

POSITIVE BEHAVIOUR POLICY

As a school it is our clear aim to educate all the children to the utmost of their ability. This means offering a broad, stimulating, well-structured and organised curriculum to match the individual needs of each child. Part of this 'broad education' is to instil good self-discipline and sensitivity to others' feelings as a sound preparation for life ahead.

We continually strive to promote positive attitudes through individual and public praise for good work, effort and behaviour. Strategies include:-

- positive oral and written comments
- merit stickers / grades
- positive behaviour strategies
- we award "Class of the Week" (Year 4)
- attendance awards
- display of work .
- congratulations boards – celebratory success
- buddy system
- praise, awareness raising of anti-bullying and positive behaviour through assemblies and circle times
- highlighting of exemplary work (e.g. to Head of Year or Vice Principal)

This policy should be read in conjunction with other Pastoral Policies: e.g. Anti-Bullying, Internet Safety.

Our Positive Behaviour Policy has two stages:

Stage 1 The Positive Approach

- Our well-maintained school and attractive surroundings are seen as a means of encouraging positive behaviour.
- Our school and classroom rules are positively framed and are discussed with, and taught to the pupils.
- Effective design and delivery of the curriculum promotes positive behaviour.

Stage 2

- Discipline measures will be used to reinforce positive behaviour, reduce/remove anti-social or inappropriate behaviour.
- Teachers will use a range of appropriate strategies to deal with inappropriate behaviour.
- A consistent team-work approach will be applied to solve discipline problems and to re-establish a working relationship with disciplined pupils.

DISCIPLINE PROCEDURES

CLASSROOM SITUATION

Class teacher investigates incident fully, speaking to all involved

- 1) Pupil is reprimanded by teacher.
- 2) Teacher restates classroom rules and gives consideration to the pupil's point of view.
- 3) Pupil is seated in isolation within the classroom to continue work.
- 4) Exclusion from classroom to another classroom for a limited period of time. (KS1 -5mins; KS2 – 10mins). A verbal apology may be required when they return to the classroom.
- 5) Pupils sent to Head of Year. Children may be placed in 'Time Out' at the discretion of the Head of Year.
- 6) Parents informed of persistent inappropriate behaviour and/or when additional discipline procedures outside of the classroom have been adopted. Constructive parental support is requested. Home /School liaison book to be completed and signed by teacher and parent.
At the discretion of the Principal, Vice Principal or Head of Year the pupil may be placed on a daily or weekly behaviour chart in order to modify behaviour and/or to encourage academic progress in school. This may be signed on a weekly/daily basis by Year Head/ Vice Principal/ Principal and parent.
*(*Copies from Head of Year, Vice Principal or Principal)*
- 7) Parents asked to attend an interview with teacher, pupil and Head of Key-Stage (if necessary).
- 8) Parents asked to attend an interview with teacher, Head of Year, Vice Principal or Principal.
- 9) Involvement of the Board Psychological Service if necessary.
- 10) Very serious offences - Principal and Board of Governors will decide upon course of action which may include suspension or expulsion from the school.

In the event of serious and/or repeated misbehaviour which affects teaching or learning, a child may be suspended from school, with approval of Board of Governors, until his/her behaviour has improved.

The following are regarded as valid reasons for suspension or expulsion:

- Substance or alcohol abuse on school premises
- Persistent bullying
- Physical attack on a pupil or adult in school
- Verbal abuse of a pupil or adult in school
- Significant damage to pupil, staff or school property
- Stealing from a pupil or adult in school
- Persistent disruptive behaviour in class '
- A very serious problem which the Principal considers requires the immediate removal of the pupil from school for his/her own safety or the safety of others

BREAK-TIME – playground/classrooms

Step

1. Pupil is reprimanded by Teacher on Duty /Classroom Assistant
2. Teacher/Classroom Assistant restates school rules and gives consideration to the pupil's point of view
3. Pupil is removed from situation and is supervised by Teacher-in-charge or classroom Assistant to 'cool down ' area/quiet corner of playground
4. Classroom teacher is informed of misdemeanour
5. After consideration of pupils' point of view, verbal apologies to injured may be required.
6. If necessary, Head of Year reprimands pupil. An apology letter may be required

