



Positive Behaviour Policy

Policy reviewed by all staff and governors – April 2010

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FOREWORD

This document outlines Orchard County Primary School's aims and strategies for promoting positive behaviour. Its main function is to provide practical guidance for all those employed within our school and those external agencies working with the pupils within the school environment.

The main thrust of this policy is to promote good behaviour and we believe that this is best done through the promotion of the following values in all our staff and pupils:

- Respect for ourselves and others
- Respect for our school and the surroundings
- Respect for our own and other peoples belongings/property
- Taking pride in our work

This document should be used in conjunction with a range of other school policies and guidelines including:

- Child Protection
- Behaviour Management
- Pastoral Care

Whilst Individual sections of this document will be salient depending on a given situation, it is essential to note that Orchard County's commitment and holistic approach to the personal safety of all pupils, staff and visitors is the lynchpin connecting all sections.



POSITIVE BEHAVIOUR POLICY

Rationale

Orchard County Primary School is taking positive steps to ensure that all aspects of school life (which are based on Christian principles) value both staff and pupils as individuals. The school sees it as important that pupils are provided with a secure and ordered environment which will allow for their spiritual, emotional and intellectual growth. To this end the Governors aim to work with both the staff and parents for the benefit of all the children in the school.

This school's Behaviour Management Policy focuses on the concern for the safety and well being of all the pupils, staff and visitors and seeks to provide an orderly community where pupils learn to accept and recognise responsibility for their own decision, actions and consequences. The school views parents as partners in this process and recognise that the support, encouragement and co-operation of parents is crucially important in implementing this school discipline policy. We also believe that parents and teachers are partners in promoting responsible behaviour from our children.

Aims

- To provide a safe, ordered, caring and happy environment conducive for effective learning to take place.
- To develop a sense of self discipline through positive acknowledgement and reinforcement of good behaviour.
- To encourage courtesy, manners, self-respect, respect for others and their environment.
- To involve children and parents actively in discussions relating to acceptable and non-acceptable behaviour which will be incorporated in the school rules and of the rewards and sanctions operating in the school.
- To encourage a degree of understanding of Christian and moral standards and a regard for the law of the land.
- To administer all discipline procedures impartially, fairly, firmly and consistently.

Rights and Responsibilities

Pupil Rights	Pupil Responsibility
<ul style="list-style-type: none"> • To be treated with respect • To be educated in a safe and stimulating environment • To be listened to and have problems taken seriously • To be happy and have work and efforts valued 	<ul style="list-style-type: none"> • To treat other children and property with respect • To treat all staff with respect • To work to the best of their ability • To obey class and school rules • To develop self-discipline and honesty

Staff Rights	Staff Responsibility
<ul style="list-style-type: none"> • To be treated with respect by all the members of the community • To work in a safe and healthy environment free from confrontations and abuse. • To be informed and consulted on matters associated with the school. • To receive support from management at the Board. • To be encouraged to develop professionally and have job satisfaction. 	<ul style="list-style-type: none"> • To prepare well, teach thoroughly and continually assess pupils' progress. • To inform parents of children's progress. • To create a stimulating and happy learning environment. • To develop children's confidence and self worth through positive acknowledgment. • To endeavour to meet the needs of individual children. • To listen to and try to establish a positive relationship with the children.

Parents' Rights	Parents' Responsibility
<ul style="list-style-type: none"> • That their children will have the opportunity to learn in a safe and secure environment. • To be consulted on matters concerning their child. • To be kept informed of their child's progress and perceived difficulties. • To be kept informed of the mechanisms the school uses for day-to-day issues. • To be listened to and have their concerns dealt with fairly. 	<ul style="list-style-type: none"> • To ensure that their child attends school regularly, are punctual and fully equipped to learn. • To ensure the children are dressed smartly in the agreed school uniform. • To promote good manners, routines and socially acceptable behaviour at home. • To support the school by fostering a positive attitude to school and its staff. • To provide a suitable environment where homeworks can be completed to the agreed standard with supervision and guidance. • Where appropriate, to ensure homeworks are signed.

SCHOOL RULES

We believe our rules at Orchard County Primary School are:

- Consistent
- Fair
- Firm

Each class has rules on display, made by and accepted by the children. In addition to these Pupils should be aware of the School Rules (**See Appendix 1**)

1. NOTE that in the interest of Child protection, the school is made aware of absences on the first day before 9.30am.
2. Always call at the office on arrival at school.
3. Inform the school of an impending absence by letter.
4. Submit a letter on return to explain an absence from school.
5. Dress children in the agreed school uniform.
6. Encourage healthy eating at school.

We acknowledge that Parents needs to be involved, in partnership with the school, in securing and maintaining their children's good behaviour.

WE DO NOT TOLERATE

- Bullying Behaviour
- Stealing
- Fighting
- Destruction of property
- Bad language

IMPLICIT IN ALL OUR RULES AT ORCHARD COUNTY PRIMARY SCHOOL IS THE SAFETY OF THE CHILDREN IN OUR CARE.

REWARDS

It is the aim of Orchard County Primary School to positively acknowledge the good behaviour of all the pupils. In rewarding this behaviour we aim to encourage children to behave well all of the time. We discourage unacceptable behaviour and endeavour to create a climate within the school which is conducive to sound relationships and effective learning and teaching.

Rewards may be both material and non-material. The rewards will vary depending on the class; but will always strive to be consistent and to promote self-esteem.

Rewards used in Orchard County Primary School in individual classes may include:

Verbal praise
Written praise
Stickers
Stamps
Certificates
Table rewards
Class Pupil of the Week Awards
Treats/prizes

REWARDS SYSTEMS IN PLACE

Primary One

Non Material/oral	Material
Well done	Stickers
Good for you	Stamps
Good try	Written comment
Super thinking, counting	Treats/sweets
I am so please with you	Work on display
You have worked hard	
Brilliant	
Wow	
Great work	
Thumbs up	
Smiles and eye contact	
Whole class praise	
Tap own back	
Private praise	
Visit to other teachers	
Visit to Primary Two	
Vice- Principal and Principal	
Words of encouragement	

Sanctions – Time out, withdrawal from specific activity

Primary Two

Non Material/oral	Material
Well done	Stickers
Good for you	Stamps
Good try	Written comment
Super	Treats/sweets
I am so please with you	Work on display
You have worked hard	Individual star charts for prizes
Brilliant/Excellent	
Great work	
Smiles and eye contact	
Whole class praise	
Private praise	
Visit to other teachers	
Visit to Principal	

Sanctions – Reflection time, withdrawal from specific activity

Primary Three

Non Material/oral	Material
Well done	Stickers
Good for you	Stamps
Good try	Written comment
Super	Treats/sweets
I am so please with you	Work on display
You have worked hard	Individual star charts for homework voucher (10 stars = 1 night off)
Brilliant/Excellent	
Great work	
Smiles and eye contact	
Whole class praise	
Private praise	
Visit to other teachers	
Visit to Principal	

Sanctions – Time out, withdrawal from specific activity

Primary Four

Group Reward: Table points
Friday treats

Individual Reward: Star charts
Stickers
Words of Praise
Stamps
Written comments
Homework vouchers
Visit to other teachers
Visit to Principal

Sanctions – Time out, withdrawal from specific activity

Primary Five

For Good Work

Stamps

Star Chart – 6 'excellent stamps' earn a homework voucher for a written homework.

Sticker for book or to wear

Written comments on work

Oral praise and recognition

Work displayed

For Good Behaviour

Table points

Stickers eg lunchtime

Oral praise and recognition

Sanctions – Time out, withdrawal from specific activity

Primary Six

For Good Work

Stickers

Stamps

A star for the Star Chart – '5 excellent' stamps collected earns a homework voucher

A star for the team

Written comment

Work on display

For Good Behaviour

Stickers

Private praise

Whole class praise

Sanctions – Time out, withdrawal from specific activity

Primary Seven

For Good Work or Effort

Stickers

Stamps

Praise

Written comments

Work displayed

Points for teams – counted weekly

Homework vouchers: - for good homework

- classroom effort

- good behaviour

Prizes given for

- Projects
- Spelling challenges for topics
- General effort and attainment

Sanctions – Time out, withdrawal from specific activity

Whole School Reward

On Friday each class allocates a 'Pupil of the Week' school sticker which given for effort, improvement and enthusiasm during the week. During assembly the class teacher explains the reason for their decision.

