

Landhead Primary School



Positive Behaviour Policy

Reviewed May 2018

BEHAVIOUR AND DISCIPLINE POLICY

For children to feel safe, healthy, enjoy and achieve at school there must be a climate that does not allow bullying, harassment and oppressive behaviour to thrive. A consistent application of good behaviour management strategies helps pupils understand the school's expectations and allows staff to be mutually supportive. Staff will model good social, emotional and behavioural skills.

Managing pupil behaviour is not simply about responding to inappropriate behaviour, but about creating conditions which will encourage positive behaviour.

The ethos or characteristic spirit of Landhead is a major factor in establishing and maintaining high standards of behaviour and discipline. A positive school ethos is based on the quality of the relationships within the school community. This ethos permeates all the activities within the school and helps in forming a strong sense of social cohesion within Landhead Primary School.

Aims

To create within the school an atmosphere that is conducive to educational advancement, social development and physical and emotional security, through the promotion and maintenance of good discipline and self-respect; and respect for the rights and well being of others.

To enable children to develop an awareness of their roles and responsibilities in society by the fostering of courtesy, good manners, consideration and an empathetic attitude towards pupils, parents, teachers and other members of staff.

Whilst the prime consideration will be the promotion of good discipline within the school, it is hoped that the attitudes developed will extend to behaviour outside school, for example, whilst travelling on buses, in the home, during educational trips and in the natural environment.

Good discipline is not just a matter of maintaining order, but of promoting correct attitudes and behaviour based on the individual's response to the values presented by the school. Teachers should take the opportunity to outline these across the curriculum and in all aspects of school life, with the ultimate aim of producing a reasoned and mature self-discipline among the pupils.

This policy exists to provide a framework for supporting the aims of Landhead Primary School and ensuring positive behaviour in all aspects of our school community. It will do this through:

- Encouraging a calm, purposeful and happy atmosphere within school.
- Helping our children develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property and differences of others.
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- A consistent approach to behaviour throughout the school with parental cooperation and involvement.
- Helping our children develop appropriate self-esteem.
- Encouraging our pupils to co-operate with one another and with the adults in school.
- Help create a positive, stimulating learning environment where positive attitudes and behaviour are encouraged and rewarded.
- Help working alongside parents to encourage our children to develop socially, academically, orally and spiritually in preparation for a positive role in society.
- Ensure that everyone is clear about their role when managing a pupil's behaviour.
- Make the children aware of acceptable and unacceptable behaviour.
- Allow all children equal opportunities to learn.
- Allow all adults in school equal opportunities to fulfil their role.
- Reward and encourage positive behaviour.
- Use sanctions where appropriate in accordance with this policy.
- To develop skills necessary to resolve conflict and differences of opinion with sensitivity.

The school is legally required to ensure that the measures aim to:

- promote good behaviour and respect
- prevent bullying
- ensure that pupils complete assigned work
- regulate the conduct of pupils.

The measures need to deal with preventing all forms of bullying, including bullying related to:

- race, religion and culture
- homophobic bullying
- bullying of pupils with special educational needs (SEN) or disabilities
- sexist or sexual bullying
- cyberbullying (an increasingly prevalent form of bullying)

Code of Conduct

- All members of the school community should respect one another.
- All children should acknowledge the authority of, and respect, their teachers and other adults.
- All children should show regard for their fellow pupils.
- All children should respect their own and other people's property and take care of books and equipment.
- Landhead Primary School expects children to be well-behaved, well-mannered and attentive.
- Children should walk (not run) within the school.
- If a child has a grievance against another child, it should be reported to a member of staff, who will take appropriate action.
- Physical violence is never acceptable, neither is retaliation. Repeated or serious incidents will lead to suspension.
- Foul or abusive language should never be used.
- Children are expected to be punctual.
- Children should not bring sharp or dangerous instruments to school.
- Children should wear the correct school uniform.

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.

Roles and Responsibilities

The overall responsibility for discipline rests with the **Board of Governors** with day to day responsibility delegated to the **Principal**. In the absence of the Principal the most senior teacher will be responsible.

The **teaching staff and Classroom Assistants** are responsible for the supervision and security of the children before school and during the morning break, under the direction of the Principal. Staff need to apply sanctions and rewards consistently and fairly.

