

Carr Primary School

Promotion of Positive Behaviour



From small beginnings come great things

2020

1. Core Beliefs of Carr Primary School

In a safe, caring, and disciplined environment, and in partnership with the parents and carers of our pupils, the staff of Carr Primary School will strive to provide the most effective learning opportunities for each child.

We do this with the aim of meeting the individual educational, emotional, physical and social needs of each child so that they may grow to their full potential, thereby enriching our community.

We encourage self-confidence and celebrate successes. We foster respect for each other and for the community.

2. The Importance of Positive Behaviour

We believe that children should develop good discipline through positive encouragement and instruction whilst understanding their rights and responsibilities within the school setting.

At Carr, children have the right to feel safe at school; the right to learn and the right to be respected and to have fair treatment. It is the view of Carr Primary School that effective learning can only take place where standards of good behaviour are set as pre-requisites. Good behaviour is that conduct which assists the school to fulfil its function, namely the full development in potential of all its pupils.

Within society we follow a series of ground rules that allow us to live together in relative harmony. During class, children are made aware of the ground rules in school and they are consistently reinforced by all members of the school community.

3. What Carr Primary School Thinks of as Positive Behaviour

- ✓ Treat others as you expect to be treated
- ✓ Be kind, considerate and polite
- ✓ Be responsible for your own behaviour and learn from your mistakes
- ✓ Look after your school and the people/property within it
- ✓ Be honest and truthful
- ✓ Be the best person you can be

Such examples of Positive Behaviour can be seen when pupils

- are courteous to each other, their teachers and all adults in school;
- listen attentively when teachers, other adults and other children are speaking;
- follow safety rules and advice from all school staff;
- walk quietly through the corridors so as not to interrupt other classes;
- play together sensibly and safely in designated areas of the playground; and
- treat all school furniture and materials with care and keep the school and the grounds tidy.

4. How Carr Primary School Promotes Positive Behaviour

4.1 A Positive Learning Environment

Good teaching and positive teacher/pupil relationships are major contributors to good classroom discipline. Good discipline enables effective learning to take place.

In order to create a positive learning environment, teachers aim to:

- encourage the genuine involvement of all pupils in classroom activities;
- actively recognize children's different abilities and match tasks to those abilities so that pupils regularly achieve success;
- recognize and encourage children's individuality and the importance of self-esteem;
- make lessons enjoyable and challenging with an approach which is sufficiently flexible to encourage children's contributions;
- use positive rather than negative language to communicate expectations and feedback to pupils;
- give regular praise and encouragement to pupils, particularly to disruptive pupils as soon as acceptable behaviour is observed; and
- establish a small number of classroom/school rules which should be discussed with pupils to encourage ownership.

4.2 Praise

Praise can be given in many ways and, without any attempt to put this into a value order, might include the following:

- a quiet word or encouraging smile;
- a written comment on pupil's work, or in a more detailed way picking out specific points or ideas that gave pleasure;
- a visit to another teacher or the Principal for commendation, e.g. a written comment or star;
- a public word of praise in front of a group, a class or the whole school;
- public acknowledgement by presentation at an assembly or by giving some special responsibility;
- some system of merit awards, with or without public acknowledgement of that reward e.g. "Pupil of the Week" or awarding a star to the class' star chart.
- prizes which reflect endeavour;
- use of school reports to comment favourably, not only on good work and academic achievement, but on behaviour, involvement and general attitudes;
- a letter to parents informing them specifically of some action or achievement deserving praise.

4.3 Starcharts : Classroom Reward System for Positive Behaviour

Each class establishes and maintains its own 'Starchart' system which is appropriate to the age and development of the class.

Class discussions should be used at the start of the academic term to establish the positive classroom behaviours which might receive Starchart points (Appendix 1 shows a Year 7 Starchart and the outcomes of their class discussions).

4.4 Playtime Points : Out of Class Reward System for Positive Behaviour

'Playtime Points' is a whole school system for recognizing and rewarding positive behaviour in the playground. Points are given to each class in the morning, at break and at lunch for punctual lining up and can also be given for positive play at breaktime and lunchtime.

The points are tallied and the winner is announced during Friday Assembly. The winning class can choose from a range of rewards including extra playtime, hot chocolate, pizza and a night off written homework.

5. What Carr Primary School Thinks of as Inappropriate Behaviour

Below are examples of behaviours that are seen as inappropriate in Carr PS. It is important to note that the list is not exhaustive and the categories under which a certain behaviour falls may change depending on occurrence and if the child has been asked to stop the behaviour already.