LUNCH-TIME - playground/classrooms/canteen

Step

1. Pupil is reprimanded by Supervisory/Classroom Assistant/Teacher-in-charge.
2. Supervisory/Classroom Assistant /Teacher-in-charge restates school rules and gives consideration to the pupil's point of view.
3. Pupil is removed from situation and supervised by Supervisory/Classroom Assistant/Teacher-in-charge to 'Cool Down' area/ quiet corner of playground
4. Classroom Teacher is informed of misdemeanour.
5. After consideration of pupil's point of view verbal apologies to injured party may be required.
6. If necessary Head of Year or Vice Principal reprimands pupil. An apology letter may be required.
7. Consistent misbehaviour will result in the pupil being sent to 'Time Out'

Other actions will follow steps 5 to 10 in "Classroom Situation" section

SUPPORT AGENCIES

The school and teaching staff can avail when appropriate from the support and guidance of the Educational Psychology Services, Behaviour Outreach Support Team (SEELB), Education and Welfare Officers and agencies such as NSPCC and Barnardos.

SCHOOL RULES

a) Manners: using the words please, 'thank you', 'excuse me,' 'may I,' where appropriate

b) Movement in and around the school building

Pupils are required to-

- line up in an orderly fashion when the bell rings and wait
- wait quietly for the teacher
- walk quietly in the corridors (no eating or drinking)
- walk on the left hand side
- use toilet areas appropriately and keep them clean
- use appropriate exits and entrances
- use designated walkways at the front and back of school
- use toilet areas appropriately and keep them clean

Restricted areas include:

Staffroom, grass area behind the mobiles, car park behind pavilion, grass banks adjacent to front steps

c) Considerate Behaviour towards other pupils is required at all times

- Name calling, hurting other children and bullying cannot be tolerated.
- Children are expected to play fairly and to be honest

d) Respect for Adults (Teachers, office staff, classroom assistants, supervisory staff, ancillary staff and visitors)

- Pupils are respectful e.g. open door for adults, let adults pass in the corridor and let adults enter and exit the school first.
- Pupils speak in a civil and mannerly way to all adults and do not speak back in an inappropriate way.
- Pupils are quiet and well-behaved when an adult visits their classroom.

e) Self Respect

Pupils are expected to:-

- dress appropriately in school uniform at all times
- always care for their personal appearance and hygiene

f) Bicycles/Scooters in School Grounds

- All pupils must wear helmets.
- Children must NOT ride bicycles/scooters in the school campus for safety reasons.
- All bicycles must be locked when left in the playground

g) Jewellery

We do not encourage children to wear jewellery when coming to school. This is for safety reasons and especially when playing in the playground and for physical education.

Should any child wish to wear rings or earrings these must be removed before physical education.

h) Hair styles

Bizarre hair styles e.g. various **colourings** or **cuts** are deemed inappropriate for the primary school environment

Parents are requested to ensure that children who attend the school have their hair in a **natural style**.

i) Mobile Phones: -

- not to be taken out at break or lunch-times
- not to be used in playground before school
- must be switched off between 8.50a.m. and 3.00p.m.
- under no circumstances should children record videos or take photographs in the school building or in the school grounds

j) Electronic Games (e.g. D.S., P.S.P.) are not permitted in school.

k) Toys and collector cards

We strongly recommend that children do not bring toys or cards to school due to the possibility of loss or damage. However teachers may ask children to bring in toys for topic work or 'Show and Tell'.

l) Safety of pupils and staff

To ensure the safety of everyone, pupils should not bring any dangerous items, such as knives/laser pens, to school

GENERAL MANNERS

Lunchtime

- 1 Children should walk to the dining hall in a line on the **left hand** side of the corridor
- 2 Children with packed lunches must be dismissed by 12:15 (Y4 & Y5); 12:30 (Y6 & Y7)
- 3 Children **should not enter the school building** unless attending a lunchtime club.
- 4 During wet lunchtimes children should stay in their **own** classrooms. Pupils should ask Supervisory assistants for permission before going to the toilets.
- 5 Children **must** have a change of shoes if they are going on the pitches.
- 6 When the hurry bell rings, children should make their way back to the playground.
- 7 When the bell rings for the end of lunchtime, children should line up quickly and quietly.

AFTER SCHOOL ACTIVITIES (Refer to AFTER SCHOOL POLICY)

BEFORE and AFTER SCHOOL:-

- 1 Upon arrival, children should go to the playground and stay there until 8:45am
- 2 Children should keep to the paths within the school grounds.
- 3 After being dismissed, the children should leave the school grounds immediately.
- 4 No bags should be left unattended at entrances to mobile classrooms.

PROCEDURES FOR 'TIME-OUT'

When a pupil's behaviour is unacceptable and 'Time Out' is seen to be necessary, the following steps need to be taken.

1. If a member of staff sees a situation which warrants immediate action they must withdraw the pupil to ensure the safety of all.
2. The pupil is informed of the reasons that 'Time Out' is a necessary consequence of his behaviour.
3. At this stage the Head of Year must become involved.
4. The appropriate form is completed by the Head of Year who also arranges for the pupils' name to be recorded in the 'Time Out' book.
5. The pupil then goes to attend the next appropriate 'Time Out' session.
6. A careful record is kept by each Head of Year.

- 1st offence: Pupil has 'Time Out' from the playground and has a slip signed at home and returned to the class teacher.
- 2nd offence: as above, but the Principal/Vice Principal will speak to the pupil and remind him/her that the consequence of a further incident may result in parents being contacted.
- 3rd offence: the Principal may decide to arrange a meeting with parents/guardians. It may also be necessary to arrange for the pupil to be taken home lunchtime to ensure the safety of others.

'Time Out' Activities

The activity given to pupils must be within their capabilities.

Eg

- Verbal explanation and followup discussion with the teacher outlining strategies to avoid similar incidents
- As above, but with a written explanation
- 'My Personal Action Plan' (in 'Time Out' resource pack). This may need to be completed with the help of an adult.
- 'I am in Time Out' (in resource pack) – a much simpler activity

'TIME OUT' TEACHER

Mon Mr Ewart/Miss Bailie
Tues Mrs Hutchinson
Wed Mrs Robinson
Thur Mr Whitla
Fri Miss Courtenay

Year Head: distribute note re 'Time Out'

Severely Disruptive Behaviour - SANCTIONS

If a child's misbehaviour is so frequent and/or so extreme that it may cause injury to self or to other children then the child responsible will be referred immediately to the school's senior leadership team and appropriate action will be taken. This could include removal from the school.

Further incidents will normally involve referral to the Principal.

The sanctions that the Senior Leadership Team can use include:

- Timeout at break and/or lunchtime
- Timeout from after-school provision and/or educational visits
- **Suspension**

The school may suspend children in cases of extreme or repeated serious behaviour in accordance with the EB and Department of Education policies. We regard suspension as a very serious sanction which will normally only be used when other available strategies have failed to modify extremes of behaviour. The school reserves the right in exceptional circumstances and in accordance with policy, to suspend a child immediately from the school.

Timeout from after-school provision and /or educational trips

The school requires children to agree to a specific code of conduct related to after-school provision and educational visits. This code is intended to ensure that all children can benefit from and enjoy such activities and that they can do so safely. Children are reminded that they are ambassadors for their school whenever they are taking part in such activities.

The school believes that because the learning environment can be less formally structured during after-school provision or on an educational visit, children need to have demonstrated consistently acceptable standards of behaviour in school if they are to participate.

WORKING TOGETHER TO IMPROVE BEHAVIOUR: The Pastoral Dimension

We try to form good relationships with children helping them to develop their self-esteem. We believe true success and increased self-esteem occurs when children learn how you expect them to behave and then choose that behaviour as their own. We are concerned with helping children to set and achieve their personal, social and academic goals within a supportive atmosphere. Each class teacher has a pastoral role and works to establish stable, supportive relationships with the children in their care, encouraging them to become increasingly capable of making independent, responsible choices.

Pastoral advice and support is an important part of the behaviour policy of our school. When we are following up incidents of misbehaviour we try to discuss feelings and attitudes and more appropriate forms of behaviour with the children concerned.

