

# BALLYKEEL PRIMARY SCHOOL



## POSITIVE BEHAVIOUR POLICY



A Guide For Parents

Updated: SEPTEMBER 2016

## **BALLYKEEL PRIMARY SCHOOL**

### **POSITIVE BEHAVIOUR POLICY**

#### **INTRODUCTION**

The Education Reform Order 1998 and Pastoral Care requirements (DENI 1999), places on each school a statutory responsibility for maintaining discipline and promoting good behaviour.

The school also has a Code of Conduct for staff, and the behaviour of both staff and pupils should reflect the ethos of the school.

We believe that rewarding good behaviour and providing on-going positive feedback encourages and promotes respect for others and encourages good behaviour rather than merely deterring anti-social behaviour.

#### **RATIONALE**

The key to effective learning and teaching is the establishment of a sound learning environment, with positive relationships at school and classroom level, between staff and pupils and between pupils themselves.

This Positive Behaviour Policy should encourage a positive ethos of care and respect within the formal and informal life of the school. Pupils and staff should feel valued, secure and confident within an atmosphere of acceptable manners, behaviour traits and work patterns. Discipline is not to be regarded simply as punishment.

Classroom discipline is necessary for effective teaching and learning. Our aim is to have discipline as an integral part of the daily school routine of teaching, learning and playing. At Ballykeel Primary, we believe that in the classroom, playground, assembly, school performances, on trips/ visits out in the community etc. our pupils are continually learning to live with tolerance, courtesy, helpfulness, generosity, courage and consideration to the needs of others and, most importantly, self-discipline.

#### **MISSION STATEMENT**

At Ballykeel Primary School we aim to create a caring, secure environment where all our pupils feel happy and valued. By promoting self esteem, responsibility and consideration for others we will encourage our pupils to achieve their potential in all areas of their development. Central to achieving our goals will be the co-operation and partnership between members of the whole school community.\*

\*Teaching staff, non-teaching staff, parents, members of the Board of Governors and outside professional agencies.

#### **AIMS OF POSITIVE BEHAVIOUR POLICY**

1. To meet the needs of our children in an ordered, secure and happy environment which is conducive to learning.
2. To work closely with all members of the school community in the formation of the positive behaviour policy and its implementation.
3. To ensure consistency of approach in promoting positive discipline.
4. To develop self-discipline and encourage children to take responsibility for their own behaviour.
5. To value each child positively as an individual thereby encouraging growth of confidence and self-esteem.
6. To instil values and develop skills which will prepare each child for adult life.

## **RIGHTS OF PUPILS**

- To have a safe, caring, stimulating and well managed environment.
- To have access to a broad and balanced curriculum, suitably differentiated, delivered through a variety of teaching approaches, and to have any special learning needs identified and met.
- To be treated fairly, equally and consistently.
- To be listened to, respected and valued as an important member of the school community.
- To be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon.
- To work and play within clearly defined and fairly administered codes of conduct.
- To see their achievements celebrated.
- To have access to appropriate resources.

## **RESPONSIBILITIES OF PUPILS**

- To work and play safely.
- To co-operate with their peers and all adults.
- To follow instructions.
- To conform to the conventions of good behaviour and abide by school rules.
- To respect and care for themselves, others and the school environment.
- To come to school on time, homework done, prepared for the day ahead.
- To come to school prepared to learn and do their best.
- To seek help if they do not understand or are in difficulties.
- To behave in a way which allows teaching and learning to take place.
- To accept ownership for their own behaviour and learning, and to develop the skill of working independently.

### **RIGHTS OF TEACHERS**

- To teach, make mistakes and learn from them.
- To have a safe and pleasant environment to work in.
- To be listened to, respected and valued both as individuals and as members of the team.
- To have support from Principal, colleagues, parents and members of the Board of Governors.
- To have adequate time to prepare, plan, co-ordinate and evaluate.
- To have adequate training and opportunities for professional development.
- To have access to adequate and appropriate accommodation and resources.

### **RESPONSIBILITIES OF TEACHERS**

- To deliver a broad and balanced curriculum.
- To be well prepared and organised, making use of available resources, and setting work which is appropriately levelled and constructively marked.
- To expect high standards and acknowledge effort and achievement.
- To show an interest and enthusiasm in their work and children's learning.
- To create a safe, secure, happy and stimulating environment.
- To help each child develop to his/her full potential.
- To be sympathetic, approachable and listen to children.
- To value each child as an individual.
- To apply school rules in a fair and consistent manner.
- To recognise effort and achievement.
- To support the Principal and colleagues by working as an effective member of the team and behave in a professional manner at all times.
- To avail of opportunities to enhance professional development.
- To communicate effectively with parents and establish a close working relationship with them.
- To use and share resources effectively.

## **RIGHTS OF PARENTS**

- To feel valued and be made welcome.
- To be listened to and treated with respect.
- To have reasonable access to the school and to have their enquiries and concerns dealt with sympathetically and efficiently.
- To know and be confident that their children have a safe, secure, well managed and stimulating learning environment.
- To be consulted and informed about the school, its policies and their children's progress.
- To be treated as partners in their children's education.
- To have their children's needs met within the resources of the school.

## **RESPONSIBILITIES OF PARENTS**

- To ensure that their children attend regularly and are brought to and from school on time, adequately prepared for the day ahead.
- To treat all members of the school community with respect.
- To support and value the school and the decisions of the Principal and teaching staff.
- To provide the school with relevant information about their children.
- To encourage their children to work and play appropriately and abide by school rules and procedures.
- To attend meetings about their children and support the school should problems arise.
- To make every effort to ensure that their children wear school uniform.
- To show interest in their child's classwork and homework, and provide suitable facilities for studying at home.

