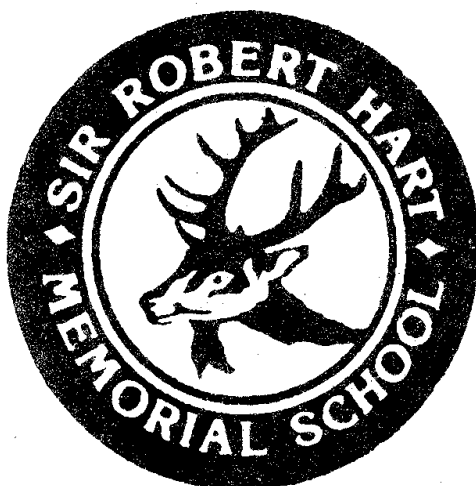


HART MEMORIAL PRIMARY SCHOOL



PROMOTING POSITIVE BEHAVIOUR POLICY

reviewed & revised OCTOBER 2019
reviewed NOVEMBER 2022

CONTENTS

- 1) Introduction
- 2) Formulation of policy
- 3) Board of Governors
- 4) Mission Statement
- 5) Aims of policy
- 6) Rights and responsibilities of key groups within the school community
- 7) Causes of indiscipline
- 8) Prevention
- 9) Wanted behaviours
- 10) Rewards
- 11) Sanctions
- 12) Relationship with other policies
- 13) Working with parents
- 14) Working with outside agencies
- 15) Use of reasonable force / safe handling
- 16) Procedure for monitoring and reviewing
- 17) Appendices:
 - APPENDIX 1: Behaviour Observation Log
 - APPENDIX 2: Behaviour Incident Report
 - APPENDIX 3: Report form on use of reasonable force
 - APPENDIX 4: Risk Assessment Proformas

INTRODUCTION

Parents and guardians have the right to assume that the school will provide an efficient full time education for their children. At school, teachers have the right to assume that parents and guardians will support them in their task and encourage their children to accept and adhere to the school's rules and routines. Parents are encouraged to recognise:

- what a vitally supportive role they have in the matter of behaviour
- their obligation to cooperate with school in seeing its rules and routines are respected
- the necessity for modelling for their children the highest standards of behaviour when interacting with school staff

The Core Values of this policy are to:

- keep pupils safe
- develop in the pupils a sense of self discipline and acceptance of responsibility for their own actions
- create an atmosphere in which the pupils are able to give of their best and are encouraged to do so
- encourage the proper attitude, rewarding and praising where appropriate
- set a good example
- ensure pupils' personal dignity and self-respect
- maintain a structured community and stimulating environment for learning
- develop in pupils a strong sense of identity with the school

FORMULATION OF BEHAVIOUR POLICY

Staff, pupils, parents and Governors have been consulted and their views taken into account in the preparation of this policy. The EA's Behaviour Support Team offered support and advice throughout the writing of this policy.

BOARD OF GOVERNORS STATEMENT OF PRINCIPLES

The Governors of Hart Memorial Primary School strongly believe that high standards of behaviour lie at the heart of a successful school that enables:

- all its pupils to make the best possible progress in all aspects of their school, life and work
- all staff to be able to teach and promote good learning

All pupils and staff have the right to feel safe in school. There should be mutual respect between staff and pupils.

Hart Memorial Primary School is a fully inclusive school. All members of the school community should be free from discrimination of any sort. To this end the school has a clear and comprehensive Anti-bullying Policy.

The school's responsibilities in respect of Safeguarding and Child Protection will be fully complied with at all times.

Parents / carers are encouraged and helped to support their children's education, just as the pupils are helped to understand their responsibilities during their time at school, in the local community and in preparation for their life after school. The responsibilities of pupils, parents / carers and school staff are outlined in this policy.

The school's expectations in relation to the behaviour of all members of the school community are stated in this policy. Expected standards of behaviour are displayed in all classrooms and other relevant parts of the school and shared with and explained to all pupils. The Governors expect the rules to be consistently applied by all staff and regularly monitored for their effectiveness.

