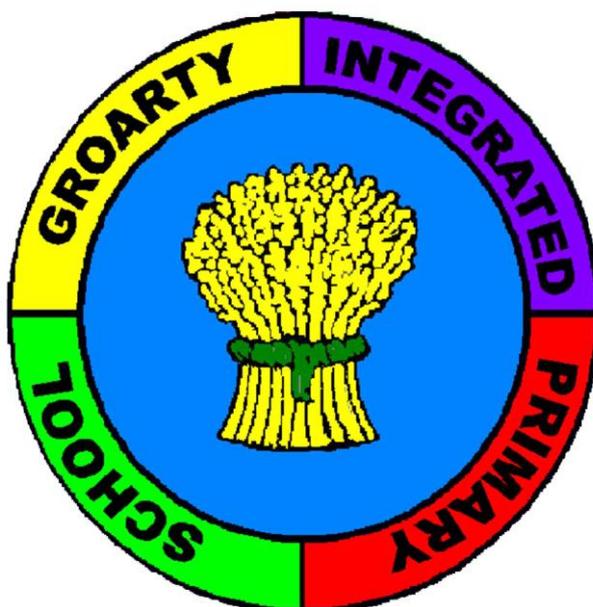


Positive Behaviour Management Policy



Groarty Integrated Primary School

Signature of Chairperson _____

Signature of Principal _____

Date _____

Groarty Integrated Primary School

Positive Behaviour Management Policy

Rationale

Groarty Integrated Primary School works alongside parents to encourage academic, social, and personal development in a caring, happy and supportive environment.

Our positive behaviour policy helps children to:

- Develop as responsible and self-disciplined young people
- Respect themselves, others and the property of others
- Be hardworking and able to cooperate with others
- Be careful, polite, kind and friendly

The school believes that:

- A positive approach to discipline is pursued in the classroom and in the school generally
- The best form of discipline is self-discipline
- Approaches to discipline should be preventative rather than remedial. We believe it to be more helpful to pursue means of reducing the likelihood of disruptive behaviour rather than the means of dealing with it.

Purposes

Our positive behaviour policy will:

- Encourage a sense of belonging amongst the whole school community.

- Actively promote good relationships among the school community.
- Promote high self-esteem within the whole school community.
- Devise guidelines for the classroom and school generally which are understood by all and consistently and fairly enforced.
- Devise a hierarchy of incentives to encourage appropriate behaviour and sanctions for infringements of guidelines.
- Provide an appropriate and interesting curriculum for each pupil using good instructional practice.
- Encourage sensitivity to personal problems and actively promote personal and social development.
- Encourage a consultative management style that involves all parties in decision making and implementation.

Guidelines

Positive behaviour in Groarty Integrated Primary School is guided by the following principles:

- Effective communication channels are promoted within school and between home and school. Parents are informed when behaviour has been commendable as well as when it is has been poor.
- Teacher expectations for pupil achievement are realistically high.
- The needs of all the pupils, including the gifted and lower attaining, are identified and catered for through effective curricular programmes and support agencies.
- Classroom tasks are provided that are designed to ensure all pupils experience both challenge and a measure of success.
- There are constructive and positive approaches to assessment and the marking of children's work.
- Children's work is displayed inside and outside the classroom and, where appropriate, outside the school.

- Settings other than the classroom where children have opportunities to succeed are identified, including the Sensory Room, Rainbow Room.
- There are tasks and routines that support interactive learning.
- The school and classroom rules are positively phrased specifying appropriate behaviour, and agreed by all staff and children. They are specific and objective so that the situation and the behaviour are clearly defined, allowing both staff and pupils to know when rules are being kept. They are teachable and enforceable. They are clearly displayed for easy reference. They are reviewed regularly to ensure that they continue to be appropriate.
- Teachers attempt to use as many positive responses as possible, especially towards pupil social behaviour. Reward consequences are positive and reinforce good behaviour.
- The school anti bullying policy includes a statement to the fact that bullying, both verbal / non verbal and physical, will not be tolerated at Groarty CIPS
- There is appropriate training for staff.
- Each Key Stage has a clear behaviour plan for all children which is shared with parents

In the case of serious incidents of unacceptable behaviour, referral is made immediately to the Principal (see appendices).