Supervisory Assistants are responsible for the supervision and security of the children during the dinner break, under the direction of the Principal.

Teachers shall be responsible for the discipline within their own classrooms, and are also expected to take their share in the general discipline of the school. It is not expected that the Principal will be involved in assisting teachers in disciplining their pupils, as this will detract from the authority of the teacher concerned. Exceptions to this should be made in the following circumstances:

- Particularly discourteous behaviour towards adults or other children;
- Persistent disobedience or non-co-operation;
- Bullying;
- Use of foul language;
- Behaviour likely to result in emotional stress for another pupil;
- Wanton damage to school property;
- Graffiti;
- Persistent litter offences;
- Behaviour likely to be physically dangerous to the child or others;
- Work of an unacceptable standard, as determined by the class teacher.

Children should be made aware of the rules of the school and their understanding reinforced from time to time. The reasons for any rule or established behaviour should be explained to children, and co-operation expected. Pupils should take responsibility for their own actions.

Parents will take responsibility for their children's behaviour outside school but will encourage good behaviour in school. They will be encouraged to work in partnership with the school in maintaining high standards of behaviour.

Rewarding Positive Behaviour

We at Landhead Primary School not only promote and teach positive behaviour and attitudes with our children, we also greatly value and reward them. The emphasis of this policy is on the positive and consistent reward of positive behaviour and attitudes. As already stated we believe our pupils learn best when they are happy in school.

All members of staff will recognise and celebrate positive behaviour and attitudes at all times around the school through informal praise. Wherever appropriate, children's best efforts will be celebrated through display and performance.

Each teacher will have their own system of class rewards. Rewards may include the following:

- ☺ Verbal praise and smiling at children
- ☺ Verbal or written praise to parents about their child
- ☺ A simple word of thanks
- ☺ Sticker, badges or stamps
- ☺ Star of the Week
- ☺ Certificates
- ☺ Written comments in books
- ☺ Sending the child to another teacher or Principal for praise.
- ☺ Special responsibility jobs for pupils e.g. House Captains and Vice Captains, School Councillors, etc
- ☺ Award of special privileges e.g. Golden Time
- ☺ Star Charts
- ☺ Individual or Group Prizes
- ☺ House Points

House Points are awarded for range of behaviours including the following:

1. Being Careful and kind
2. Being polite and friendly
3. Being helpful
4. Being hardworking and try our best
5. Being respectful and tolerant

House points will be tallied at the end of the year and the winning house rewarded by being given its choice of reward.

Sanctions and Consequences

Although the emphasis of this policy is on encouraging and rewarding positive behaviours and attitudes, we at Landhead Primary School recognise that it may be necessary to employ a number of sanctions from time to time. As with matters relating to reward, consistency and fairness are vital in the application of sanctions which should be appropriate to each inappropriate behaviour. When dealing with all forms of inappropriate behaviour, staff should employ the following strategies:

- ✓ Be calm- all children must be dealt with in a calm yet firm manner, referring to which behaviour is not acceptable and the action being taken.
- ✓ Make clear that it is the behaviour which is being punished and this is not a personal matter.
- ✓ Logical consequences- a logical consequence is a sanction that is proportional to and fits the misdemeanour. The first step is to stop the behaviour and the second step is to provide an action that recalls the rules, reinstates the limits and teaches alternative behaviours.
- ✓ Make good choices- remind the pupil they need to make good choices.
- ✓ Fresh start- although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.

It is important to recognise that some misbehaviours are more serious than others. The frequency of occurrence also has a bearing on the sanctions imposed.

Low Level	Moderate Level	Serious Level
Fidgeting/ Fighting Telling tales Late for school Dropping Litter Noisy e.g. talking/ shouting Failing to keep on task Leaving seats without permission Unkind remarks Bad language (one off)	Constantly shouting out Poor effort Distracting others Poor attendance Continuously unprepared for work Non uniform/ jewellery Stealing Disregarding Supervisors Threatening/ aggressive behaviour	Serious assault Vandalism e.g. damage to school property/ graffiti Physical / verbal threats made to staff Use of or in possession of drugs/ solvents Violent outbursts verbal or physical Leaving school without permission

Children will engage with staff annually on compiling a list of good rules for their classroom.

The School Council will engage with children to ensure there are appropriate rules for the playground and will help mediate when applicable, such as low level disputes.