The Governors of Hart Memorial Primary School fully endorse and support the school's Promoting Positive Behaviour Policy.

VISION, MISSION STATEMENT AND AIMS FOR HART MEMORIAL PRIMARY SCHOOL

Mission Statement

In the Hart, the needs of our pupils are at the heart of every decision we make.

Vision for the School

We believe that each child can and will succeed at Hart Memorial through experiencing:

- A warm caring and stimulating learning environment
- The support, challenge and encouragement of a dedicated staff
- A wide range of stimulating, up to date learning resources
- A broad, balanced and skills-based curriculum
- Motivational teaching and investigative approach to learning
- An horizon-broadening programme of extra-curricular activities and visits
- Close learning partnerships between school, home and the community

At the Hart, we demonstrate our commitment to our pupils by:

- Striving for continuous improvement in all that we do
- Effectively monitoring and evaluating standards of our provisions
- Working together towards pupil achievement and success

Aims and Outcomes of the Policy

<i>Aims of Policy</i>	<i>Outcomes for Learners</i>
To provide a safe, supportive, welcoming environment	Thoroughly enjoy and be proud of being a Hart Memorial Primary School pupil
To actively promote the pupil's emotional, physical, mental and social well being	Have high self esteem – respecting themselves, others and the environment
To model attitudes of respect, empathy and honesty	Acquire positive attitudes towards diversity, equality, honesty and trust
To welcome and value all pupils in all their diversity	Acquire positive attitudes towards diversity, equality, honesty and trust
To recognise, foster and nurture the talents and abilities of all pupils	Be the best they can be in all areas of school life Develop effective and informed communication skills
To promote pupils' self image and self esteem by celebrating success and acknowledging progress	Have high self esteem – respecting themselves, others and the environment Become self-motivated, enquiring, life-long learners
To identify appropriate individual goals and focus on achievable targets	Gain skills which can be transferred to all areas of life Work independently, creatively, corroboratively and productively
To encourage loyalty to and respect for the school, family and community	Thoroughly enjoy and be proud of being a Hart Memorial Primary School pupil
To promote self discipline and a positive attitude towards acceptance of authority	Be responsible for their own behaviour and actions; acknowledge their own mistakes and accept consequences

Effectiveness of Policy

We will track and monitor the effectiveness of this policy on an ongoing basis, and evaluate and review it regularly. We will gather both qualitative and quantitative data in order to do this and present this to the Board of Governors in a written report on an annual basis.

Consultation

	Consultation on policy development	Consultation on policy review
With pupils:	It is essential that the pupil's voice is heard and that they take ownership of what will be <i>their</i> Positive Behaviour Policy. We will do this through: <ul style="list-style-type: none"> - Assemblies - Class discussions - School Council 	<ul style="list-style-type: none"> - Discussion in class and at assemblies - Questionnaire to gauge effectiveness and gather suggestions
With staff:	<ul style="list-style-type: none"> - Discussions with all staff - Ongoing meetings to gauge effectiveness and make adjustments 	<ul style="list-style-type: none"> - Use of Baker Day - Staff Questionnaire
With parents:	<ul style="list-style-type: none"> - Informed parents of review process - Focus group 	<ul style="list-style-type: none"> - Parent Questionnaire

Classroom Behaviour Management Plan

Stage 1

CLASS VALUES

As a school, we have adopted the Good to Be Green positive behaviour scheme. Pupils and staff in each classroom embody the Good to Be Green Code as their class values. These are:

- We are kind, polite, helpful and aware of others' feelings.
- We listen carefully to others without interrupting them.
- We look after our own and other people's belongings.
- We try our best, work hard and learn from our mistakes.
- We treat other people the way we would like to be treated.
- We always tell the truth.

These will be edited into simplified language for pupils in P1-3.