These incidents include:

- Wilfully hurting another pupil or member of staff
- Wilfully destroying property
- Engaging in behaviour that stops the class/ other children from functioning
- Overtly refusing to follow instructions.

Strategies

A range of strategies and procedures for improving the behaviour of disruptive children has been devised following consultation with the staff and outside agencies.

Appendices include

1. Children with SEBD
2. Suspension and Expulsion
3. ABC monitoring chart
4. Risk assessment Master.
5. Risk Management Action Plan
6. Child Friendly Power point template
7. Notification of Suspension letter
8. Sample Reward chart
9. Sample reflection sheet
10. Parent School Discipline Procedure

We hope to achieve such standards by:

- having clearly defined rules and procedures
- having a system of positive rewards and sanctions
- developing sound relationships between staff and pupils
- offering an effective and stimulating learning environment

What do we expect?

- That each child will gradually assume responsibility for his/her own behaviour and self-discipline.
- That the policy is agreed and shared among all staff.
- That all teaching staff will accept collective responsibility for maintaining positive behaviour in classrooms and elsewhere in school.
- That all non-teaching staff will be aware of the policy and its implications.
- That parents will be aware of, and are supportive of, this policy.
- That the intervention of external agencies may be sought if it assists the parents and school in supporting a child.
- That pupils will develop a sense of ownership of the school with a strong emphasis on reinforcing positive behaviour.

All parents will, undoubtedly, recognise that their child will learn and flourish if they are being taught in a positive, well-disciplined atmosphere. This should be achieved by:

- Praising positive behaviour and practice
- Developing good relationships in the classroom
- By example from a peer member or older child.
- By developing accepted routines within the classroom
- Discussing the incident with a child/class
- Appropriate use of reasonable sanctions

Where incidents happen routinely, and the above strategies have been implemented, the class teacher may talk with the child's parent.

Where such incidents happen persistently, the Principal/Vice Principal will be informed by the class teacher. Likewise, the incident will be recorded in a behaviour record book.

In this situation the Principal will not only be seen as someone who reprimands unacceptable behaviour but also as someone who reinforces and rewards positive behaviour. Teachers should use opportunities for positive benefit.

It is also the duty of the Principal/Vice Principal to highlight positive behaviour and work in

- An individual situation
- A class situation
- A whole school situation - star pupil of the week.

Groarty CIPS Ethos

As an all-inclusive, integrated primary school, Groarty CIPS promotes the holistic development of every pupil. Care, welfare and safeguarding are the foundations that underpin the positive behaviour management within the school. Groarty CIPS provides a learning environment in which pupils feel safe and happy at school, and are challenged in their learning.

Through careful planning, monitoring and evaluating the quality of provision, Groarty CIPS ensures that the learning environment encourages pupils to realise their potential and achieve success in all aspects of school life. This is communicated to pupils, parents and staff annually through presentations and is also displayed within the school.



School Rules

In accordance with the school ethos of a safe, happy and challenging learning environment, the following school rules have been agreed as a whole school positive behaviour management plan.

- 1 Have fun!
- 2 Try my best.
- 3 No name calling or teasing
- 4 Follow directions from any member of staff immediately
- 5 Keep hands, feet and other objects to myself.

RULES AND PROCEDURES

The school expects each child to behave as follows:

In the classroom

- Respect all adults and children in the room
- Raise your hand quietly if you wish to speak
- Talk, and listen, with respect

- Sit properly on your chair
- Move safely
- Respect other pupils', and school's, property
- Follow instructions given by any adult in authority
- Line up quietly and remain in line
- Focus on your work and always try your best
- Come into class promptly and ready to learn
- Keep your hands and feet to yourself

In the corridor

- Always walk
- Talk quietly
- Treat ALL adults with respect
- Step back to make way for any adult you meet in the school
- Hold doors open if appropriate
- Close doors at appropriate times
- Put litter into bins
- Keep the cloakroom areas tidy
- Line up quietly when at break times and between classes

