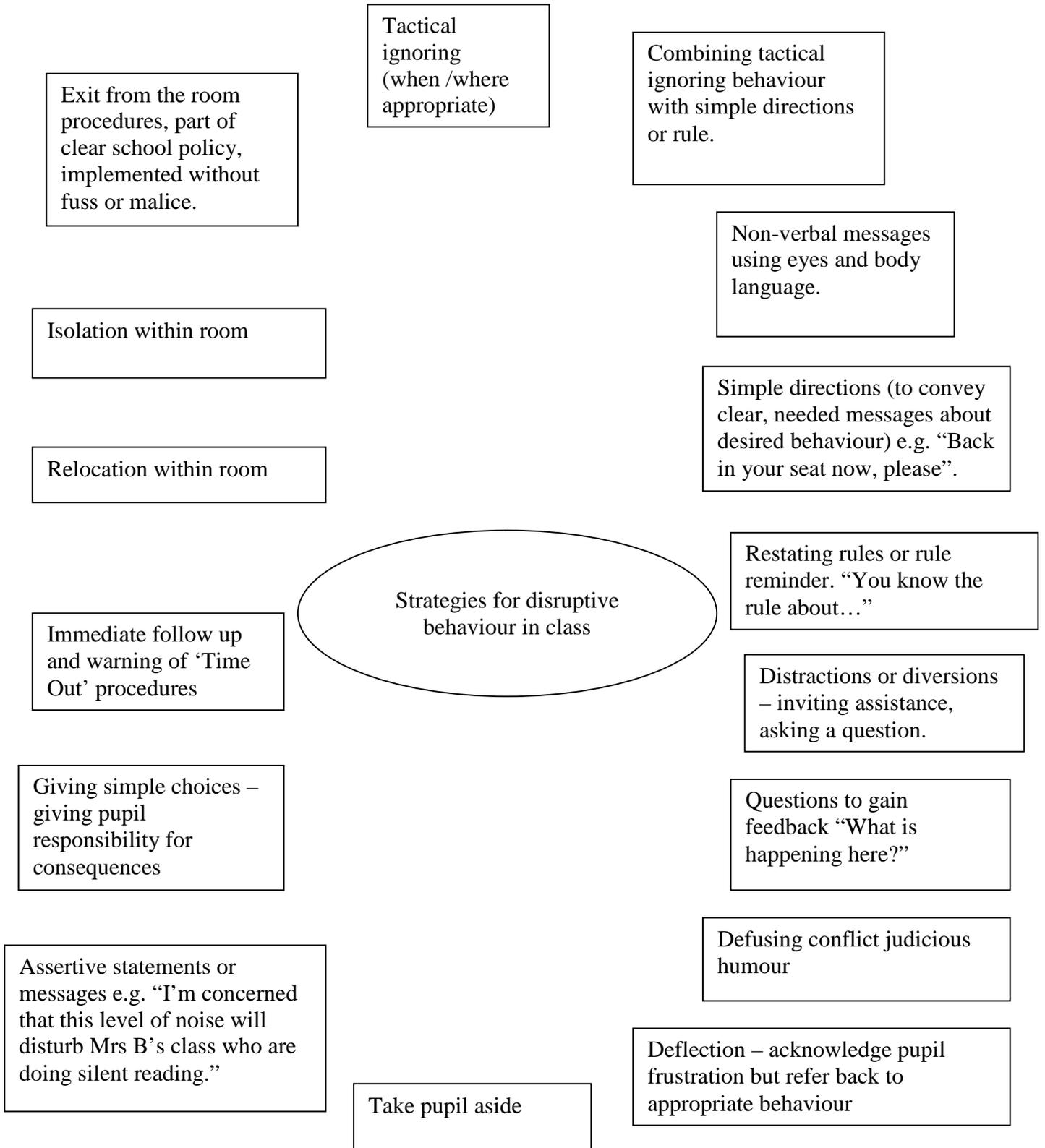
- A child who is displaying consistently bad behaviour will be placed on a Behavioural Report (Appendix A). Staff will keep detailed records of all misdemeanours or offences (Appendix B).