Stage 2

RIGHTS AND RESPONSIBILITIES: Pupils

<u>RIGHTS</u> <i>Pupils have the right to:</i>	<u>RESPONSIBILITIES</u> <i>Pupils should:</i>
<ul style="list-style-type: none">• Be able to learn freely	<ul style="list-style-type: none">• Allow others to get on and do their work
<ul style="list-style-type: none">• Be respected	<ul style="list-style-type: none">• Show respect to others
<ul style="list-style-type: none">• Ask questions	<ul style="list-style-type: none">• Not put others down
<ul style="list-style-type: none">• Express their opinion	<ul style="list-style-type: none">• Not make fun of others
<ul style="list-style-type: none">• Not be picked on	<ul style="list-style-type: none">• Not pick on others
<ul style="list-style-type: none">• Be allowed to be different	<ul style="list-style-type: none">• Allow others to be different
<ul style="list-style-type: none">• Play safely	<ul style="list-style-type: none">• Allow others to play safely
<ul style="list-style-type: none">• Not be bullied	<ul style="list-style-type: none">• Not bully others

RIGHTS AND RESPONSIBILITIES: Staff

RIGHTS

Staff should have the right to:

- Carry out their individual duties unhindered
- Receive respect from all children in the school
- Be treated and spoken to respectfully at all times by parents

RESPONSIBILITIES

All staff should come to school:

- Well prepared
- Punctually
- Neat and tidy in appearance
- Respectful of the school's ethos and overall objectives
- Enthusiastic

RIGHTS AND RESPONSIBILITIES: Parents

RIGHTS

Parents have a right to:

- Know that the school is a safe and caring environment for their child
- Know what the school policy is on behaviour and how it is to be carried out on a day to day basis
- Receive regular information on their child's progress and behaviour
- Know that their child is receiving a broad and balanced curriculum
- Be listened to and treated with respect

RESPONSIBILITIES

Parents need to accept the importance of complying with school rules. ***Enrolment in school implies acceptance of the school's Promoting Positive Behaviour Policy.***

Parents are expected to:

- Make all reasonable attempts to ensure punctuality, attendance, wearing of school uniform and the good behaviour of their children
- Ensure that homework is monitored and completed
- Avail of information about school
- Share information about their child e.g. medical conditions & needs, contact details for parents and other adults
- Maintain care for learning materials
- Establish a good relationship between themselves and the teacher
- Support the school's Promoting Positive Behaviour policy

Stage 3

EXPECTED / POSITIVE BEHAVIOUR

IN THE CLASSROOM

- Be attentive e.g. listen, sit on chair, listen to others' opinions
- Cooperate e.g. share, play / work together
- Show respect e.g. be kind, take care of equipment, be polite

IN THE PLAYGROUND

- Stay in own play area and play cooperatively and safely
- Respect adults, other pupils and their environment (e.g. put rubbish in bins)
- Engage appropriately with activities in the classroom on wet days
- Report problems to supervisors

IN THE TOILETS

- Adhere to the school system for visits to the toilet*
- Put paper towels in the bin
- Treat all fixtures and fittings with respect
- Report any damage to class teacher or Building Supervisor

IN THE CANTEEN

- Follow normal routines and rules
- Stay seated
- Speak quietly
- Be courteous and well mannered

OUTSIDE OF SCHOOL ACTIVITIES

- Good manners
- Respect for adults & other pupils
- Conduct which reflects on Hart Memorial Primary School in a positive light

*children are encouraged to use the toilet directly before / during playtimes and before / after the school day. If a child has a medical reason for needing to go to the toilet more often than this – i.e. during class time – it is the parents' responsibility to inform the class teacher in writing of this