In the playground

- Line up sensibly, and quietly, until an adult takes you to the playground.
- Play fairly
- When the bell rings at the end of break time children will line up quietly and no pushing
- Walk in straight, quiet lines to and from lunch rooms
- No rough play

- Put all litter into bins provided
- Keep your hands and feet to yourself
- Remain in the playground, except to use the toilet or receive First Aid, until the bell rings.
- Ask, before you leave the playground, before going to the toilet etc

Toilets

- Ask before you go to the toilet
- Toilets should be flushed and hands washed thoroughly
- Taps should be turned off after use
- Used paper towels should be put in the bin
- Respect for surroundings and others shown at all times
- Never climb
- Respect the privacy of others
- Always use your "indoor voice"
- Return quickly to classroom, hall or playground when finished

Messages

- If sent on a message - knock at the door, enter, go up to the teacher and speak politely
- Return quickly to your classroom

Use of mobile phones

- Permission for a child to have a mobile phone in school must be obtained by the parent/guardian.
- Mobile phones should be kept in the school office for after school use only
- Under no circumstances should a child use his/her mobile phone to send a message or make a call during the school day.

Dinner hall/packed lunch room

- Respect the supervisors/teachers
- Follow the supervisor's instructions at all times
- Clean up any food or drink you drop
- Put your rubbish back into your lunchbox

General Movement within the School

- All pupils should go straight to the hall on arrival at school in the morning. Pupils should arrive between 8.45 and 9.00am **unless attending Breakfast Club (8.15 - 8.45am).**
- All pupils should arrive at school NO LATER than 9.00am.
- After morning, lunch and afternoon break, pupils will be escorted from the playground by the lunchtime supervisors.

Lunch Time Arrangements

- At 12.25pm, all pupils will go to the dinner hall. The remainder of lunchtime will be spent in the playground. On a wet day children

will remain in a classroom where they will be supervised by a lunchtime supervisor. Class will begin at 1.15pm.

End of School Day Arrangements

- At the end of the school day, children will remain in class until a parent/carer collects them. Any pupils remaining in school for After Schools Activities will receive instructions where to meet from the teacher in charge of the activity.

Substitute Teachers

- Substitute teachers will, on their first day in Groarty IPS, will adhere to our school policies.
- A substitute teacher should perform any duties assigned to him/her.
- Substitute teachers should always adhere to our Positive Behaviour Policy.

Accidents

- If an accident occurs, the supervising teacher/lunchtime supervisor/classroom assistant should ensure that an accident report form is completed and first aid should be administered if necessary.

School Trips

- Adequate adult to pupil ratio requirements will be followed
- Only WELB approved buses will be used eg. Translink, WELB buses

- On buses all children will wear a seatbelt where available
- Children must stay with their group
- Behavioural expectations outside school will be the same as those inside - Health and Safety is paramount
- On residential trips, pupils will respect their surroundings at all times. They will respect other people by going to bed and settling down when they are asked to
- Rules, specific to the school trip location, should be adhered to at all times

General School Rules

- Attend school every day and arrive on time
- Adhere to our regulations for school uniform
- Remember to come prepared for each school day eg. appropriate books, homework, P.E/swimming gear, musical instrument etc...
- Make every effort to do your best and be co-operative and obedient in class
- Keep yourself, your classroom and school tidy
- Be polite and respectful to everyone you meet eg. greet those who work in/visit our school, don't push forward in front of others in the corridor etc..
- Try your best to be kind and to be a good friend to everyone and treat others as you would like to be treated yourself
- Walk quietly and in an orderly way when moving around the school
- Behave properly as you travel to/from school

REMEMBER:

Adhering to these simple rules will make school a happier and safer place for everyone!

Sanctions for Breaches of Discipline.

There are occasions whenever unacceptable behaviour emerges. This cannot be tolerated under any circumstances because it is not in the best interest of that child or the rest of the children.

Sanctions adopted will take account, not only of the "incident", but the individual circumstances.

The following procedures are used by each member of staff:

Rules

- 1 Have fun!
- 2 Try my best.
- 3 No name calling or teasing
- 4 Follow directions from any member of staff immediately
- 5 Keep hands, feet and other objects to myself.

