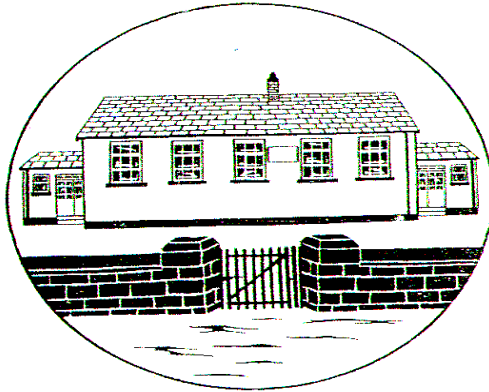




Creavery Primary School



Policy for the Promotion of Positive Behaviour

CREAVERY PRIMARY SCHOOL

ETHOS STATEMENT

(Written collaboratively by the staff)

As a school family, in partnership with ancillary staff, parents and the wider community, we aim to provide;

- **a stimulating and caring environment where each child is valued as a unique individual**
- **an orderly yet relaxed atmosphere in which all of our pupils can reach their full academic potential**
- **nurturing of the personal and social skills, values and attitudes which will enable children to make a valuable contribution to the society in which they live**

INTRODUCTION

'Promoting and sustaining good Behaviour' is one of six strands of the Government's recent School Improvement Programme. In the associated DENI document it is stressed that:

'The creation and maintenance of an orderly working environment is a pre-requisite to effective learning and teaching. Pupil behaviour is therefore, in a very real sense, a school improvement matter...'

Any statement of school policy on discipline should be made within the context of clearly defined aims. Our aims are:

- To develop whole-school behaviour policy supported and followed by all those within the school community and which is based on shared values
- To create, by applying positive policies, a caring family atmosphere in which teaching and learning can take place in a safe environment
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. This will help to promote responsible behaviour and to encourage in children respect for themselves, for others and for property
- To encourage good behaviour rather than to simply punish bad behaviour
- To treat problems, when they occur, in a caring and sympathetic manner

SECTION 1. GENERAL CONSIDERATIONS

- 1) The central thrust of the Children Order is that the welfare of the child must be our paramount consideration. As well as our statutory responsibilities in relation to pupils' learning, Creavery Primary School recognises its pastoral responsibility towards its pupils and the right of those pupils to be protected from harm.
- 2) In the context of the school, good behaviour is conduct which assists the school to carry out its function, namely the full development of the potential of all its pupils. Bad behaviour is conduct that prevents this, either when an individual hinders his/her own development or when unacceptable conduct disrupts the development of others.
- 3) The attitude of all staff is of great importance. It is they who, in the end, determine the environment in which staff/pupil relationships can develop. A teacher's influence depends upon attitude, character, example, teaching skills and the rapport that has been established with pupils.
- 4) Lack of understanding and lack of progress are reasons why some pupils misbehave. It follows that the provision of an appropriate curriculum, the use of motivational teaching

methods and the involvement of all pupils are important ingredients of a successful school discipline policy.

- 5) Pupils are more likely to accept a school's code of behaviour if it is clearly understood and consistently applied. Accordingly, acceptance and implementation of the school's policies by all staff are important.
- 6) Prevention is always better than cure. It is therefore important for pupils to know that they are under supervision. The presence of staff on duty, or of the teacher in the classroom **before** the lesson is due to begin, is a more effective way of promoting good behaviour than the punishment of those caught misbehaving when left to their own devices.
- 7) Poor behaviour often stems from personal problems or difficulties. It is important, therefore, to look for reasons for bad behaviour. The aim of pastoral support should be to prevent poor behaviour rather than simply to act on it.
- 8) In all disciplinary actions it is essential that the pupil understands that it is the **behaviour**, not the **pupil** as a person, that is unacceptable.

There are certain principles, which underpin any plan to promote and sustain good behaviour:

- Pupils have a **right** to receive their education in an environment which is positive, safe and secure
- Teachers have a **right** to receive timely and appropriate support in their efforts to promote good behaviour
- Parents have a **right** to be kept informed about the school's discipline policy and the procedures by which they can approach the school to discuss any matters of concern

To each of the **rights** above there is a counter-balancing **responsibility**:

- Pupils have a **responsibility** to respect their school, teachers and fellow-pupils and to accept the school's discipline policy
- Teachers have a **responsibility** to develop an ethos in their classroom which values all pupils and to make appropriate use of strategies which promote, recognise and reward positive behaviour
- Parents have a **responsibility** to demonstrate to their children that they are in support of the school, to accept the school's discipline policy and to co-operate with the school in its implementation.

SECTION 2. GOOD BEHAVIOUR/DISCIPLINE PROCEDURES

Whilst it is desirable to be seen to treat all children/incidents in a consistent manner, our duty of care to the children and our professional experience dictates that we take account of domestic, physical, emotional or other factors known to us which may affect an individual child's actions

The following 3 steps are as much a procedure for the recognition/reinforcement of good behaviour and achievement as they are an attempt at modifying undesirable behaviour and attitude. They are also a means of assisting individual teachers and the school in maintaining an accurate and up-to-date record of

discipline problems and the steps taken by the school to deal with them. It may be necessary in certain circumstances to proceed directly to the latter stages of the disciplinary procedure

Step 1

The initial responsibility for either rewarding or recognising good behaviour or achievement or explaining why certain behaviour is unacceptable lies with the class teacher. Often an informal chat with the parent can resolve any problems before they become more serious. It is important to praise **the child** for good behaviour but in the case of what is unacceptable, **the behaviour not the child** is criticised. Particular incidents/examples of repeated unacceptable behaviour should be noted factually along with any sanction(s) used so as to retain evidence before progressing to Step 2.

Step 2

If the class teacher feels that the child has continued to produce excellent work (for the child) or achieved something special, they should be sent to another teacher, possibly the other teacher in the year-group or one who has previously taught the child. Repeated examples of excellent work/conduct or poor work/misconduct should be referred to the Vice-Principal (infant block) or the Principal (junior school). Once again it is at the discretion of the Principal or Vice-Principal as to whether a 'quiet word' with the child might be enough to encourage them to think about the consequences of their behaviour. Communication with parents at this stage is at the discretion of the individual teacher. The Principal should see any communication to parents about unacceptable behaviour before it is sent and a copy should be retained for him.

Step 3

At this stage the child should be sent to the Principal, who will decide if the child's parent(s) need to be brought in to discuss the behavioural problem and the options available to deal with it. In exceptional circumstances and after consultation with the NEELB Strategic Behaviour Support Team, a child may be suspended from school for a period of time. The Board of Governors also requires to be informed.

SECTION 3. SUGGESTED SANCTIONS

The following is a list of **suggested** sanctions to be used in dealing with unacceptable behaviour. They are not listed in any particular order of severity.

1. At the Discretion of the Class Teacher

- Immediate checking of misbehaviour. It is important to indicate disapproval
- Minor penalty, where possible relevant to the offence, such as picking up litter for those who drop it
- Repeated or extra work, when the child is clearly working well below their potential
- Extra work to be sent home for completion which helps the child to think through the consequences of their behaviour and its effect on others

- Asking a child to complete unfinished work during the playground element of lunchtime (once their meal has been taken), either in the classroom (supervised by the teacher, or in Rooms 5 or 15 (supervised by the Principal)
- A meeting with parents. This may sometimes shed light on reasons for uncharacteristic unacceptable behaviour at an early stage as well as providing joint/consistent action between home and school

2. At the Discretion of the Principal

- Loss of privilege e.g. membership of school team or attendance at school activity or visit
- Restitution or repair of wilful damage to school or other person's property
- 'Community Service' e.g. removal of graffiti
- Asking children giving different versions of a dispute to write an account of the events and their actions
- Letter of explanation / apology to another member of the class or the whole class or the other adult concerned
- A meeting with parents. This may sometimes shed light on reasons for uncharacteristic unacceptable behaviour at an early stage as well as providing joint/consistent action between home and school
- Teachers of early year's pupils may apply sanctions which are deemed more appropriate to younger children

SECTION 4. SUGGESTIONS FOR GOOD PRACTICE and SITUATIONS TO AVOID

- Teachers should establish class routines at the start of the year which promote good behaviour and avoid misunderstanding
- Classes must not be left unattended at any time. It is important that children are aware of the teacher's presence at the start of each session
- We must not physically abuse children at any time
- We should avoid shouting at or treating a child in such a way that it may be construed as verbal abuse or humiliating and degrading behaviour
- We cannot legally exclude children from particular areas of the curriculum as a sanction

This policy will be kept under continual review to take account of changes in statutory obligation, observation of examples of good and bad behaviour and the fact that schools are subject to continual internal and external change

It is recognised that, while the above policy and suggestions relate to approximately 90% of children within the education system, a further 10% exhibit behavioural difficulties related to



Special Educational Needs and as such require specialist help. This may be provided within the school context by consultation with the Special Needs Co-ordinator and on occasion use may be made of the support and advice provided by the NEELB Behavioural Support Unit.

CREAVERY PRIMARY SCHOOL

Notification to Parents of Repeated Unacceptable Behaviour

Dear

It is the policy of our school to actively promote good behaviour through positive reinforcement and rewards and to deal with unacceptable behaviour through sanctions agreed by all the staff

The school '**Promotion of Good Behaviour**' Policy has three stages:

Step 1: *Initial examples of unacceptable behaviour are dealt with by the class teacher who will use rewards or sanction as appropriate*

Step 2: *Repeated examples of unacceptable behaviour will be referred to the Vice-Principal or the Principal, who may decide to inform parents and enlist their help in dealing with unacceptable behaviour, or in finding out any underlying reason(s)*

Step 3: *At this stage the Principal will ask the child's parent(s) to arrange an appointment to discuss the situation*

Your child _____ has reached **Step 2** of the procedure and

has been referred to _____ (Vice-Principal / Principal)

because of: *(either repeated examples of unacceptable behaviour or a single serious incident)*

I would ask you to co-operate with the school by encouraging your child to consider the implications for themselves and others of continuing with behaviour that is unacceptable in school

If you would like to discuss this further, please make an appointment through the secretary to speak to the child's class teacher, the Vice-Principal or the Principal

Thank you for your co-operation,

Principal