Whole School Sanctions

'Traffic Light Scheme

- All children start on green
- If an individual misbehaves they move to amber and then red
- If on red, the Principal is notified and visits the classroom to chastise
- An older child or children may be given a page to reflect on their behaviour by writing
 - what they did to warrant being placed on the red zone
 - why they did it
 - the consequences of their actions
 - this written document will only be sent home if poor behaviour continues

SPECIAL NEEDS

Positive comments – both oral and written

Praise and encouragement

Report back positive behaviour and good work to class teacher for reinforcement.

Visit to Head of Key Stage One and Foundation Stage

Visit to Vice Principal

Visit to Principal

Treats and sweets

Stickers on books or work

Stamps on work

Weekly challenges for individual children – targeting specific tasks eg behaviour, organisation, homework etc.

LUNCHTIME BEHAVIOUR

Mr. Blevins or Mrs McMillan will advise lunchtime supervisors of changes to our organisation for supervision. Lunch play time is extended for an extra 5 minutes on a Friday if behaviour has been good during the course of the week.

LUNCHTIME RULES

1. Obey the supervisors
2. Sit properly on your seat
3. Remember your manners
4. Talk quietly when not eating
5. All talking should stop once the 12.40pm bell goes in the dinner hall
6. once the bell rings, all pupils should move quickly to their lines and stand quietly waiting for their teacher
7. Board games, books or a dvd will be permitted on wet days only

Children and supervisors will be encouraged to speak quietly to each other.

REWARDS

Teachers will be informed by supervisors of good and helpful behaviour. Various rewards may be given to children behaving well.

SANCTIONS

1. Children who are being ill mannered or behaving in a way which is deemed unsuitable may be sent to Mr Blevins or Mrs McMillan in the staff room.
2. A letter may be sent to the parents requesting an interview to discuss their child's behaviour.
3. When children are playing in an unsafe or disruptive manner in the playground they may be given time out (standing at the wall for a period of time initially). Their teacher will be informed and if required the parent may be informed.

INAPPROPRIATE BEHAVIOUR will be dealt with, in a level appropriate to the behaviour. There are three levels in the hierarchy of seriousness.

LEVEL 1	LEVEL 2	LEVEL 3
Fidgeting	Arguing back	Hitting
Not staying in seat	Throwing things	Kicking
Teasing	Rudeness to staff	Fighting
Telling tales	Rudeness to peers	Swearing
Hiding work	Defiance	Stealing
Pushing in the line	Destroying own/others work	Lying
Interrupting teacher	Destroying own/others work	Leaving school without permission
Tapping pencil	Spitting	Extortion
Crying	Offensive gestures	Physical abuse-staff
Answering back	Intimidating others	Physical abuse-pupil
Name calling		Bullying
Sulking/huffing/muttering		Vandalism
Inappropriate questions		

SANCTIONS AND PROCEDURES

'While rules and procedures protect rights and define responsibilities, rewards and sanctions are necessary to encourage and maintain the rules in class and throughout the school'. (DEN. Pastoral Care in Schools: Promoting Positive Behaviour paragraph 51)

While we will manage behaviour positively there will be times when it is necessary to employ the sanctions.

When using sanctions we will be trying to change the Childs' behaviour and attitude.

We acknowledge that it is important that the children should be in no doubt as to why they are reprimanded.

We agree that the sanctions should:

1. Immediate or as soon as possible and where possible discrete
2. Be consistent
3. Be fair
4. Be appropriate to the child's personal stage of development
5. Keep self esteem intact

Below are lists of sanctions, which staff will use in response to incidents of misbehaviour.

Parents may be consulted at any stage throughout the sanction procedure if felt appropriate.

- A simple look
- A gesture or signal
- A rule reminder
- Speak to the pupil or a warning
- Removal from the group in the classroom – can be safety reasons
- Related sanction-tidying up mess on floor/table if appropriate
- Time out from activity
- Internal referral usually to the Vice Principal or Principal if necessary
- Parent informed

- Challenge sheets with rewards to promote positive behaviour
- Daily or weekly reporting to Parents – written or oral
- Informal interview with Parent and Teacher
- Formal interview with Parent, Teacher, Head of Key Stage, Vice Principal and or Principal
- Involvement from school SENCO or outside agencies in terms of advice and support
- Suspension
- Expulsion 1986 and 1989 Education Orders – (NI) also SELB Procedures for Suspension and Expulsion

Link with Code of Practice (Special Education Needs Policy)

If when a teacher recognises inappropriate behaviour and after having used normal classroom management strategies the behaviour:

- a. Does not improve
- b. Is causing concern
- c. Is affecting the learning and teaching in the classroom

THEN, following consultation with the SENCO and parents, the child may be placed on a concern form.