Rewards

- Praise in each classroom
- Stamps, stickers, stars, strikes, table points.
- Positive notes to parents.

- Star pupil of the week.
- Praise from another teacher/Principal.
- Golden Time.
- Text home

Consequences (Fresh start each day)

- Reminder
- Warning
- Time out from group for 1 minute
- Time out from group for 5 minutes
- Speak with the Principal
- Teacher talks to/makes a phone call/or sends a letter to parents
- Parents, Principal and teacher meet.

Also - where property has been damaged by a child (eg. books, computers etc...) parents may be asked to replace the item.

Child's name and incident will be recorded in the incident book.

Persistent failure to comply with the School's Positive Behaviour Policy Policy is a very serious matter. The parents of such pupils will be asked to discuss the matter with the Principal.

In the interest of the safety of all of the children within our charge, the school retains the right to refuse to take persistent offenders on trips out of school, particularly where such trips are of a residential nature.

In exceptional circumstances, following liaison with parents and other professionals, the school may make reasonable adjustments and take purposeful measures to ensure the child succeeds at school. These may include:

Reducing the amount of time the child spends in school.

A regular review of the arrangements will take place every 6 weeks and at MAST meetings, to maximise the amount of safe and successful time for the child to attend school.

In extreme cases, pupils may be suspended or expelled. In such instances, the EA Western Region's procedures will be followed.

We trust that parents will appreciate that these measures are for the benefit of their children; therefore the school expects the full support and co-operation of all parents in the implementation of this policy.

Similarly, if parents at any time identify a problem, they can expect the full co-operation of the staff.

Parents/guardians will, at all times, be treated with respect by teachers and other members of staff. Similarly, parents are expected to treat all teachers, and other members of staff, with respect. Parents/guardians, who are disrespectful to any staff member, will be asked to leave.

Procedures for Suspensions

Before the suspension of a pupil is considered (unless the incident is of a very serious nature) the school will have applied all of its preventative

strategies and alternative sanctions. This will include formal contact with the parents to warn them of the possibility of suspension.

The following procedures will then be observed:

1. The formal written record of incidents, maintained in the school, will be made available to the EWO who will be invited to the school to discuss the situation with the Principal.
2. The appropriate teacher will be consulted regarding the difficulties and the best way forward.
3. EA Western Region will be informed using an EW24B form. If appropriate Social Services will also be notified.
4. The Chairperson of the Board of Governors will be informed (or the Vice-Chairperson in his absence) in writing and a report delivered to the Governors at the next meeting.
5. A letter will be sent home with the child outlining:
 - a) The reasons for the suspension
 - b) The period of the suspension
 - c) The work which the parent must undertake during that period
 - d) The letter will also invite the parent to meet the Principal and discuss the problem and how the parent can help (A written record of this meeting will be kept by the school)
 - e) A copy of the letter sent home with the child will be posted to the parent by first class recorded delivery (or if possible handed directly to the parent)

Procedures for Expulsion

This is the ultimate sanction and will only be employed as a last resort.

The school recognises that:

- a) It must produce evidence to EA Western Region that it has exhausted its range of options and strategies
- b) The recommendation for Expulsion must come from the Board of Governors
- c) Except in exceptional circumstances the child will need to have already served a period of suspension
- d) Consultations will have taken place between the Principal, parent, EA Western Region and the Chairperson of the Board of Governors about future provision for the child

This policy has been worked out, and agreed, by all teachers. It will be applied consistently and fairly. It is expected that parents will be aware and supportive of the policy.

Non-teaching staff, and substitute teachers, are expected to be aware of the Positive Behaviour Policy and its implications.

Pupils are expected to develop a pride of ownership of the school with the emphasis strongly on reinforcing positive behaviour.

The Board of Governors of Groarty CIPS will monitor and review the effectiveness of the Positive Behaviour Policy and will update it regularly in line with new initiatives and developments.

Signed: (Principal)

Date:

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Signed: (Chair of Governors)

Date:

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This policy will be reviewed bi-annually.