



Ballycraigy Primary School

Policy for Positive Behaviour

Date reviewed	September 2018
	No amendments
Date ratified by governors	24/9/2018
Next review due	September 2019

Forward

As a Nurturing Rights Respecting School Ballycraigy Primary wishes to provide a school environment that is safe and stimulating for the children in our care. In order to ensure that this is so, we have introduced a policy with set procedures to create a calm, secure and happy working environment for all. The emphasis of our discipline policy will be on a positive approach, with encouragement, praise and rewards. It is our desire to cultivate in pupils an acceptance and recognition of their own decisions, their actions and their consequences. We hope to train and guide children, in partnership with parents, to behave in a socially acceptable way. Our policy is underpinned by:

- The United Nations Convention on the Rights of the Child

Article 13 Children have the right to get and to share information, as long as the information is not damaging to them or to others.

Article 19 Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

Article 24 Children have the right to good quality health care, to clean water, nutritious food, and a clean environment, so that they will stay healthy. Rich countries should help poorer countries achieve this.

Article 27 Children have a right to a standard of living that is good enough to meet their physical and mental needs. The government should help families who cannot afford to provide this.

Article 28 Children have a right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthy countries should help poorer countries achieve this.

Article 29 Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and others cultures.

Article 31 All children have the right to relax and play, and to join in a wide range of activities.

Article 36 Children should be protected from any activities that could harm their development.

- The Six Principles of Nurturing
 1. Children's learning is understood developmentally
 2. The classroom offers a safe base
 3. The importance of nurture for the development of self-esteem
 4. Language is a vital means of communication
 5. All behaviour is communication
 6. The importance of transition in children's lives

We have a Behaviour Code of Conduct that sets out, in general terms, how we expect our pupils to behave in school and on visits. The Code of Conduct is agreed with the children and

parents at the beginning of each school year and revisited throughout the year as necessary. All pupils are expected to behave according to the guidelines set out in the Code.

School Motto

Learning For Life

Aims

- ◆ To develop a Behaviour Policy, supported and followed by the whole school community – parents, teachers, children and Governors
- ◆ To foster a caring, family atmosphere, in which teaching and learning can take place in a safe and happy environment.
- ◆ To enhance the pupils' self-esteem and foster self-respect and respect for others
- ◆ To encourage the pupils to develop independence by accepting the need for self-discipline and self-control and by taking responsibility for their own behaviour
- ◆ To develop the pupils' interpersonal skills and their ability to work cooperatively with others to resolve problems and potential or actual conflict
- ◆ To resolve behavioural problems in a caring and sympathetic manner as they occur, in the expectation of achieving an improvement in behaviour.

Behaviour Code of Conduct

We expect our pupils to:

- ◆ Show respect and consideration for others
- ◆ Arrive on time and be fully equipped for the day ahead
- ◆ Settle to work quickly and stay on task
- ◆ Ask for help when it is needed
- ◆ Be responsible for homework
- ◆ Take care of books and other school equipment
- ◆ Be attentive to staff and others
- ◆ Adhere to school policies
- ◆ Cooperate and take turns on shared tasks
- ◆ Walk (not run) within the school building
- ◆ Wear school uniform. Jewellery should not be worn with the exception of 'Stud' earrings (Health and Safety reasons).

This Code of Conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning.

As a Rights Respecting School, at the start of each school year, each class develops a class charter as part of their class rules.

Pupils' Rights and Responsibilities

<p style="text-align: center;">Rights of Pupils Pupils have a right to:</p>	<p style="text-align: center;">Responsibilities of Pupils Pupils have a responsibility to:</p>
<p>Be valued as members of the school community</p> <p>Feel safe and secure within the school environment</p> <p>Be treated fairly, consistently and with respect</p> <p>Receive an appropriately planned and resourced curriculum</p> <p>Be acknowledged for effort and achievement in their classwork and homework</p> <p>Be positively affirmed for abiding by the school's behaviour code of conduct</p> <p>Be listened to sympathetically</p> <p>Have opportunities to pursue and develop interests, talents and abilities</p>	<p>Come to school on time and to be suitably prepared</p> <p>Ensure that homework is completed to the best of their ability and returned on time</p> <p>Show respect for people and property – both inside and outside school</p> <p>Behave in a safe and responsible manner</p> <p>Cooperate with all staff members and with peers</p> <p>Participate fully and try their best in class</p> <p>Ask for help when experiencing difficulties</p> <p>Accept ownership for their behaviour and learning, and to develop the skill of working independently</p> <p>Learn from their mistakes</p>