Mildly Disruptive	Moderately Disruptive	Seriously Disruptive
<ul style="list-style-type: none"> - shouting out - huffing - snatching - homework incomplete - messing around - interrupting - delayed compliance - distracting others 	<ul style="list-style-type: none"> - throwing objects / property - spitting - pushing - defiance - refusal to follow rules - being cheeky - answering back 	<ul style="list-style-type: none"> - throwing objects at others to cause harm - hitting, biting, anything that causes deliberate harm to another person - running away from an adult so that safety is put at risk - destroying property intentionally - threatening others - fighting - ruining the work of others - verbal abuse

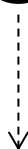
6. How Carr Primary School Responds to Inappropriate Behaviour

6.1 Traffic Light System

Most children will spend their time in school achieving well and displaying all the positive attributes that we encourage. Some children may display behaviour that is not in their best interests, nor in the best interests of the other members of the school community. In such cases we use the whole school 'Traffic Light' system.



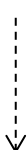
All children begin every day and every session (break → lunch and lunch → home) on the Green Light.



If a pupil is behaving inappropriately, the teacher will give them a non-verbal warning. If the pupil continues with the inappropriate behaviour, the teacher will then give a verbal warning.



If the inappropriate behaviour continues after two warnings, the pupil will move to the Amber Light.



If the child improves their behaviour throughout the rest of the session, they will return to the Green Light. However, if the pupil does not address their behaviour, one more warning will be given.



If the pupil's behaviour has not improved after this further warning, the pupil will move to the Red Light.



The consequence for moving to the Red Light is that the pupil will remain indoors during either break or lunchtime and complete a 'Behaviour Journal' (Appendix 4) with the teacher or Principal. The 'Behaviour Journal' will be sent home to be signed by the pupil's parents, then returned to school.

The class teacher will retain a log of 'Behaviour Journals' and, where inappropriate behaviour is persistent, will refer the 'Behaviour Journals' to the Principal. At this stage, either a letter will be sent home to parents or parents will be asked to visit school to discuss the behaviour.

If a pupil's behaviour has been purposely physical in nature, then the child will be placed immediately on the Red Light and a Behaviour Journal issued.

Class discussions should be used at the start of the academic term to establish the classroom behaviours which might lead to a pupil moving through the Traffic Light system (Appendix 2 shows the outcomes of one class' discussions).

6.2 Playtime System



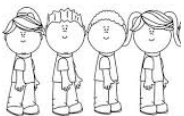
If a pupil is behaving inappropriately during break or lunchtime, either in the playground or in the school dining hall, the pupil will be given one verbal warning.



If a pupil continues to behave inappropriately after receiving a warning, they will be given five minutes time out on an allocated seat close to a supervisor.



If the pupil, after their time out, continues to behave inappropriately, the pupil will be sent inside the school to be supervised by the class teacher or Principal. This will lead to the pupil being placed on an Amber or Red Traffic Light depending on the inappropriate behaviour shown.



If, when lining up, an incident occurs that would merit time out, the supervisor should report this to the classroom teacher and the pupil will be placed on an Amber or Red Traffic Light depending on the inappropriate behaviour shown.

6.3 Further Sanctions

The professional nature of the staff in Carr Primary School results in an ever changing repertoire of ways in which they manage inappropriate behaviour. On many occasions the sanction required is simply the opposite of the rewards that we use, for example – not getting free choice time when the rest of the class does, not getting off homework when the rest of the class does and not being allowed to play at lunch time but having to stay with a supervisor.

Timeout from After-School Provision and/or Educational Trips

Carr Primary School requires children to agree to a code of conduct related to after-school provision and educational visits. This code is intended to ensure that all children can benefit from and enjoys

such activities and that they can do so safely. Children are reminded that they are ambassadors for their school whenever they are taking part in such activities.

Carr Primary School believes that because the learning environment can be less formally structured during after-school provision or on an educational visit, children need to have demonstrated consistently acceptable standards of behaviour within school if they are to participate.

Scheme for Suspension and Expulsion of Pupils

Suspension as a severe sanction will be considered only when all reasonable attempts to integrate the pupil into the school have been made.

It shall be imposed by the Principal, after consultation with the Board of Governors, the parents, the Education Authority and any other appropriate body.

It shall be applied:

- where all possible preventive strategies and sanctions have been tried.
- if all possible preventive strategies and sanctions fail to produce acceptable behaviour.
- where there has been a gross act of unacceptable behaviour by the pupil.

The expulsion of a pupil will happen only as a consequence of the pupil having committed a most serious breach of school discipline. The Principal will take the appropriate steps and follow guidance as laid down by the Education Authority.

