



# Positive Behaviour Policy

## **Introduction**

It is the view of the Board of Governors of Newmills Primary School that effective learning can only take place in an atmosphere where standards of good behaviour are set as prerequisites. As the primary function of any school is the full development of the potential of its pupils, then good behaviour is that conduct which assists the school to fulfil this aim. Unacceptable behaviour is conduct which prevents this, either when an individual prevents his/her own development by behaving badly or when the conduct disrupts the developmental process for other members of the school community. Good behaviour is that which conforms to the reasonable expectations and requirements of the school and is based upon mutual respect for the needs and aspirations of all in the school and upon care for its environment.

Discipline is a system of rules for good behaviour which aims to create conditions for an orderly community in which:

- Effective learning can take place.
- Self-discipline, self-respect and good personal relationships can be developed.
- There is mutual respect amongst all members.

## **The Responsibilities of Parents**

Standards of behaviour are well established in children before they come to school. The accepted standards of behaviour will vary from home to home and family to family, but conflict arises when the expectations of school are different from those of home. Individual needs can largely be accommodated without undue disturbance, but a school is a much larger community where the interests of each individual have to be subsumed in favour of a greater good for the greater number.

Parental acceptance of the school's expectations and active co-operation with the staff is absolutely essential if an acceptable standard of discipline is to be achieved. Although parents are not in school with the children their influence is still greater than that of a class teacher.

Parents have a duty to ensure that their children do not cause injury or damage to others or any property and therefore, they have an obligation to promote the general policy and rules of discipline as agreed with the school.

The co-operation of parents is sought in relation to maintaining high standards of pupil's attendance, punctuality, personal appearance, the wearing of school uniform, caring for learning materials and the supervision of homework.

## **Rights and Responsibilities of the Pupils**

We would expect our children to enjoy their education at our school, to be able to learn in a safe and secure environment and to have their needs met. Moreover, we wish to encourage children to see that all children deserve and must enjoy the same treatment as they do.

It is important that children behave properly in the classroom so that they and others can learn. At Newmills Primary School we operate a system of golden rules. These rules are displayed around the school and in all classrooms. In order for this to be effective each class will have their own classroom rules which will be consistent with the Golden Rules.

### **Classroom Golden Rules**

#### **We are gentle.**

We don't hurt others.

#### **We are kind and helpful.**

We don't hurt anybody's feelings.

#### **We listen.**

We don't interrupt.

#### **We are honest.**

We don't cover up the truth.

#### **We work hard.**

We don't waste our own or others' time.

#### **We look after property.**

We don't waste or damage things.

### **In the playground we follow the Playground Golden Rules.**

#### **We are gentle.**

We don't hurt others.

#### **We are kind and helpful**

We don't hurt anybody's feelings.

#### **We play well with others.**

We don't spoil others' games.

#### **We care for the playground.**

We don't damage or spoil anything.

#### **We listen.**

We don't interrupt.

#### **We are honest.**

We don't cover up the truth.

#### **We keep the playground safety rules.**

As child safety is of paramount importance children are encouraged to adhere to the following:

### **Safety**

- We do not open the front door of the school.
- We inform a member of staff even if we know the person at the door.
- We walk in our classroom and around the school at all times.
- We remain in the school playground during break and dinner time.
- We keep off the grass – following a period of wet weather.
- We walk with our bicycles while entering and leaving the school grounds.
- We refrain from throwing snowballs and making slides in frosty/snowy weather.
- We seek permission from the principal/class teacher before leaving the school premises for any purpose during the day.
- We refrain from bringing dangerous objects to school e.g. penknives, golf balls or matches.
- We avoid bringing *chewing gum or lollies* on a stick to school.

### **Courtesy**

We feel it is important in our school community to encourage good manners:

- We say “excuse me”, “please” and “thank-you”.
- We do not interrupt adults or other children who are speaking until invited.
- We knock before entering a room.

### **Dining Hall: Lunchtime Rules**

- We line up quietly.
- We walk in the dining hall.
- We finish what we are eating before we speak.