The School Council will be active in identifying and negotiating rewards.

Major rules they should be aware of, and which should be strictly reinforced and consistently applied are:

1. No child shall leave the school boundaries of the school during school hours without the express permission of a member of the teaching staff.
2. Children should not litter the school or deface or damage the buildings or grounds in any way.
3. No running will be allowed in the corridors or classrooms.
4. Punctuality will be expected.
5. Proper use of the toilet facilities will be expected at all times.
6. During fire drills or any other emergency, and during school trips and outdoor pursuits, pupils will be expected to obey their teacher's instructions immediately.
7. A high level of effort will be expected in the production and presentation of classwork and homework.
8. Teachers intending to take children outside the school premises should notify the Principal, and ensure that the level of supervision and other measures taken for the safety of the children is adequate.
9. No child will be given into the care of an unidentified adult.
10. A note from the parents will be expected when:
 - (a) a child has been absent from school.
 - (b) A child is to be taken out of school early.

Where a child is persistently unco-operative the Principal will invite his/her parents to the school with a view to discussing and resolving the situation. It should be borne in mind that most children misbehave for a reason, and if this can be discussed, a resolution to the problem is often possible.

Where the parents are unwilling to attempt to change their child's behaviour, or where such behaviour cannot be modified, the Principal will seek direction from the Board of Governors with a view to the suspension of the pupil, or in extreme cases, to applying to the Education Authority to have the child expelled.

Disciplinary sanctions have 3 main purposes:

- To impress on the pupil that what he/she has done is unacceptable;
- To deter the pupil from repeating the behaviour;
- To signal to other pupils that the behaviour is unacceptable and deter them from doing it.

Disciplinary Stages

Stage 1

Pupils who have to be disciplined will be given the following sanctions:

1. One to one admonishment
2. Removal from a group in class
3. Withdrawal from a particular lesson or peer group
4. Withdrawal of ICT system – only used if the pupil misuses it e.g. accessing an inappropriate website
5. Extra work at home or in school during breaks from class.
6. Withdrawal of break or lunch time privileges
7. Carrying out a useful task in school or making reparation for a misdemeanour
8. They may be kept from afternoon classes, as appropriate.
9. They may be kept in during break time, lunch time or before school.
10. They will not be allowed to take part in after school activities.
11. They may not be allowed to go on visits outside school with the rest of the class or pupils provided it is not an essential part of the curriculum.
12. Pupils whose work is of an unacceptable standard, or who are disruptive in class, will be isolated from their peers and/or sent to the Principal.

A parent may be required to remove their child from school for the remainder of a day, if an incident is deemed sufficiently serious to warrant it. This may lead to a suspension if the behaviour does not improve.

Stage 2

If a pupil continues to be disruptive in the class/school, despite the above measures, the Principal will then talk to the parents of the pupil to inform them of their child's behaviour. The child will be put on daily report for two weeks. This report will be sent home weekly, signed and returned by the parent personally. It is hoped at this stage the disruptive behaviour will stop. However, if parents have to be informed a second time, the Principal, Psychologist and the Chairperson of the Board of Governors will also be informed in writing about the pupil's behaviour.

Stage 3

After a further reasonable period of time the Principal (and if necessary after consultation with her staff or the teacher concerned) may decide that the pupil should be suspended from school for a period of time not exceeding five days as stated in Circular No. NEB. 1985/12/815/Ed, Para.(1).

In no circumstances will any pupil be allowed to disrupt the education of other children, or to extend the sufferance and professional capacity of a member of staff beyond that which is deemed reasonable by the Board of Governors as represented by the Principal.

- ❖ At any of the three stages a pupil may be suspended if the Principal deems an incident sufficiently serious. The Board of Governors will be informed at the next meeting and will decide what course of action to pursue.

An Incident Book will be maintained in school to show evidence of persistent misbehaviour.

Suspension and Expulsion of Pupils

The school reserves the right to Suspend or Expel a pupil following DENI and EA set procedures.

The school reserves the right to impose any listed sanction if an incident is serious enough to warrant it.

MONITORING AND EVALUATION

Monitoring the effectiveness of the Positive Behaviour Policy is the responsibility of the Board of Governors in conjunction with the Principal and staff. This Positive Behaviour Policy will be reviewed annually. It will be reviewed by the principal with the whole staff. Parents and pupils may also be surveyed to gauge opinions on the effectiveness of the policy. After this consultation the reviewed draft policy will be brought to the full Board of Governors for approval.