ANY FURTHER MOVEMENT THROUGH THE DIFFERENT STAGES OF THE CODE OF PRACTICE WILL NECESSITATE PARENTAL INVOLVEMENT.

Stage 1

If inappropriate behaviour continues the child may be moved to Stage 1 of The Code of Practice and placed on the SEN Register. The class teacher decides on effective teaching strategies to promote positive behaviour and to discourage and deal with unacceptable behaviour from the pupil. An IEP is drawn up.

Stage 2

If progress at Stage 1 has not been satisfactory the class teacher and SENCO may decide to move the child to Stage 2 where appropriate targets will be set and provision made accordingly. A new IEP is drawn up.

Stage 3

When Stage 2 strategies continue to be unsuccessful, a referral to agencies outside school such as Educational Psychologist, Outreach Support Services or the Board's Behaviour Support Team will be made.

Stage 4

This occurs where Psychological advice and a Stage 4 referral is made. The Stage 3 education plan is written whilst this process is ongoing.

Stage 5

The child will receive a statement of Educational Needs from the SELB. The school will endeavour to meet the needs of the child as listed in their statement. Annual reviews will take place in line with the Code of Practice and SELB Policy.

It is the intention of the school to implement this policy, with the assistance of all members of the school community. The policy will be monitored and reviewed every twelve months implementing recent guidelines from Board circulars.

Staff In-Service Training

Each member of staff will receive general training on the Policy and Procedures. The Principal and the Designated Child Protection Teachers will avail of courses offered by the SELB, RTU and other multi-disciplinary agencies.

Monitoring and Evaluation

The Governors will seek the views of all staff, pupils and parents when carrying out a review of the policy and procedures. The Policy will be given to each member of the Board of Governors, staff, parents and volunteers. It will also be available from the office for consultation purposes.

This policy will be reviewed annually or sooner as considered necessary to meet changes in school circumstances and/or SELB/DENI guidelines and/or new legislation. Participation and consultation with children and parents will be undertaken.

(See Appendix 7 for the Positive Behaviour - School Rules)

In drawing up this policy the views of Governors, staff, pupils and parents have been taken into consideration.

The following documents have been taken into consideration when drawing up this policy:

School Improvement Programme

- Promoting and Sustaining Good Behaviour:
A discipline Strategy for Schools (DENI, 1998)
- Evaluating Pastoral care (DENI 1999)
- Evaluating Schools (DENI 1998)
- Integrating Personal Safety Programmes into the Curriculum:
Child protection (CCEA 1999)
- Child Protection Guidelines – Pastoral Care in School: Child Protection (DENI 1998)
- Education and Libraries (NI) Order 2003
- Regional Policy Framework on the Use of Reasonable Force/safe Handling May 2004

This Positive Behaviour Policy is an integral part of the school Pastoral care Policy. It is in agreement and integrated with other policies such as:

- Anti Bullying Policy
- Special Needs SENCO Legislation
- Child Protection Policy
- Misuse of Substances Drugs Policy

- Health and Safety Policy
- Pastoral Care
- Personal Development and Mutual Understanding Policy
- Relationships and Sexuality Education

This policy will be presented to all new parents and they will be informed of any changes to the policy.



Positive Behaviour School Rules (Always)

1. Always listen carefully, give your best and co-operate with all school staff
2. Always be on time for the start of school and classes
3. Always be considerate and mannerly to everyone in school and when on school visits
4. Always carefully look after the school, your own and other people's property
5. Always stay on the school grounds unless you have a teacher's permission to leave
6. Always stay off the school grounds after school hours
7. Always walk when in the corridor
8. Always get off your bicycle and walk when on the school grounds
9. Always avoid chewing gum or other chewy sweets when in the school
10. Always tell an adult if you have or see an accident during the school day
11. Always leave your mobile phones at home
12. Always carry school money securely and make sure it is labelled with your name