- We remember to say 'please' and 'thank you'.
- We put our rubbish away.
- We talk quietly to the people next to us.

### **Educational Visits Outside School**

- We wear proper school uniform.
- We enter and leave school grounds in an orderly fashion.
- We remain seated during any bus journey and use seat belts.
- We listen to and carry out any requests given by teachers or any person in authority at the set destination.

### **Rewards**

#### **The Positive Approach**

In any disciplinary system the emphasis must always be on the positive approach because praise is more motivating than criticism. Criticism should always include advice on how to improve and should be constructive in its approach. School policy emphasises positive approaches to maintain and improve discipline.

Praise may be given in many ways and include the following:

- a quiet word or encouraging smile
- verbal praise
- reward stickers / stampers
- display work in the classroom / corridor / hall
- written comments
- whole class recognition e.g. – work read out / round of applause
- a visit to another teacher for commendation
- praise and acknowledgement by peers
- golden time
- bonus golden time for good behaviour
- treat for the best class lining up and walking into the classroom every half-term

- monthly certificates – presented at special assembly and displayed on notice board
- house points
- treasure chest
- use of school reports to comment favourably, not only on good work, but on behaviour and on general attitudes

### **PATHS Pals**

As part of our PATHS programme this year all P6 and P7 attended training provided by Joanne our PATHS coach. The job of a PATHS Pal is to help keep the playground a safe place for everyone to be.

### **PATHS Pals**

- Use the school rules to guide behaviour
- Know the school daily routines
- Be a good role model
- Be able to talk sensibly to adults in school
- Be able to use PATHS strategies to calm down and solve problems
- Know some playground games and how to start them with a group.
- Know how to spot children that are alone, and encourage them to be friends with their classmates.

The P6/P7 pupils follow a rota system and know which days they are on playground duty.

### **Sanctions**

Even with a positive behaviour approach it will be necessary to have sanctions. These are necessary to make the particular child and others aware of the school/teacher disapproval of unacceptable behaviour.

Sanctions should:

- be constructive
- where possible, be related to the misdemeanour
- be specific to the culprit and not applied to the whole group

## **Sanctions**

- a disapproving look
- reminder of class rules
- discussion with child
- traffic lights
- moved in class to another desk
- thinking time (in classroom)
- thinking time (in playground – stand at blue door)
- a verbal apology
- a written apology (copy of letter sent home)
- informal chat with parents
- removal of privileges
- removal from extra-curricular activities
- loss of golden time
- child is given thinking time by removal from their own class setting
- work schedule
- behaviour diary
- damaged property to be replaced
- formal appointment with parents – action plan agreed, Record of Concern / individual educational plan – behaviour targets
- in extreme cases suspension or expulsion, following suspension

## **Procedure for Consultation**

The class teacher will deal with incidents of unacceptable behaviour and will record noteworthy events.

Teachers may contact parents with the permission of the Principal and make them aware of the situation.

If bad behaviour continues, the case will be referred to the Principal and parents will be formally contacted.

Should the behaviour persist the school will implement the Code of Practice drawing up an individual plan.

The Principal will discuss with the parents the necessity of involving outside agencies. For example, educational psychologist, educational welfare officer and behaviour support team.

Any problem which cannot be solved through the above channels may be referred to the Board of Governors for their consideration and decision.

The Governors and Principal will refer the matter to the Education Authority, Southern Region for advice and guidance.

### **Monitoring and Evaluation**

This policy is reviewed on a regular basis by Governors and staff, and in consultation with pupils and parents; changes are made as appropriate.

Consultation with Staff: 29<sup>th</sup> August 2019

Consultation with Parents: October 2019

Consultation with Governors: October 2019

Ratified by Board of Governors: 12<sup>th</sup> November 2019

**Incident Report**

**Name of Pupil:**

**Name of Teacher:**

**Date of Incident:**

**Description of Incident / Issue**

**Conclusions reached following investigation:**

**Action to be taken:**

**Parent informed:**