Ballycarry Primary School

BALLYCARRY PRIMARY SCHOOL

POSITIVE BEHAVIOUR POLICY





Reviewed: February 2017

School Address: 23 Hillhead Road, Ballycarry, Carrickfergus, Co. Antrim, BT38 9HE

**BALLYCARRY PRIMARY SCHOOL**

**(revised September 2017)**

The Education Reform Order 1998 and Pastoral Care requirements (DENI 1999), places on each school a statutory responsibility for maintaining discipline and promoting good behaviour.

Rewarding good behaviour and providing on-going positive feedback promotes respect for others and encourages good behaviour.

RATIONALE

The key to effective learning and teaching is the establishment of a productive learning environment, with positive relationships at all levels.

The aim of our Positive Behaviour Policy is to create a safe, happy and secure learning environment where children are engaged and focussed. This is based on the principles of mutual respect, self-control and consideration for others

AIMS OF POSITIVE BEHAVIOUR POLICY

1. To meet the needs of our children in an ordered, secure and happy environment which is conducive to learning, by establishing good standards of behaviour.
2. To work closely with all members of the school community in partnership with parents and pupils in the implementation of the positive behaviour policy.
3. To build positive pupil/teacher relationships as the key to classroom control and a positive teaching and learning environment for pupils.
4. To ensure consistency of approach in promoting positive discipline.
5. To develop self-discipline and encourage children to take responsibility for their own behaviour.
6. To value each child positively as an individual thereby encouraging growth of confidence and self-esteem.
7. To instil values and develop skills which will prepare each child for adult life.

SCHOOL RULES

***Work Rules***

We stay on task

We keep our work, books, table and classroom neat and tidy

If the class teacher is speaking to another adult, we do not interrupt, and work on quietly

When we have finished a task we complete our extra activities

We do our homework

We try our best!

***Talking and Listening Rules***

We listen carefully to teachers, other adults and each other

We put our hands up and wait quietly and patiently

We are fair and let others have their say

When a teacher begins to talk we immediately stop what we’re doing, sit up straight, look at the teacher and remove everything from our hands

***Safety and Movement Rules***

We use the 5Ss to help us remember to make our line Straight, Single file, Silent, Still and with a Smile

We only leave our seats when necessary

We use materials and resources safely

We use the toilets properly

When the bell rings we walk to our line quickly and quietly

We play safely in the playground and are careful not to hurt anyone

***Caring and Sharing***

We co-operate with others and show good manners

We care for and look after each other both in the class and in the playground

We share classroom equipment and playground games fairly

We ask an adult for help if we cannot solve the problem ourselves

***Looking Smart and Being Prepared***

We will wear the correct school uniform

We do not wear jewellery in school

We bring in our PE kits/swimming kits in on the correct day

We bring what we need for school with us every day

STRATEGIES USED TO PROMOTE POSITIVE BEHAVIOUR

Examples of strategies used:

Each class discusses and make up their own class rules or contract every year. We also use visual prompts, class rewards, calm corner, dot charts, class/individual charts and/or target, class contract, 5 Ss for lining up.

Whole School Awards:

* Ballycarry Star of the Week – a pupil from each class is picked fortnightly and a special fridge magnet is given to them, photographs are taken for the board and website
* Bright Sparks board – good work is celebrated and displayed in the reception are; children receive a small prize in monthly assembly; photographs put on the next newsletter
* Golden Time/Privilege Time
* Child visits another teacher for recognition of good work or behaviour
* Class of the month to be awarded for a monthly whole school focus (e.g. lining up properly in the playground). Teachers and Principal comment to the children and class teacher when they see good examples of behaviour

Examples of class rewards:

Praise can be given in many ways. It may be but not only:

* Verbal praise
* Prize box from Mrs Forsythe
* Gestures and body language
* an exercise book or homework diary comment, either in general terms (“Well done”) or in a more detailed way (picking out specific points or ideas that deserve mention – Assessment for Learning), stampers
* Giving a job or responsibility e.g. tidy inspector, cloakroom captain,
* Having a night off (one item of) homework
* Positive note home to parent’s/praise pads
* Reading out examples of good work to the rest of the class
* Pick a book and read it to a younger pupil
* Choose a reward voucher (e.g. wear a pair of silly socks in class for one day, bring a small teddy in to sit with you all day, pick a small prize e.g. eraser from the prize box)
* Points or cloud system per class or table/group; table ticks
* Watch a DVD or play a computer game
* Kindness tree

GOOD CLASSROOM MANAGEMENT

Good teaching practice and positive teacher / pupil relationships are major contributors to good classroom discipline. Well organised and delivered lessons help secure good standards of behaviour.

We as teachers should:

* Adopt a firm and authoritative presence, but be friendly and caring at all times
* Have good voice projection
* Inform children of classroom rules, do not deviate from them and be consistent
* Establish routines
* Get silence before you begin speaking to the class
* Create responsibility
* Give children clear instructions
* Keep mobile within classroom – so that you can see what everyone is doing
* Continually scan the classroom
* Seat children appropriately
* Use appropriate differentiation
* Give children a ‘break’ between more concentrated activities
* Outline the plan for the day to children
* Have good time management
* Use a variety of teaching styles
* Be consistent in use of rewards and sanctions
* Be fair
* Have resources easily accessible
* Use different strategies to get attention when class are unsettled
* Have the class organised so that they know exactly what they are doing immediately after break/lunch
* Be flexible
* Positively mark work
* Have high and realistic expectations

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**SANCTIONS IN DISCIPLINE (revised September 2017)**

Even with our positive behaviour approach and school reward system 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 and the teacher’s disapproval of unacceptable behaviour (see page 6 of this document).
* to protect the authority of teachers.

**Teachers should:**

* ensure at all times that pupils know what is acceptable.
* spend time reminding the pupils of the rules of good behaviour and the reasons for them.
* as far as possible adopt a positive approach.

**When imposing sanctions teachers should:**

* target the correct pupil
* be firm and authoritative
* criticise the behaviour, not the pupil
* be consistentand fair
* avoid confrontations
* emphasise the positive
* avoid sarcastic remarks
* build on mutual rapport and respect

To make reprimands effective sanctions should:

* be constructive
* be applied with sensitivity, and flexibility
* be specific to the culprit and not applied to the whole group

**Sanctions might include:**

* remove from activity
* isolate/exclude
* move to sit closer to the teacher/or further away from others
* withdrawal of privileges/responsibilities
* put to the back of the line
* line up a short distance away from the rest of the group
* speak to parent
* send a note home for work-related concerns e.g. missing homework
* finished unfinished work during break or lunchtime, or sending it home
* give extra work
* write out relevant school or class rules which were broken
* verbal apology or write a letter of apology
* record behaviour in a behaviour book

**Teachers may, if necessary:**

* Send the child to another classroom – P1 to P2/3 and vice versa; P4/5 to P6/7 and vice versa
* Keep him/her in at break time and/or lunchtime (non-serious) – to be supervised by class teacher
* Send to Senior Teacher, Mrs Whyte, to record significant incidents.
* Put the child in detention. P4-7 children complete a detention sheet during lunchtime regarding their behaviour and a slip is sent home for parent’s signature.
* Stand a pupil in the ‘Time Out’ Zone of the playground for a period of time. Use laminated card e.g. 5 (amber) minutes/10 (red) minutes time out to inform staff on duty. Time Outs recorded in a book by staff on duty. Teachers to review the book on Monday’s staff meetings.

If a child’s poor behaviour is persistent/repeated, or he/she is involved in a more serious ‘one off’ incident, the matter will be referred to the Principal.

DETENTION

When a child repeatedly misbehaves in class or in the playground, or if there is a one off serious incident, then the child can be kept in at break-time or lunchtime. This is called detention.

The child’s name is entered into the Detention Book together with the reason the child has been kept in. Children complete a detention sheet and a returnable slip from this is sent home to inform the parents. Parents should sign and optionally comment and return the slip to school the next day. Children in detention are supervised by a member of staff.

If the school has concerns about the number of times a particular child is put in detention for misbehaviour, the Principal will contact the child’s parents and invite them to a meeting to discuss the misbehaviour.