Parents' Rights and Responsibilities

<p style="text-align: center;">Rights of Parents Parents have a right to:</p>	<p style="text-align: center;">Responsibilities of Parents Parents have the responsibility to:</p>
<p>A safe, well-managed and stimulating environment for their child's education</p> <p>Reasonable access to the school, and to have their enquiries and concerns dealt with sympathetically and efficiently</p> <p>Be informed, if necessary, when their child is ill or has an accident or, if the school has concerns about their child</p> <p>Be well informed about their child's progress</p> <p>Be well informed about school rules and procedures</p> <p>A broad, balanced and appropriate curriculum for their child</p> <p>Be involved in key decisions about their child's education</p> <p>A suitably resourced school with adequate and well-maintained accommodation</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 necessary books and equipment are brought to school</p> <p>Ensure that homework is completed to a good standard</p> <p>Show interest in school work and attend meetings and functions</p> <p>Inform school of changes in home circumstances where they may impact on their child's ability to perform well at school</p> <p>Inform the school of their child's medical needs</p> <p>Encourage independence in their child</p> <p>Act as positive role models for their child in their relationship with the school staff, approaching all staff calmly, respectfully and politely</p>

Staff Rights and Responsibilities

<p style="text-align: center;">Rights of staff Staff have a right to:</p>	<p style="text-align: center;">Responsibilities of staff Staff have a responsibility to:</p>
<p>Work in an environment where common courtesies and social conventions are respected</p> <p>Express their views and contribute to policies which affect their work</p> <p>A suitable career structure and opportunities for professional development</p> <p>Support and advice from senior colleagues and external bodies</p> <p>Adequate and appropriate accommodation and resources</p> <p>Work in a respectful environment free from threat</p>	<p>Come on time, well-prepared for the day ahead</p> <p>Behave in a professional manner at all times</p> <p>Prepare and resource lessons thoroughly, taking the ability and aptitude of pupils into account</p> <p>Show interest and enthusiasm in pupils' work and learning</p> <p>Value the contributions of pupils, respect their views and, listen to them at appropriate times</p> <p>Be sympathetic, approachable and alert to pupils experiencing difficulty</p> <p>Expect high standards and to acknowledge effort and achievement</p> <p>Ensure that class work and homework are appropriately marked</p> <p>Share with parents and concerns about their child's progress and development</p> <p>Recognise the individuality of each pupil</p> <p>Pursue opportunities for personal and professional development</p>

Rewards and Sanctions

Rewards

At Ballycraigy Primary School we aim to reward all pupils to motivate them to develop a positive attitude towards good behaviour, to recognise their efforts and to ensure each individual feels valued. A range of rewards are used within the classroom, assembly and at lunchtime.

These rewards include:

- Praise
- Stars/Stampers/Stickers/Comments
- Reward charts
- Dr E's VIPs
- Special responsibilities
- Visit to another teacher
- Visit to the Principal
- Golden Time
- Additional play time
- Material rewards e.g. prize box
- Notes home
- Classroom Helpers
- House Tokens
- Display achievements
- Class DoJo
- Certificates
- Pupil of the Day (P4-P7)

Sanctions

We recognise that there will be times in Ballycraigy that we will need to deal with inappropriate behaviour. Our sanctions encourage children to recognise that there are consequences for unacceptable behaviour. They are necessary to ensure all children are educated in a safe and secure environment. They are:

- Fair and consistent
- Appropriate to the individual needs of the child
- Appropriate to the nature of the behaviour

The table (in Appendix A) sets out a list of behaviours from low level, medium level and high-level behaviours.

These sanctions include:

- Verbal request to make an appropriate choice
- Non-verbal cues
- Verbal apology
- Placing at an individual desk for a period of time
- Repeat sub-standard work at break or lunchtime
- Loss of privileges
- Time Out (no longer than 10-15 minutes FS and KS1; 20 minutes KS2)
- Removal of Golden Time
- Send to Head of Key Stage
- Send to Principal

- Behaviour targets set and monitored
- Contact parents
- Complete a reflection sheet (KS2)
- Reduced school day
- Request the presence of parents on Educational Visits
- Suspension
- Expulsion

If behaviour continues, despite sanctions having been applied, a home school liaison meeting will be arranged and the child will be placed on behaviour sheets to encourage positive behaviour in the classroom. These will identify targets to improve the behaviour being displayed by the child. The key stage coordinator will be involved at this stage. The behaviour will be monitored to identify triggers in behaviours in order to develop strategies that work for the individual child. If behaviour improves the child will no longer be required to be on behaviour sheets and all progress will be praised.

If behaviour shows no sign of improvement then a behaviour plan or SEN plan may be put in place. A behaviour log will be completed. External support services may be accessed (if applicable).

Suspension and expulsion procedures may need to be employed for behaviours of a serious nature. At this stage the Department of Education procedures for suspension or expulsion will be followed.

The Four Stage Approach

At Ballycraigy Primary we adopt a four stage approach. **These stages are for guidance only. A pupil can start at any stage in this process depending on the nature of the situation.**

Stage 1 (Class Teacher)

At this early stage, a teacher will have initial concerns about a pupil's behaviour. They will have spoken with previous teachers and have their own informal notes.

Stage 2 (Class Teacher, Parents, Key Stage Coordinator, SENCO)

This stage indicates that there has been more repeated behaviour or a deterioration in the pupil's behaviour. The teacher may have spoken informally to the Key Stage Coordinator or SENCO about this. The teacher will continue to take their own notes. The teacher may have also spoken informally with the parents over the phone or during parent teacher consultations to raise the issue. The teacher may be trying different rewards, sanctions and strategies in class.