Social Emotional and Behavioural Difficulties (SEBD) is one of the categories of Special educational Needs in the 1998-2005 Code of Practice. A pupil may be placed on the SEBD Code of Practice for SEBD when a class teacher recognizes a behaviour difficulty and where normal classroom management strategies are not effective.

(Please read the agreement below, sign and return to Landhead Primary School)

**Parental Agreement
Positive Behaviour Policy - Landhead Primary School**

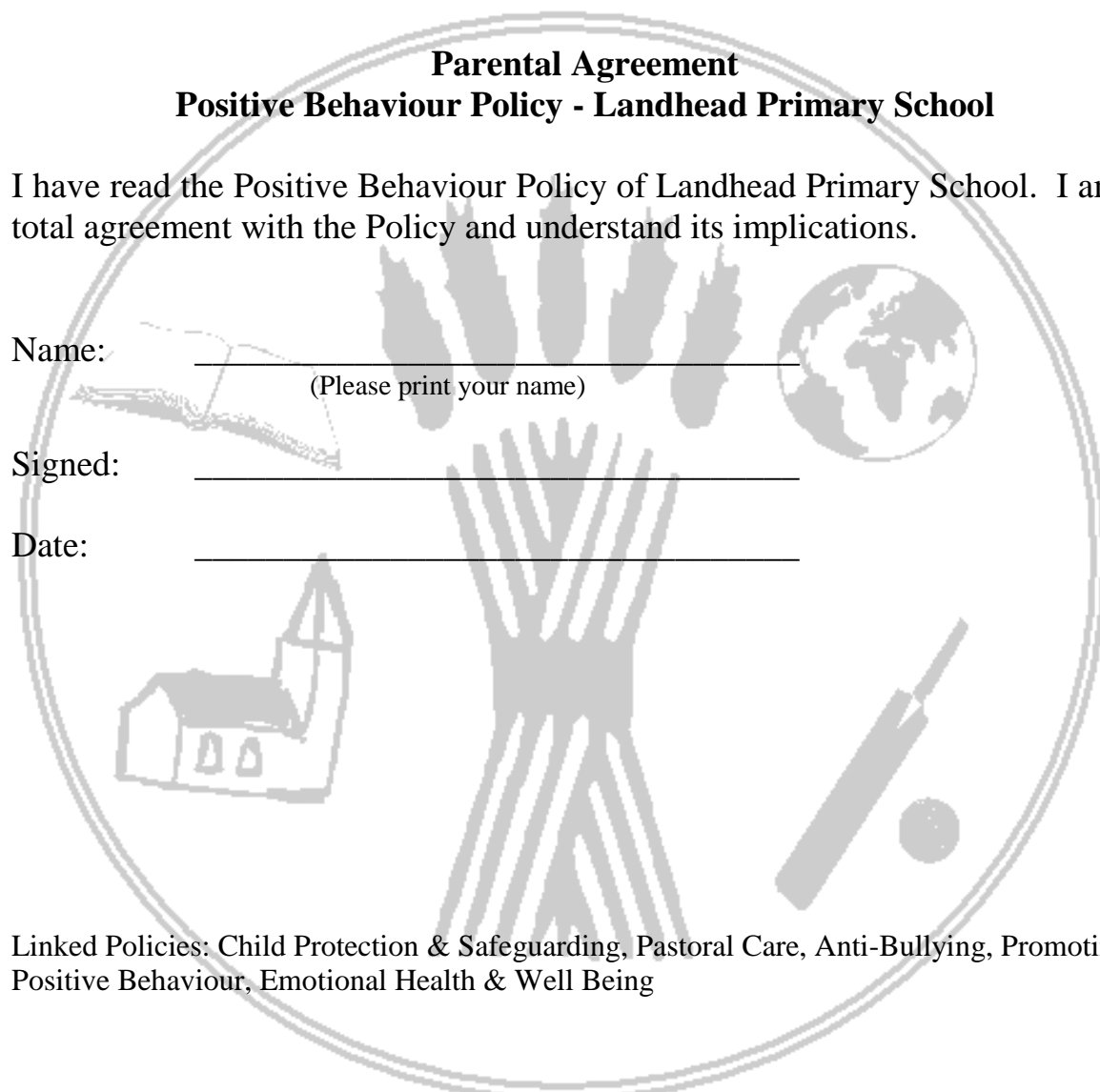
I have read the Positive Behaviour Policy of Landhead Primary School. I am in total agreement with the Policy and understand its implications.

Name: _____
(Please print your name)

Signed: _____

Date: _____

Linked Policies: Child Protection & Safeguarding, Pastoral Care, Anti-Bullying, Promoting Positive Behaviour, Emotional Health & Well Being



Checklist of responses to poor behaviour**Responses to lower-level disruption and off-task behaviours**

The 'look'

Proximity praise (praising a child nearby who is behaving appropriately)

Moving towards the child or group while talking, using non-threatening body language

Rule repetition/restatement of request

Use of individual's name within sentence, to remind them of the behaviour you want to see

Repetition using 'Name ... pause ... direction'

The use of privately understood signals

Tactical ignoring

Reminding the child of the consequences if they continue to show inappropriate behaviour, and the opportunity they have to make a different choice

'When ... then ...' instructions

The use of humour (but never sarcasm) to defuse or deflect challenges

Responses to higher-level challenges

Using lower-level strategies to begin with

Moving to the child (not shouting across the room)

Calming oneself before action is taken

Speaking quietly, calmly and assertively

Refocusing on the task, asking if the child needs any help

Continuing to use the language of choice – being clear with children that they are able to make choices in managing their behaviour

Giving a face-saving choice when possible

Allowing take-up time – moving away in the expectation that the child will do as requested

Describing the behaviour not the child as the problem

Using 'I' messages, not 'you' messages

Removing the child where possible from being the centre of attention

Calmly stating expectations of others who have stopped work to 'enjoy the show'

Giving the child time to calm down before following up the incident with discussion

Care and Control of Children

Staff have a responsibility to provide interesting, challenging and well-paced lessons that motivate and engage the interest of pupils.

Staff should always promote good behaviour through praise and rewards. Staff should never chastise a child physically.

If there is a need for sanctions, the following may be invoked, depending on circumstances:

- redirect to another activity
- talk to the child – discuss what has happened
- discussion in groups or whole class
- move the child from the group to work on his/her own
- repeat work
- miss breaktime (but must be supervised)
- Pastoral Care Support Programme
- remove child from the class – place with Head Teacher or in another class
- parental involvement
- daily report
- sanctions as in Discipline Policy.

Serious incidents are recorded in the Incident Book.

Incident Book

This is used to record:

- any incidents involving a child, or anyone employed in school, resulting in personal injury or damage to property
- loss, theft, or damage to property
- any other incidents or matters of a serious nature.

These incidents are ones that might give rise to disciplinary or legal action or become a matter of public interest.

This is used to record significant disciplinary measures taken by a member of staff against a child. Exclusion must always be recorded.

Challenging Behaviour

Challenging behaviour can take the form of verbal abuse, physical abuse, assault, defiant refusal, and absconding.

Preventative Strategies

See sanctions above and Discipline Policy procedures.

Intervention

If a child attacks another child or adult violently and refuses to calm down, then physical restraint is necessary. The child is removed and taken to the Principal or senior teacher who contacts the child's parents.

The situation is discussed with the Principal, who will work with the member of staff and parents to devise an action plan to meet that child's and the school's needs.

Rewards

Various rewards are used to reinforce positive behaviour:

- change in classroom organisation
- using different resources
- rewards of stars/smiley faces on work, on charts and in special books
- use of special stickers for such things as listening, being kind, helpful, and so on
- commenting on a child's good behaviour to other children.
- showing achievements in Assembly
- House points

By using a positive system of rewards and reinforcing good behaviour, Landhead Primary School fosters children's positive self-esteem

Guidelines for Staff

Sanctions are more likely to promote positive behaviour if pupils see them as fair. Staff are advised to:

- make clear they are dealing with the behaviour rather than stigmatising the person
- avoid early escalation to more severe sanctions, reserving them for the most serious or persistent misbehaviour
- avoid sanctions becoming cumulative and automatic – sanctions should always take account of the individual needs, age and understanding
- avoid whole group sanctions that punish the innocent as well as the guilty
- whenever possible use sanctions that are a logical consequence of the pupil's inappropriate behaviour
- use sanctions to help the pupil and others to learn from their mistakes and recognise how they can improve their behaviour
- where appropriate, use sanctions to put right harm caused
- never issue a sanction that is humiliating or degrading
- use sanctions in a calm and controlled manner
- ensure sanctions are seen as inevitable or consistent
- attempt to link the concept of sanctions to the concept of choice so that pupils see a connection between their own behaviour and its impact on themselves and others thereby taking responsibility for their own behaviour

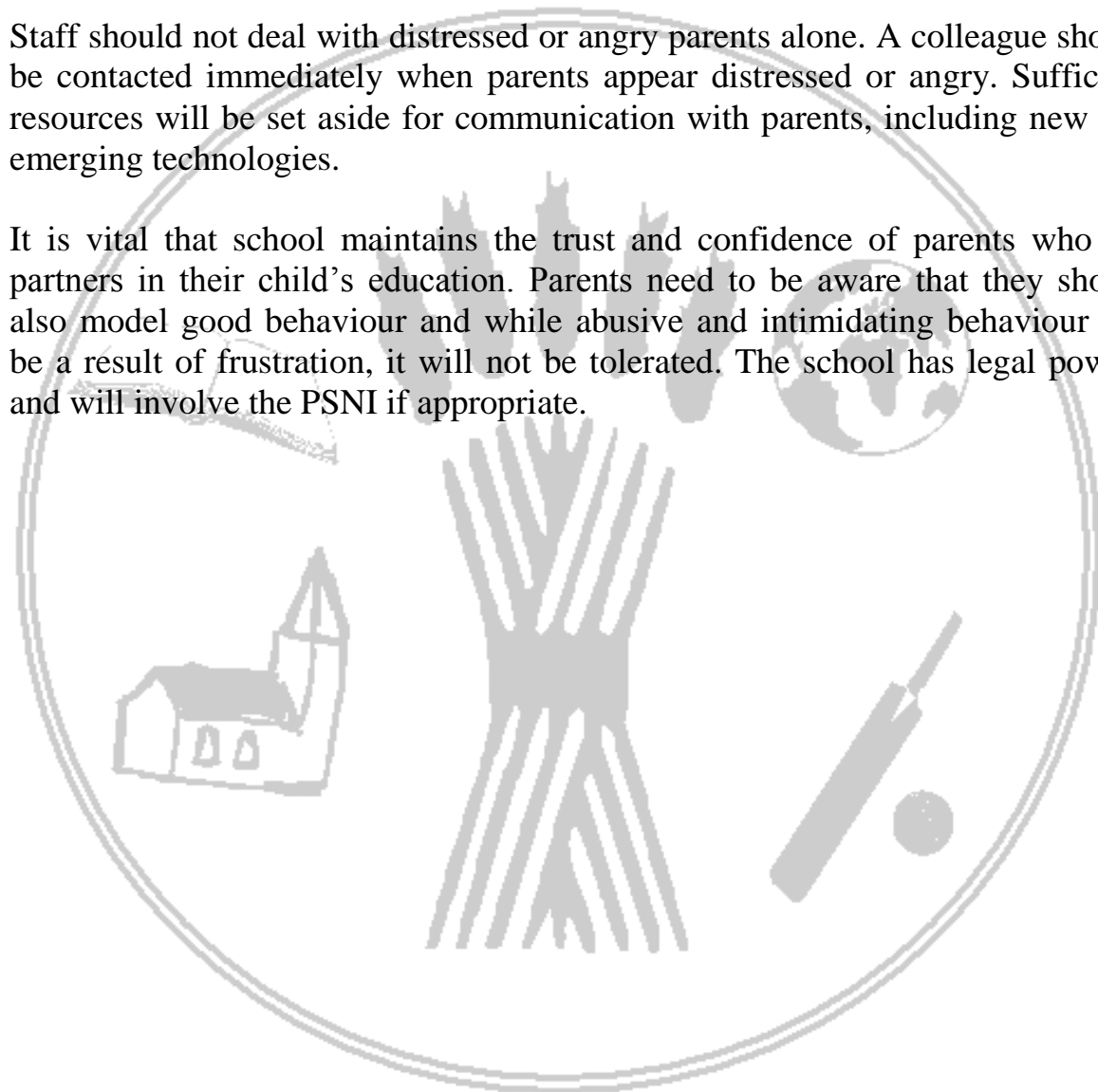
Encourage pupils to reflect on their behaviour and understand that they are held to account for their actions.