SEVERE BEHAVIOURAL DIFFICULTIES

Despite your most positive efforts, for pupils who persistently engage in undesirable behaviours or in a one off serious incident which results in, for example, interference in teaching and learning, compromise of the health and safety of others, challenge of the authority of the school staff, it is necessary to implement sanctions and /or support strategies involving colleagues, parents and, if appropriate, outside agencies. This may include:

* Discipline interviews with teacher and / or Principal
* Parental consultation – this should come at an early stage and has the advantage of being a sanction, of throwing more light on the problems behind the misbehaviour, and of providing joint / consistent action between school and home
* Placing on report – this may be on a daily or weekly basis and requires a comment from all staff teaching the pupil and from parents. It may be shown to a variety of staff / especially more senior staff or Principal
* Involvement of outside agencies
* Suspension
* Expulsion

Special Educational Needs

As a mainstream school we expect the highest standards of behaviour from all our pupils, but recognise that there will be occasions when some of our children with SEN may break a rule or behave inappropriately as a direct result of their condition. We will continue to expect high standards and will implement our behaviour policy as outlined above, making reasonable, fair and appropriate accommodations for those children with SEN.

In all matters relating to the maintenance of discipline and the application of sanctions it must be remembered that the school’s aim is to develop self-discipline in our pupils and build and maintain their self-esteem. We must, therefore, aim to inspire them to an autonomous and personal decision to have a high standard of behaviour, rather than subject them to it.

The Role of the Board of Governors

The Governors have the responsibility for ensuring that this Positive Behaviour Policy is developed and implemented within the school. The Policy will be reviewed with the Board of Governors on a regular basis.

Monitoring and Evaluating the Policy

This policy will be regularly monitored and reviewed as necessary as part of the on-going audit of practice within the school.

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| EXAMPLES OF DESIRABLE BEHAVIOUR | EXAMPLES OF UNDESIRABLE BEHAVIOUR | SIGNIFICANT INCIDENTS |
| Listening carefully  Following instructions  Respond promptly to instructions  Putting your hand up when you want to speak  Not interrupting others and taking turns to speak  Staying in your seat  Working quietly  Doing your best  Showing good manners at all times  Sharing and co-operating with others  Respecting others opinions  Respecting all staff in the school and visitors  Dressed appropriately in correct uniform with appropriate hairstyle and without jewellery according to school policy  Addressing staff appropriately  Completing homework appropriately  Use the internet appropriately and safely  Following the rules of the class  Starting and stopping work when told  Working appropriately within time limits  Keeping workbooks, table, classroom and personal  belongings neat and tidy.  Behaving appropriately on class outings/visits  Moving around the school safely and quietly  Knock before entering another classroom and wait  until spoken to by an adult  Do not disturb others while they are working  Treating school equipment and resources with care  Treating the environment, building and grounds with respect  Playing outside safely  Responding to bells promptly  Lining up safely and quietly in a straight line  Walking on the left, in a line and quietly in the corridor | Shouting out  Interrupting  Getting out of seat unnecessarily  Telling lies  Talking back  Refusing to obey instructions  Talking out of turn and inappropriately  Making rude and silly noises  Time wasting  Being rude  Huffing  Bad attitude  Shrugging shoulders  Rolling eyes  Copying  Unacceptable language or gestures  Name calling  Hurting others  Fighting in the playground  Violence and aggressive behaviour towards others  Threatening others  Excluding others  Rough play  Teasing others  Stealing  Untidiness  Littering  Vandalising and misusing resources  Inappropriate racial/religious/sexual remarks  Bringing unnecessary items to school, for example toys, money, mobile phones, jewellery, games  Misuse of toilets  Leaving school without permission  Riding bikes in the school grounds  Unacceptable use of ICT and internet facilities | The majority of examples of undesirable behaviour will be dealt with by the class teacher. A significant incident may result in referral to the Senior Teacher and/or Principal. A significant incident may include but is not only:   * Unacceptable language or gestures * Violence & Aggression * Hurting others * Threatening behaviour including bullying * Verbal abuse of pupils/staff * Physical attack on pupils/staff * Inappropriate behaviour whilst travelling * Inappropriate behaviour whilst on a school trip * Inappropriate sexual/religious/racial remarks * Running away or threatening to run away from staff/class/school * Leaving school without permission * Deliberately damaging school property * Unacceptable use of ICT and internet facilities * Stealing * Non-compliance * Any other incident that, at the discretion of a staff member, is deemed significant; or if an undesirable behaviour has become more severe or frequent. |