Stage 3 (Class Teacher, Parents, Key Stage Coordinator)

Stage 3 makes a clear statement that the pupil's behaviour is not acceptable and that there must be action to improve the current situation. Usually at this stage the parents will have been contacted and asked to come in to speak with the teacher about the behaviours and the Key Stage Coordinator will be informed. The pupil may be placed on a behaviour monitoring sheet with appropriate targets. This will be reviewed every 2 weeks. If there is no improvement in the situation the Key Stage Coordinator will inform the Principal of the situation and the Key Stage Coordinator may meet formally with the parents. The Principal may be formally involved in order to avoid the situation progressing to Stage 4. Referrals may be made to the Educational Psychologist or the Education Welfare Officer or to an appropriate external agency, if this is deemed suitable. Behaviours typical of this stage include aggression, violence, verbal and physical abuse, posing a threat to the safety and welfare of others, disrupting the class and interfering with the education of other pupils.

Stage 4 (Parents, Key Stage Coordinator, Principal, Safe Guarding Team)

This stage reflects the very serious nature of any behavioural situation. The Key Stage Coordinator will refer the matter to the Principal who will complete a Behaviour Concern Form (Appendix 2). This form may be shared with parents who will be provided with a written copy if requested. The situation may be discussed with the school Safeguarding Team. Ultimately there may be suspension or expulsion if there is no improvement in behaviour in the agreed time scale.

Staff Role within each stage:

- Class Teachers, after consultation with their Key Stage Coordinator, are responsible for contacting parents and placing pupils on Stages 1 and 2
- When a pupil is to be placed on Stage 3, Mrs Little or Mrs Fowler **must** be consulted to discuss the behaviour monitoring arrangements, rewards, sanctions and strategies. Mrs Little or Mrs Fowler should be present for a review where there is sustained lack of improvement as evidenced by the Behaviour monitoring sheet.
- When a pupil is to be placed on Stage 4, Dr. Edwards **must** be consulted, and be present with the meeting for parents.

Links with other School Policies

Ballycraigy's Positive Behaviour Policy is closely linked to a range of our school policies to ensure it is effective in supporting the overall aims and ethos of the school. These policies include:

- Pastoral Care Policy
- Anti-Bullying Policy
- Child Protection Policy
- Assessment Policy
- Special Educational Needs Policy
- Policy for Safe Handling and Reasonable Force
- Nurture Policy
- Policy for PDMU

Monitoring & Evaluating our Policy

This policy will be continually under review in light of events within the classroom, school playground and wider school environment and will be evaluated on a yearly basis.

Appendix 1

	Staff Involved	Range of Responses
Examples of Low Level Behaviours		
Talking out of turn Shouting out Leaving seat at the wrong time Not doing homework Not listening Not paying attention Distracting others Making noises Failing to keep on task Leaving work area untidy Pushing in the line Running in the corridors	Class Teacher Classroom Assistant Lunchtime Supervisors	Positive Praise and Correction Non-verbal cue Verbal warning Moving seat Use of a range of classroom based strategies Rule reminder Second rule reminder Complete homework at break or lunch Thinking time followed by reflection
Examples of Medium Level Behaviours		
Persistently talking out of turn Persistently shouting out Persistently leaving seat at the wrong time Persistently not doing homework Persistently not listening Persistently not paying attention Persistently distracting others Persistently making noises Persistently failing to keep on task Persistently leaving work area untidy Hitting/Pushing/Fighting Refusal to cooperate Making personal/offensive remarks Adopting aggressive postures	Class Teacher Key Stage Coordinator SENCO	Rule Reminder Second Rule reminder Thinking time followed by reflection Class behaviour book Shadowing Staff in the playground Time-out at playtime Sent to another class for an appropriate period of time (to be recorded) Parent contacted Time out from Golden Time Behaviour Chart
Examples of High Level behaviours		
Disregarding adults within school Serious physical/verbal threat made to staff or pupil Damaging property/theft Deliberating telling lies Leaving school without permission Threatening to use objects as weapons Bullying behaviour Hurting self	Class Teacher Key Stage Coordinator SENCO Principal	Thinking time followed by reflection Contact Key Stage Coordinator Contact Principal Parents invited to meeting Behaviour Chart Temporary exclusion from class/potentially difficult situations SEN Register Suspension Expulsion

Appendix 2 Behaviour Concern Form



Ballycraigy Primary School Record of Meeting with Parents to Discuss a Pupil's

Pupil Name: _____ Year _____

Teacher: _____

Current Status: Stage 1 Stage 2 Stage 3 Stage 4

Date: / / Place of meeting: _____

Concerns of School:

Concerns of Parents:

Outcome of Meeting:

Date of next Meeting (review): / /

Other Issues, where relevant:

Signatures: _____ (School) _____ (Parent)

Appendix 3 Sample Behaviour Monitoring Sheet



Ballycraigy Primary School

Behaviour Monitoring Sheet

Name: _____

Start Date: _____

Review Date: _____

Behaviour Targets:

1. _____
2. _____
3. _____

	Morning	Break	Mid-Morning	Lunch	Afternoon	Teacher Comments	Parent Comments
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

Key Stage Coordinator Comments:

