

Ballysillan P.S - Positive Behaviour Policy

Ethos statement

In Ballysillan Primary School, the welfare of every child is of paramount consideration and so we endeavour to create a caring, happy, secure, supportive and stimulating environment where children can develop socially, emotionally and physically.

Rationale

The Board of Governors of each school have a statutory responsibility under the Education NI Order 1998, to establish and maintain a discipline policy, which should be made known to all the children and parents* of the school.

This policy sets out the standards we expect and the disciplinary procedures which we follow in Ballysillan Primary School. These procedures will be subject to periodic review and parents will be notified of any changes.

We welcome your support in maintaining high standards of behaviour in school.

*for the purpose of this policy document the expression 'parent' includes guardian and person who have legal custody of the child.

Introduction

For effective learning to take place, there must be order and discipline in the classroom. Children who have positive attitudes towards school, who have high expectations of themselves and have a strong sense of self worth, are most likely to have a positive well rounded experience of school.

In Ballysillan, we endeavour to create a positive environment in which effective teaching and learning can take place.

Aims

- To foster good behaviour in a positive way within an environment where our children feel secure and free from emotional and physical harm

- To enable our children to articulate their fears and concerns and be confident that they will receive a sympathetic response from teachers

- To develop the pupils' interpersonal skills and their ability to work co-operatively with others to resolve problems

- To create a calm and caring community, where teachers are able to teach and pupils can learn effectively

-To recognise the rights of each member of the school community

-To have the support from the parents

Rights and Responsibilities

All members of the school community have rights and responsibilities. We encourage everyone in the school community to take responsibility for protecting these rights- pupils, teachers, parents, supervisors etc.

These are the rights that Ballysillan School community expect from everyone:

1. Mutual respect
2. Respect of property
3. Fairness and honesty
4. Care and consideration of others
5. Self respect
6. Self discipline

The rights implicit in these values include:

- The right to be safe
- The right to be heard
- The right to fair treatment
- The right to be treated with respect
- The right to learn and teach without unnecessary interruption

Parental involvement

For our policy to work effectively, we seek the involvement of all our parents. The pupils' education is the responsibility of both the school and the parents.

Clearly the child will do their best when this partnership is strong with both parties working together in agreement.

Pupil profiles are the formal report sent home annually to show a pupil's progress. There is also an opportunity for parents to meet with teachers for formal interviews.

Teachers will contact parents if they feel there are difficulties with work or behaviour.

In addition, parents can contact the school secretary to make an appointment to speak to the class teacher at any time if there are matters which concern them or alternatively please use Seesaw as a quick method of communication with the teacher.

By keeping close contact, it is hoped that problems can be addressed and corrected before they develop further.

Rewards and Incentives

We set and expect high standards of behaviour from our pupils. To recognise and motivate children's efforts, we use positive reward systems in each classroom and as a whole school.

Incentives for the class will be used by teachers to meet work and behaviour targets.

Individual teachers will create these at the start of each school year, giving the class ownership of the class rules therefore the reward system in each class will be different.

Examples of reward systems used in Ballysillan Primary School;

- Regular positive verbal praise and use of positive language
- A thumbs up from the teacher
- A positive comment on a piece of work
- Stickers
- Stampers
- Sending a note home to praise the pupil's good - work/improvement in behaviour
- Picture/name in my box
- Pupil of the day
- Golden child
- Secret student
- Apple tree
- Individual reward chart
- Compliments Cups
- Inspirational and Kindness quotes displayed throughout the school
- The Kindness Project
- In the Spotlight

- Cuddly toys
- Morning Greetings
- Positive Referral to the Principal
- Mindfulness
- Yoga
- Positive School Rules on display

Weekly Whole School Rewards

A star pupil of the week from each class will be recognised in Assembly every Wednesday in front of their key stage and publicised on the school Facebook page.

A different target is chosen each week to aim for the following week. For example; good listening or good homework. The children receive a certificate.

To reward an improvement in reading skills, a Reader of the Week from each class is also awarded in Assembly. The children receive a certificate and a book of their choice to read.

To reward writing skills, a Writer of the Week is awarded with a certificate and a pencil.

To reward a pupil for being eco-friendly, an Eco Warrior certificate is awarded.

Annual Awards

The end of year service in June is a chance for the school to recognise pupils who have worked hard all year.

These are a list of the awards given out;

- Class Star of the Year
- Class Pupil of the Year
- Sports person of the year
- Drama
- Prefect of the year
- Football awards
- FS, KS1 and KS2 Endeavour
- Thompson Cup
- Creativity
- ICT

Consequences

Consequences play an integral part of our positive behaviour policy. They are set to uphold rules and procedures so that pupils are provided with the security of clearly defined boundaries.

A range of consequences will be used according to different categories of misbehaviour.

The classroom teacher will have primary responsibility for establishing and maintaining good behaviour within the classroom in line with the school's disciplinary procedures.

Where there is persistent misbehaviour, the classroom teacher will refer the problem to the Principal, Vice Principal, Staff Leadership Team, Pastoral Care Co-ordinator and SENCO.

The consequences used will;

- be fully understood by all staff
- be applied by all staff in a fair and consistent manner
- be applied as soon after the offence as possible
- be proportionate to the offence
- defuse, rather than escalate the situation
- focus on the misdemeanour rather than the pupil
- allow the pupil to save face and encourage a more positive attitude in the future
- take account of the age of the pupil
- take account of any special needs the pupil may have
- take account of any relevant background circumstances the pupil may have

Applied Consequences

Within the classroom three chances are given and then consequences are applied.

Conflict/Resolution is used in every class. The pupils are given a choice of options, therefore giving them control of their consequences and resolving their situation.

For example: would you rather do your work now, or do it during playtime? How can we resolve this and restore the friendship?

Thinking time is also used to allow the pupil to become calm and self-regulate, for a short period of time, before conflict/resolution begins which occurs in our Nurture Nooks inside or outside every classroom.

In extreme cases of behaviour, the Principal will use the Solution Focus Approach for individuals.

Special Educational Needs

Within the code of Practice on Special Educational Needs DENI 1998, it is stated:

'Persistent misbehaviour represents a special need and schools must use the Code of Practice for Special Educational Needs to enable them to tackle pupils' behaviour in a more systematic way. The Five stage approach set in the Code should be applied in all cases'. N.B This has moved to three stages.

In Ballysillan Primary School, staff will produce documented evidence that they have applied strategies at improving behaviour at Stages 1 and 2 of the Code of Practice prior to assessing support from external agencies such as; educational psychologist and education welfare.

Links to the Curriculum

The promotion of values such as respect, tolerance and empathy are fundamental to the establishment of positive behaviour.

Through the Personal Development and Mutual Understanding (PDMU) scheme, teachers develop these values in weekly lessons, aiming to promote positive behaviour in the classroom and wider school environment.