6.4 If a child isn't responding to the whole-school approach

When the 'Traffic Lights' system alongside the rewards system do not appear to be helping the child modify their behaviour, staff will seek advice from other members of staff including the SENCo, Pastoral Care Co-ordinator, Principal and if necessary outside agencies such as the Behavioural Support Team.

Some children may require an individualised approach to behaviour management and our staff are experienced in adapting to those needs. This may involve using social and emotional behaviour techniques to support the child with their feelings and create a safe environment and a clear head for them to achieve their best in school.

6.5 How we deal with inappropriate behaviour allegedly occurring outside school and when no longer under the control of the school

There are occasions when the school receives reports of our pupils allegedly misbehaving when no longer under the control of school, for example, when walking home. The school has no authority to deal with such reports but may, if pupil safety is a concern, report the matter to the appropriate authority, usually their parents. How it is then dealt with is then a matter for them.

7. Working Together to Improve Behaviour

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. Often in a smaller community such as the 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 addressed in relation to the children as a whole.

It is quite clear that a pupil's acceptance of any system of rules for behaviour is determined by the attitudes of home and local society. **Therefore, 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 to any property and they, therefore, have an obligation to promote the general policy and rules of discipline as laid down by the school.

7.1 Keeping Parents Informed

At Carr Primary School we do not normally inform parents about every lapse of behaviour. Everyone can make mistakes or act inappropriately at times, but when a pupil has been placed on the Red Light, this information will be reported to the parent through the 'Behaviour Journal'.

If a pattern of inappropriate behaviour begins to form, we will inform the parents. This may be through an informal chat at the school gate, through the homework diary, by telephone or in a pre-arranged meeting.

7.2 Keeping the School Informed

As a school, we recognise that, at times, inappropriate behaviour can stem from personal problems or difficulties. Children can become upset about situations both inside and outside of school. If you are aware of what may be a difficult time for your child, please do let the school know so that we can be more prepared and able to help your child cope with it.

Please see Appendix 3: 'If you have a concern or issue about your child'

8. Staff and Positive Behaviour

The attitude of all staff is of great importance. It is they who in the end determine the environment in which good pupil/teacher relations can develop. They are expected to set the right example to pupils in matters of dress, punctuality and commitment. Good behaviour in pupils is found where teachers enjoy good relationships with their pupils, have high expectations of their pupils' work and provide a curriculum and teaching methods well matched to pupils' needs.

A teacher's influence depends on attitude, character, example, teaching skills and the rapport established with pupils.

Above all consistency of approach is the keynote - consistency by an individual member of staff towards pupils and consistency across the staff as a whole towards all pupils.

Consistent action by all the staff is required to make the policy effective. Any amendments to the school's policy should be the basis of full and genuine consultation, leading to secure ownership and commitment.

Positive Behaviour systems throughout the school will be reviewed, alternative ways of dealing with disruption will be considered and there will be access to literature and outside help from the Education Authority when necessary.

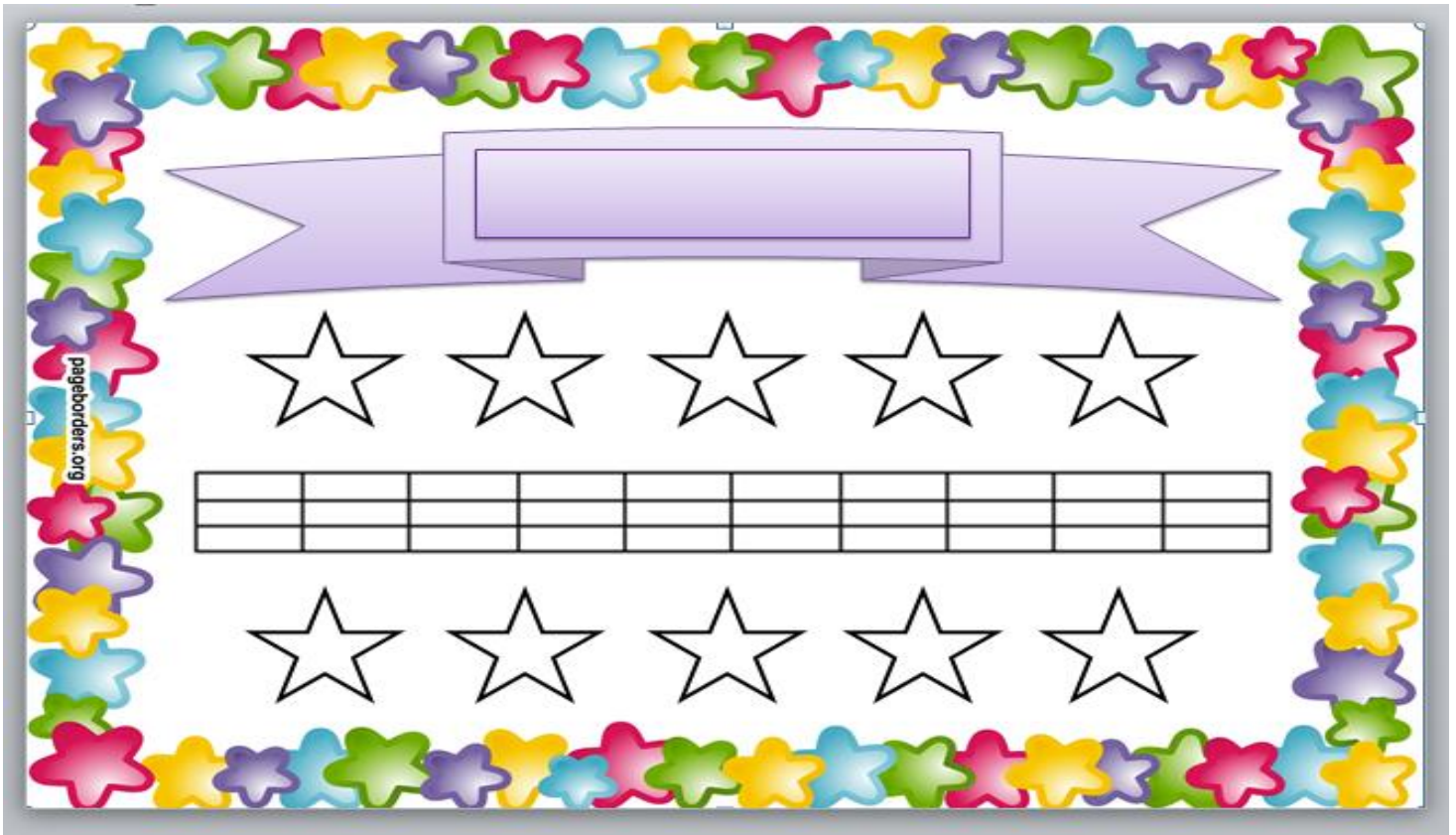
Policy Agreed by the Board of Governors

September 2020

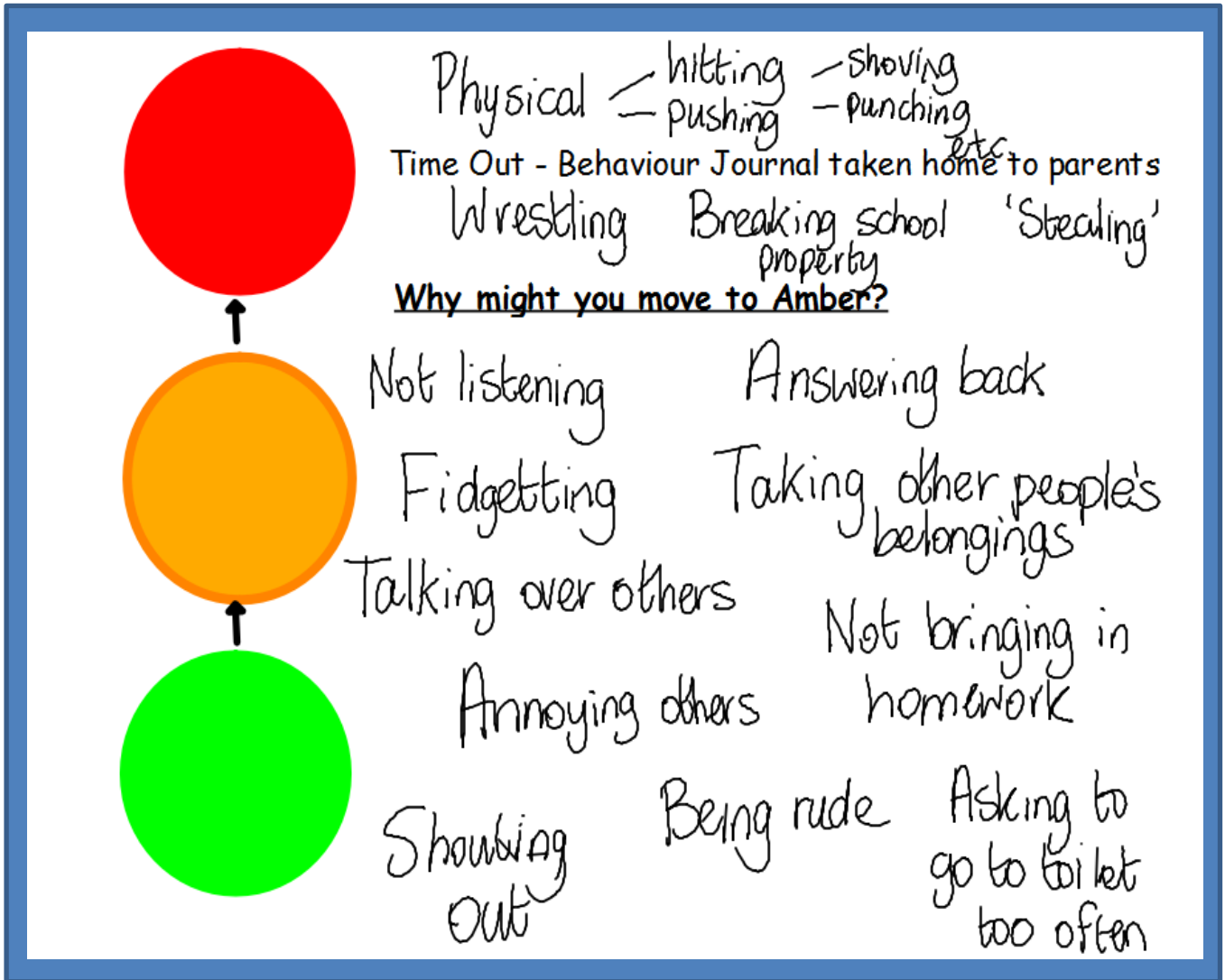
(Chair of the Board of Governors)

Review Date: September 2022 or at such times as new guidance becomes available or relevant legislation is passed.

Appendix 1: Primary 7 Starchart and Responses to Class Discussion



Appendix 2: Response to Traffic Light system discussion



Appendix 3: If you have a concern or issue about your child

<p>Listen and decide...</p>	<p>Contact the School...</p>
<p>Listen to what your child is saying and decide:</p> <ul style="list-style-type: none"> • Is it not serious, serious to the child but easily dealt with at home or serious enough to contact the school? • Is the information you heard likely to be accurate or is it exaggerated in any way? • Does this issue affect your child alone or other children? • Should you encourage your child to speak up for him/herself or should you be the one to raise the issue? 	<p>Contact the teacher:</p> <ul style="list-style-type: none"> • With a note if it is felt that the issue is not urgent. If there is an ongoing issue, a home/school book can be established for frequent communications with the class teacher. • By telephone to speak to the teacher between 8.40-8.50am or 3.00-4.00pm on a Monday to Thursday or 2.00-3.00 on a Friday. If the teacher cannot take the call, then speak to the Principal. • If it is a very urgent or serious matter that involves the immediate safety of the child, speak directly to the Principal.
<p>The teacher's route for dealing with issues...</p>	<p>Range of school responses...</p>
<ul style="list-style-type: none"> • The teacher will take some time to investigate the issues especially if it involves other children. As you can appreciate, none of the children are treated as if they are responsible for something without evidence. • This should take two days unless one of the named children is absent. • The teacher will weigh up the evidence and speak to your own child. This is done to bring further clarity to what has happened. • The teacher will usually decide the course of action and may liaise with the Principal who will give advice and support as required. • You will be contacted by the teacher to explain what is being done but other children's confidence will be observed so the information may be limited to what actually went on and an outline of the sanctions or arrangements made to ensure that it should not happen again. 	<p>The range of school responses will vary depending on the level of severity and frequency of the issue or incidents.</p> <ul style="list-style-type: none"> • Teachers will always endeavour to foster positive relationships and will explore these during class through PDMU or circle time. • The teacher might rearrange the classroom to give some children space from one another and monitor contact between individuals. • The teacher might set up arrangements for the segregation of play areas and inform the supervisors. • The Principal will make contact with the parents of the child and invite them to a meeting to discuss the pupil's behaviour. • The school may seek advice from support agencies to advise us on behaviour plans or referrals.
<p>The school believes that any information relating to school or pupils which is posted on social media impacts upon privacy and personal dignity and prevents issues being properly addressed. Please do not publish any information relating to school issues on social media sites.</p>	

BEHAVIOUR JOURNAL

You have chosen to break a classroom rule. Please use this page to reflect on your own behaviour.

- ✓ Remember, you are in control of what happens to you.
- ✓ You are responsible for your own actions.



Name : _____

Date : _____

This is the classroom rule/rules I chose not to follow:

This is what happened:

This is why my behaviour was not appropriate:

This is what I could have done instead:

Teacher's Signature _____ Parent's Signature _____