Parents and Carers

Staff should be welcoming. Parents and carers should hear when their children are doing well so that contact is positive. There is a greater willingness to work with the school when the parent or carer knows that the school has the best interests of the child at heart.

Staff should not deal with distressed or angry parents alone. A colleague should be contacted immediately when parents appear distressed or angry. Sufficient resources will be set aside for communication with parents, including new and emerging technologies.

It is vital that school maintains the trust and confidence of parents who are partners in their child's education. Parents need to be aware that they should also model good behaviour and while abusive and intimidating behaviour can be a result of frustration, it will not be tolerated. The school has legal powers and will involve the PSNI if appropriate.



Our Commitment

The school will recognise good behaviour and learning are improved when pupils and staff enjoy an attractive, clean environment

Ensure that when graffiti and mess occurs it is cleaned up immediately

Ensure that toilets are clean throughout the day, have soap, paper towels and are accessible

Ensure that social areas in the school are identified and seating provided to encourage pupils to interact

Zone the play areas so that there is a separation between boisterous activities and quiet areas

At key points of movement there is adequate supervision

At play times there is adequate supervision

There is a welcoming and comfortable area for parents to be received

Make pupils feel valued and respected

Sanctions and rewards are applied consistently and fairly

Children will be listened to and consulted to develop class rules or a class Code of Conduct

Children will be given an opportunity to put their side of a case

Teaching staff will be well prepared as good teaching engages pupils in their learning and reduces the instances of poor behaviour

Staff will not 'label' pupils which in turn could lead a self fulfilling prophecy to develop

Recognise and comment on good behaviour as it occurs

Ensure that all children are praised for behaving well

Ensure that criticism is constructive

Explain and demonstrate the behaviour we wish to see

Encourage children to be responsible for their own behaviour

Let parents know about their children's good behaviour

Reward individual children and groups of children for behaving well

Every member of staff will treat children equally, fairly and with respect at all times



Positive Behaviour Management

Listed below are a range of strategies which are proven to have been effective in positive behaviour management;

- ☺ **Positive Feedback-** Acknowledge/Approve/Affirm:
Acknowledging (notice and describe the behaviour), approve it (say why it is good) and affirm (apply a positive label to the pupil) e.g. “Thank you for tidying up so quickly- you are a great helper!”
- ☺ **Positive Correction-** tell the pupils what you want them to do i.e. not what you don’t want them to do e.g. “Please walk” instead of “stop running.” Avoid saying, “don’t” or “stop”.
- ☺ **Positive Repetition-** when you give a direction, ask someone who knows what to do to repeat it rather than focusing on the one who doesn’t- praise the children who carry out the instruction.
- ☺ **Non-verbal Cues-** hands up, finger on the lips, the “look”.
- ☺ **Give take-up time-** give a clear specific direction in a non-confrontational way, move away from the pupil with a clear expectation that the pupil will comply.
- ☺ **Re-direction-** repeat direction without being side-tracked. Use thanks and take-up time, do not stand over pupils in a confrontational way.
- ☺ **Tactically ignore-** ignore any secondary behaviour if the pupil is compliant with the primary behaviour request e.g. if the pupil begins the task (primary behaviour) when asked, ignore any annoying secondary behaviours such as huffing and muttering.
- ☺ **Physical Proximity-** move closer to a disruptive pupil
- ☺ **Distraction/ Diversion-** give an alternative task or activity to a disruptive pupil without highlighting the inappropriate behaviour.
- ☺ **Clear Expectations-** e.g. “When we go back in to the classroom after break, I will give a point to those who go straight back to their task.”
- ☺ **Where/ What-** “Where should you be?” (In my seat) What should you be doing? (My work).
- ☺ **Choices-** “Put your (e.g. toy) on my desk or in your bag- which are you going to do?”
- ☺ **Broken Record-** Calmly repeat the request or rule or consequence; avoid being drawn into an argument, stay neutral.
- ☺ **Private Reprimand-** a quiet word rather than a public confrontation.
- ☺ **Repair & Rebuild-** as soon as possible after a reprimand, find an opportunity to say something positive about the pupil, “Catch them being good”.