The staff present or on duty will deal with these situations. Prevention of situations where physical restraint has to be considered is always preferable. However, if physical restraint cannot be avoided, it should only be in the case of having to intervene:-

- where there is danger of injury to the child or others
- to avoid serious damage to property

Our emphasis in school is on positive classroom management. In implementing corrective strategies we will be following this model as adapted from Rogers.

START -----à



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This policy is seen as an **B**----- velopment Plan and can be linked directly and indirectly with all of the other school policies such as: -

SEN
Child Protection
Anti-bullying
EMU
Health and Safety
Curricular 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.

Monitoring and Evaluation

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

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

BEHAVIOURAL REPORT

STRICTLY CONFIDENTIAL

PUPIL _____ CLASS _____ DATE PUT ON REPORT _____

FIRST INCIDENT				
SECOND INCIDENT				
DAY	COMMENTS ON BAHAVIOUR	CLASS TEACHER	PRINCIPAL V PRINCIPAL	PARENTS' SIGNATURE AND COMMENTS

TAKEN OFF REPORT

YES/NO

(CLASS) TEACHER

Please complete the 'Comments on Behaviour Column' and send the pupil of the office immediately after school.

PARENT

Please sign this report and see that it is returned to the class teacher at 8.50 am on the next school day.

FAIR HILL PRIMARY SCHOOL

REPORT ON CHILD SHOWING CONSISTENTLY UNACCEPTABLE BEHAVIOUR

The idea of this report is to use it to compile a list of misdemeanours or offences made by a child. This might be used later in consultation with senior staff, parents or other involved.

CHILD'S NAME _____ CLASS _____ DATE REPORT OPENED _____

Date of incident	Nature of incident (inc. where & when etc)	How dealt with? (incident by whom)

USE OF THE BUILDING

- § Children must enter and leave the school grounds by pedestrian gate and keep to the paths
- § Children must enter the school by the cloakroom doors and not the main front entrance which is reserved for visitors and staff (except during inclement weather)
- § Children must walk in an orderly manner inside the school buildings
- § Children must keep to the right-hand side of all corridors when moving around the school
- § Children must not enter the school grounds before 8.40 a.m. (unless special provisions has been agreed due to exceptional circumstances)
- § Apparatus in Assembly Hall must only be used when a teacher is supervising i.e. P .E. lesson

SANCTIONS IN DISCIPLINE

Even with good classroom practice it will be necessary to have sanctions. These are necessary for two main reasons:

- § to make the particular child and others aware of the school/teacher disapproval of unacceptable behaviour
- § to protect the authority of teachers, should that be threatened
- § to ensure that the education of other pupils is not disrupted

SANCTIONS WILL:

- § be constructive
- § be applied with sensitivity, flexibility and discrimination
- § where possible, be related to the misdemeanour
- § be specific to the culprit and not applied to a whole group

SANCTIONS WILL INCLUDE:

- § a look of disapproval
- § immediate verbal checking of misbehaviour
- § repeated or extra work at home, where the presentation or content of work is clearly below the pupil's potential; work to be signed by the parent
- § loss of freedom e.g. breaktime or lunchtime subject to the provisos that the child is given sufficient time for his/her meal and for toileting.
- § writing out school rules
- § Loss of privileges such as membership of school teams and / or attendance of prizes after school activities. However, consideration has to be given to the impact on others leading or taking part in these activities, and to the effect on general attitudes. This sanction can only be applied where the class teacher and the Principal agree.
- § referral to another senior teacher or Vice Principal
- § when the above sanctions in discipline have not had the desired result certain procedures should be followed. The problem should be referred to the Principal.
- § Parental Consultation -This should come at an early stage and has the value of being a sanction, of throwing more light on the problems behind the misbehaviour and of providing joint/ consistent action between home and school

- § Placing on report-this may be on a daily or weekly basis (to be agreed by class teacher and Principal) and requires a comment from all staff teaching the pupils from Principal and parents.
- § Suspension or expulsion will be used as a last resort. This will be authorised by the Board of Governors and Education Authority