UNACCEPTABLE / NEGATIVE BEHAVIOUR

LEVEL 1	<ul style="list-style-type: none">• Being off task including wandering / distracting others• Calling out / speaking over others• Talking at an inappropriate time; asking inappropriate questions to disrupt• Not listening / not paying attention• Pushing / shoving / talking in line• Talking / running in the corridors• Not clearing up, even when asked• Interfering with others' property / hiding work or resources• Not following instructions• Complaining / muttering disruptively / persistently• Name calling; making fun of someone
LEVEL 2	<ul style="list-style-type: none">• <i>Repeated (>4) level 1 behaviours</i>• Minor deliberate damage e.g. breaking pencils or other desktop equipment• Telling lies• Playing rough• Encouraging others to misbehave• Answering back or questioning (disrespectfully) adults' decisions or requests
LEVEL 3	<ul style="list-style-type: none">• <i>Repeated behaviour (for which Yellow card received)</i>• Using obscene words or gestures• Refusing to obey instructions / deliberate non-compliance / defiance• Destroying or deliberately damaging others' work / property• Insulting or name-calling using repeated, foul, racist, sectarian or homophobic language• Threatening violence; deliberately hurting or injuring another pupil• Bullying

Stage 4

CLASSROOM RULES & ROUTINES

Each class will formulate its own agreed list of classroom rules and routines at the start of each school year when children transition to a new class and teacher.

Stage 5

REWARDS

Rewards should:






- Be given as soon as possible
- Be small but tangible
- Be cumulative
- Never be taken back
- Include 'surprises' e.g. to a pupil holding a door open
- Avoid hidden negatives

These will include, throughout the school day:

- Verbal praise / positive comments / smile
- Sticker/star on star chart
- Stamp / sticker on work
- Work shown to rest of class or another teacher in school (if appropriate)
- Comments in book
- Photo on wall
- Choice of activity
- Work displayed

- Applause
- Monthly celebration certificate / badges
- Sent to Principal / another teacher
- Displaying work
- Certificates e.g. 'Act of Random Kindness'
- Responsibilities
- Shake hands
- Time off homework
- Pupil of the Week award
- FFFB – Freddo For Fine Behaviour
- Celebration certificates / badges
- Reading out of good work by child / teacher
- Champion Table award (canteen)

GOOD TO BE GREEN REWARD SCHEME

<p>WEEKLY</p>	<p>'I've been Green all week' sticker (on jumper P1-P2; in Homework diary P3-7)</p> <p>Raffle Ticket with name on it into Rewards Box</p> <div style="text-align: right;">  </div> <p>P5-7: Freddo For Fine Behaviour (FFFB) Awards for one pupil in each class</p>
<p>MONTHLY</p>	<p><u>Celebration Assemblies:</u> Acknowledgement of all children who have stayed on Green for 4 weeks.</p> <p>A draw of raffle tickets from each class's Reward Box for a bigger prize e.g. board game (for one pupil in each class) <i>(therefore, the more weeks a child has stayed on green, the more raffle tickets he/she will have in the box, so the greater the chance of winning the big prize)</i></p> <div style="text-align: right;">  </div>
<p>TERMLY</p>	<p>'Good to be Green' button badge for those who have stayed on Green all term</p> <div style="text-align: right;">  </div>
<p>ANNUALLY</p>	<p>'Good to be Green' enamel frog badge will replace the two button badges</p> <p>'Good to be Green' postcard sent home <i>(to inform parents of the great news)</i></p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>

CONSEQUENCES

GENERAL

- Verbal disapproval / reprimand (private or public)
- Praise appropriate behaviour of others
- Complete unfinished work / work sent home
- Change seating
- Withdrawal of privilege/s
- Time out– supervised
- Speak to / inform parents

PLAYGROUND

- Verbal warning
- Time out
- Walk with supervisor
- Report to class teacher at end of playtime

GOOD TO BE GREEN SCHEME CONSEQUENCES

LEVEL OF UNACCEPTABLE BEHAVIOUR	CONSEQUENCE
LEVEL 1	Verbal warning followed by ONE turn of GREEN CARD (up to 3 turns for low level / repeated behaviour)
LEVEL 2	YELLOW CARD: <ul style="list-style-type: none">•Recorded in teachers' 'Good to be Green' log book•Recorded on school system•Will <u>not</u> receive Friday sticker or Raffle ticket that week•Yellow sticker in homework diary (on day received) with short explanation by teacher•20 minutes off Golden Time on Friday
LEVEL 3	RED CARD: <ul style="list-style-type: none">•Recorded in teachers' 'Good to be Green' log book•Recorded on school system•Will <u>not</u> receive Friday sticker or Raffle ticket that week•Sent to principal (or vice principal) with homework diary; principal puts in Red sticker & records explanation for parents•No Golden Time on Friday – detention supervised by vice principal