Keeping Parents informed

We do not normally inform parents about every lapse of behaviour. Everyone can make mistakes or act inappropriately at times but we do monitor the behaviour of each child so that if a pattern of unacceptable behaviour begins to show we can let you know. We may speak to you briefly at the school gate or contact you by telephone or in writing. There will be times when we may need to arrange a meeting with you to discuss our *concerns*, or your concerns, about your child's behaviour. We don't expect you to have all the answers any more than we have them, but we do ask for and expect your co-operation in trying to improve your child's behaviour if it is causing concern. We believe when parents and school work together it is possible to help any child to improve her or his behaviour.

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 do let us know, so that we are more prepared and able to help him/her cope with it.

Please see section:- 'If you have a concern or issue about your child'

IF YOU HAVE A CONCERN OR ISSUE ABOUT YOUR CHILD

Listen and decide

Listen to what your child is saying and decide

- Is this not serious, serious to the child but easily dealt with at home, or serious enough to contact the school.
- Is the information you heard likely to be accurate or is it exaggerated in any way?
- Does the issue affect your child alone or other children?
- Should you encourage the child to speak up himself or should you be the one to raise the issue?

Contact the school

Contact the teacher

- With a note if this is not urgent. If there is an ongoing issue a book can be established for frequent communications with the class teacher.
- By telephone to speak to the teacher between 8:40 and 8:50 or 3:00 to 4:00 Monday to Thursday or 2:00 to 3:00 on Friday. If the teacher cannot take the call then speak to the Head of Year.
- If it is a very urgent or serious matter that involves the immediate safety of the child, speak directly to the Principal, or Vice Principal

The teacher's route for dealing with issues

- The teacher will take some time to investigate the issue especially if it involves other children. (As you can appreciate none of the children are treated as if they are responsible for something without evidence.)
- This should take two days unless one of the named is absent.
- The teacher will weigh up the evidence and will speak to your own child. This is done to bring further clarity to what has happened.
- The teacher will usually decide the course of action and liaise with the Head of Year about it.
- The Head of Year will agree the course of action, giving advice and support as required.
- You will be contacted by the teacher to explain what is being done but other children's confidence will be observed so the information may be limited to what actually went on and an outline of sanctions or arrangements to make sure it should not happen again.

Range of school responses

The range of school responses may vary depending on the level of severity and frequency of the issue or incident/s. Teachers will always endeavor to foster positive relationships and will explore these during class through PDMU or circle time.

- The Year head might set up arrangements for the segregation of play areas and inform the supervisors.
- The teacher might re-arrange the classroom to give some children space from one another and monitor contact between individuals.
- The teacher might refer a child through the class referral system to the Year head outlining his/ her concerns which may be of an academic, social or other concern.
- The Head of Year might refer the child to a friendship group. These groups are to foster positive friendships and to explore the nature of supportive rather than destructive relationships.
- The teacher might refer the child or children whose behaviour is unacceptable to the Year Head for pastoral support and/or Time Out (See Positive Behaviour Policy) which can range from 1 to 3 days.
- Should the child be guilty of a third offence of that nature the child will be referred to the Principal, the Vice Principal, or Assistant Vice Principal who will contact parents when some arrangements are made to extend sanctions into the home.
- In really serious issues the school may seek advice from our support agencies to advise us on behaviour plans or referrals.

STAFF ONLY - PLEASE KEEP SAFE

Example of Inappropriate Behaviour: Hierarchy of seriousness

Level 1 (Teacher)	Level 2 (Head of Year)
* If persistent - inform parents Not staying in seat Fidgeting Teasing Telling Tales Pushing in class Interrupting teacher Name Calling Sulking Cheekiness Inappropriate questions Answering back Spitting (eg on the ground) Hiding work	* Inform parents Hitting back, Fighting Kicking Spitting (eg at another person) Rudeness to staff Swearing at peers Defiance Offensive gestures Swearing at staff Lying Stealing Physical abuse (staff) Verbal abuse (staff) Vandalism Extortion Destroying own work/ others' work Bullying Running out of school

- ie 1st 'Port of Call' = Class Teacher
 2nd 'Port of Call' = Year Head
 3rd 'Port of Call' = Vice Principal or Principal

COOL DOWN AREA (Behaviour offences only)

A quiet side of the playground

- Used at break-time and lunch-time
- Pupils to be sent by:- teacher on duty)
 classroom assistants) in playground
 supervisory assistants)
 Year Head
 Vice Principal or Principal