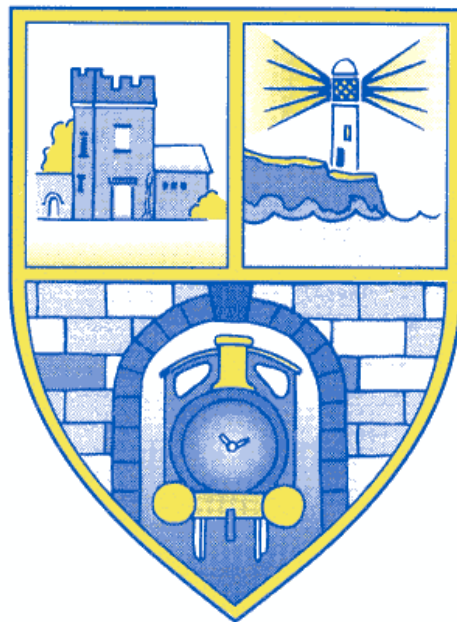


Whitehead Primary School and Nursery Unit

“Learning & Growing Together”



Positive Behaviour Management Policy

INTRODUCTION

This policy was produced in consultation with the school community, including pupils, parents, staff and board of governors.

AIM

As a school we aim to provide, in partnership with parents, a safe, secure and stimulating learning environment where children can achieve their full potential and pursue excellence. We will focus on and reward the positive aspects of behaviour.

GOLDEN RULES

In order to achieve the above aim, staff and pupils (through class and school councils) have devised our Golden Rules. Parents have also had the opportunity to voice their opinion on these rules.

The rules are based on the acronym:

B	behaviour
E	endeavour
A	attitude
M	manners

Springing from the acronym are the Golden Rules:

Do be kind – help others.

Do show good manners.

Do look after property.

Do walk quietly in the corridors.

Do be gentle – don't hurt others.

Do wear school uniform.

Do work hard, always try your best and never give up.

Do respect others - listen to new ideas.

REWARDS

As children keep the golden rules they are rewarded with “Golden Time” when, as a class or individuals, they get to choose an activity in which they would like to participate. Other aspects of positive behaviour are rewarded through:-

- Verbal feedback from teacher
- Class reward systems
- Star pupil certificates
- Free homework tokens
- Good manners tokens and prizes

PROCEDURES EMPLOYED TO DEAL WITH INCIDENTS OF INDISCIPLINE

When there arises any incident of disruptive or anti-social behaviour or an act of vandalism or serious disobedience, which needs immediate correction, the Principal and staff of the school have an agreed strategy that is applied.

It is applied as a corrective measure and an attempt to ensure that the misdemeanour does not occur again. This discipline strategy takes account also of any repeated incidents of bad behaviour that, if left uncorrected, may lead to a general escalation of unacceptable behaviour within school.

The school policy is monitored, evaluated and reviewed regularly. The policy is structured to give teachers the opportunity to apply it according to the level of repetition or severity of unacceptable behaviour. The following agreed procedures are administered in the order of the severity of the incident.

- Class teachers will manage discipline within the room or at class level, recording any incidents on a Positive Behaviour Management form (Appendix 1).
- If a child is repeatedly misbehaving, the teacher will make use of a positive reward chart focussing on particular targets for that child.
- Having used the positive reward chart, teachers and non teaching staff will report continued, repetitive disruptive behaviour to the Vice-Principal for correction. This will take the form of removal of privileges or the imposition of extra work to be completed either at lunchtime or at home.
- Incidents which show an escalation of aggressive or disruptive behaviour will be brought to the Principal. At this level the decision may be taken to put the pupil on report (Appendix 2). Parents will be informed and an interview requested.
- When placed “on report”, a child’s behaviour will be monitored in the form of a written record to be signed by a parent on a weekly basis.
- If there is a further decline in the child’s behaviour, it will be monitored on a daily basis.

Parents will be kept informed and their co-operation sought at all times. In this way any corrective measure taken by the school would be seen by the child to have the parents' understanding. The application of this procedure ensures that parents are aware of any marked deterioration in a child's behaviour at school.

As a final resort, and only if a misdemeanour is repeated and severely against the school rules, suspension may be put into operation. Suspension may also be invoked in the case of a one off serious incident. At this stage the Board of Governors will be consulted and the Education Authority and DE advice put into practice.

The following can be considered as grounds for suspension:

1. Recurring bullying of a pupil.
2. Physical attacks on a pupil.
3. Verbal abuse of a pupil.
4. Disruptive behaviour in class (persistently occupies teacher time or distracts other pupils).
5. Persistent infringement of Golden Rules.
6. Significant damage to property (of school, staff or other pupils in school or outside school).
7. Stealing (from pupils or staff in school or outside school while in uniform).
8. Verbal abuse of staff (including swearing at a member of staff).
9. Physical attack on staff.
10. Possession of alcohol, solvents or illegal drugs on school premises.

ROLES & RESPONSIBILITIES

Principal

- Adequate staff development in the area of Positive Behaviour Management.
- Encourage positive behaviour in all aspects of school life through Assembly, Circle Time, etc.

Teachers and all Adults within School

- Promote positive behaviour and self discipline within the classroom.
- Regularly reinforce Golden Rules ensuring that children understand why rules are in place.
- Offer a level of supervision which ensures that children feel safe at all times.
- Ensure a fair and consistent approach in managing behaviour.
- Ensure that children know who to speak to if they ever have any concerns.
- Ensure that children are aware of Peer Mediation.
- Record any incidents of inappropriate behaviour.
- Inform the Vice-Principal/Principal of any persistent or serious infringement of the Golden Rules.

Pupils

- Develop the ability to manage their behaviour in a variety of situations.
- Adhere to Golden Rules both in and out of school (eg school trips).
- Display mutual respect for their peers and all members of the school community.
- Speak to a responsible adult, should they ever have any concerns.

Parents

- Encourage children to have a positive attitude towards school and all aspects of school life.
- Support the school's Positive Behaviour Management Policy by reinforcing Golden Rules.
- Draw to the attention of school (initially the class teacher) any concern that they might have regarding their children.
- Support the school when sanctions are invoked.

Last reviewed: August 2018

Next review: June 2020

APPENDIX 1

POSITIVE BEHAVIOUR MANAGEMENT

CHILD'S NAME: _____

CLASS	DATE	BRIEF DESCRIPTION OF INCIDENT

Appendix 2



	Monday		Tuesday		Wednesday		Thursday		Friday	
Lining Up										
9.00-10.30										
Break-time										
10.45-12.15										
Lunch-time										
1.00-3.00										
Parental Comment										