FURTHER CONSEQUENCES

If the misbehaviour continues, one or both parents will be asked to come to school to discuss the matter with the principal. Further sanctions will include:

- Involvement of parents on a regular basis
- Withdrawal from group activities
- Individual working space within class / working in another classroom
- Regular reports in home / school journal
- Withdrawal of a range of privileges including class trips, extra curricular activities and place on school teams
- Extended Time Out (e.g. lunchtime detentions over a set period; loss of breaktime play; spending playtimes in another playground or on other duties (litter-picking, helping with infant mealtimes))
- Suspension (the procedures as laid out in the EA policy on Suspension and Expulsion will be followed and are available to view)

Further support & strategies to reduce / remove pupils' behavioural barriers to learning

WORKING WITH PARENTS

In Hart Memorial Primary School, we see a strong home / school link as vital to the well being and education of the child. Examples of partnerships with parents which may be used to support the Promoting Positive Behaviour Policy are:

- Home / school journals
- Liaising with parents in the matter of misbehaviour**
- Regular parent / teacher meetings to monitor and review behaviour
- Phone calls / letters home

**The school views biting as a very serious misdemeanour as it can cause significant harm and distress to the child who is bitten. If a child bites, the parents will always be contacted and asked to reinforce with their child that this must never happen again. The parents of the child who is bitten will be informed when collecting their child or sooner if the skin has been broken

WORKING WITH OUTSIDE AGENCIES

The staff of the school will work with outside agencies for the benefit of all and / or individual pupils. Examples of such are:

- Counselling / Mentoring services
- Behaviour Support Team
- Social Services
- Educational Psychologist
- National Society for the Prevention of Cruelty to Children
- Police Service of Northern Ireland (PSNI)
- Other approved agencies and professional bodies as necessary

External support will be accessed by the SENCo, principal or vice principal. Parents will be kept informed throughout the process.

Outcomes will be tracked, monitored and evaluated by:

- Professional dialogue with outside agencies
- Written reports from outside agencies
- Close liaison with pupil, teacher and parents
- Use of qualitative & quantitative data to assess pupils' academic improvement / social, behavioural and emotional development

Policy Development: pupil involvement

It is essential, for our policy to be successful, that our pupils have ownership of it. Therefore, they have been involved throughout in its review and development through:

- Class discussion
- Junior and Senior assemblies
- Creation of powerpoints
- Decision-making on acceptable and unacceptable behaviours
- Decision-making on levelling unacceptable behaviours
- Decision-making on rewards and sanctions
- Formulation of prize lists by class representatives of School Council
- Consultation when changes are being suggested

Relationship with other policies

Our Promoting Positive Behaviour Policy works in conjunction with all other policies relating to the pastoral care of the child. Examples of such are:

- Pastoral Care Policy
- Safeguarding & Child Protection Policy
- Special Needs Policy
- Anti-Bullying Policy

Bullying behaviour of any kind is unacceptable within our school community.

All children will be treated fairly and in accordance with SENDO legislation.

Continuing Professional Development

The school will continue to access high quality training and awareness-raising courses which positively impact on staff's ability to meet the social, behavioural and emotional well-being needs of our pupils.

Continuing Professional Development will focus on:

- the needs of the pupils
- routines, which create a scaffold for good conduct and high expectations for behaviour
- relationships: relationships change behaviour, promote inclusion and limit exclusion
- responses: strategies and interventions which de-escalate confrontation, resolve conflicts and redirect unproductive behaviour
- restorative practice

PROCEDURES FOR MONITORING & REVIEWING

The Behaviour Policy will be monitored and reviewed regularly.