<u>EXAMPLES OF DESIRABLE BEHAVIOUR</u>	<u>EXAMPLES OF UNDESIRABLE BEHAVIOUR</u>	<u>UNACCEPTABLE BEHAVIOUR WHILST OUTSIDE SCHOOL</u>
<p>Listening carefully Following instructions Respond promptly to instructions Putting your hand up when you want to speak Not interrupting others and taking turns to speak Staying in your seat Working quietly Doing your best Showing good manners at all times Sharing and co-operating with others Using initiative Respecting others opinions Respecting all staff in the school and visitors Punctuality Regular attendance Dressed appropriately in correct uniform with appropriate hairstyle and minimal jewellery according to school policy Addressing staff appropriately Doing home works properly Use the internet appropriately and safely Following the rules of the class Starting and stopping work when told Working appropriately within time limits Keeping workbooks, table, classroom and personal belongings neat and tidy. Behaving appropriately on class outings/visits Moving around the school safely and quietly Knock before entering another classroom and wait until spoken to by an adult Do not disturb those working in resource areas Treating school equipment and resources with care Treating the environment, building and grounds with respect Playing outside safely Responding to bells Lining up safely and quietly in a straight line Walking on the left, in a line and quietly in the corridor Obey <u>all</u> adults in school</p>	<p>Shouting out Interrupting Patting/poking the teacher to get attention Getting out of seat Telling lies Talking back Refusing to obey instructions Talking out of turn and inappropriately Making rude and silly noises Time wasting Being rude Huffing Bad attitude Shrugging shoulders Rolling eyes Copying Telling tales Unacceptable language or gestures Name calling Hurting others Fighting in the playground Violence and aggressive behaviour towards others Threatening others Excluding others Rough play Teasing others Stealing Borrowing unnecessarily and repeatedly Untidiness Littering Vandalising and misusing resources Racial/religious remarks Bringing unnecessary items to school, for example toys, money, mobile phones, jewellery, games Lateness Running inside Running to the toilet Misuse of toilets Leaving school without permission Riding bikes in the school grounds Bringing mobile phones into school Unacceptable use of ICT and internet facilities</p>	<p>If a pupil is <u>wearing Ballykeel school uniform</u> the following list of <u>unacceptable behaviour, whilst outside school,</u> may be dealt with in line with this policy:</p> <ul style="list-style-type: none"> <li>• Violence &amp; Aggression</li> <li>• Hurting others</li> <li>• Threatening behaviour including bullying</li> <li>• Verbal abuse of pupils/staff</li> <li>• Physical attack on pupils/staff</li> <li>• Inappropriate behaviour whilst travelling on a school bus</li> <li>• Inappropriate behaviour whilst on a school trip</li> <li>• Inappropriate behaviour in the local community</li> </ul>

## SCHOOL RULES

For any form of learning to take place children need a calm, safe and stimulating environment. Children feel safe and secure when they know clearly what is expected of them.

To establish this it is important to teach rules and routines in a clear and defined way whereby the aims and rewards are attainable for every child.

It is important that all teachers take a committed and positive approach to discipline and that parents and teachers see it as a whole school policy.

Teachers should try to develop a firm, friendly, pleasant, mannerly approach using praise at all times.

### Rules should be:

- short
- positively phrased
- personalised
- explain what the children should do
- be easily monitored

### Establishing Class Rules

- explain why the rules are important and spend some time over them
- start in a structured way and avoid informal situations until you are sure that the rules are being kept
- be firm without being aggressive or sarcastic
- work at discipline and promoting positive behaviour – there is no point rushing into new work if the atmosphere is not conducive to it

In Ballykeel Primary School we have agreed rules for P.1 to P.3 and P.4 to P.7.

# P1 to P3 School Rules

We line up  
quietly

We are  
friendly and  
kind to  
everyone

We take care  
of our things

We work  
quietly

We sit  
properly

We listen  
carefully and  
follow  
instructions

We put our hand up  
when we have something  
to say

## P.4 to P.7 Rules

### Work Rules

- We work quietly
- We keep our work, books, table and classroom neat and tidy
- If we have a visitor, the phone rings or the teacher has to leave the room, we get on with something useful
- When we have finished a task we read a book or get on with some unfinished work without disturbing others
- We do our homework
- We always try our best!

### Talking and Listening Rules

- We listen carefully to teachers, other adults and each other
- We put our hands up and wait quietly and patiently
- We are fair and let others have their say
- When a teacher begins to talk we immediately stop what we're doing, sit up straight, look at the teacher and remove everything from our hands

### Safety and Movement Rules

- We move around quietly and safely
- We only leave our seats with the teacher's permission
- We use materials safely
- We go out to the toilets at the correct times and use them properly
- When the bell rings we walk to our line quickly and quietly
- In the corridor we walk quietly on the left with our hands behind our backs
- We play safely on the playground and are careful not to hurt anyone

### Caring and Sharing

- We co-operate with others and show good manners
- We care for and look after each other both in the class and in the playground
- We share classroom equipment and playground games fairly
- If two people cannot agree they ask an adult for help

## A POSITIVE APPROACH

In school we are particularly concerned with good behaviour. We believe that good behaviour needs to be carefully developed. Children learn best when they are clear about what they are supposed to do. Time is spent in school explaining our expectations to the children so that they fully understand what behaviour is expected of them. We promote positive behaviour by praising and rewarding children to reinforce correct behaviour and to promote the values held by the school. Teachers are constantly looking for valid reasons to praise children for their achievements and to reward them. We also refer to good behaviour as an example to others.

We employ positive behaviour strategies in a variety of ways.

### REWARDS

Rewards can be tangible or non tangible.

#### Non Tangible

- a) Verbal praise -
- well done
  - great
  - brilliant
  - excellent
  - congratulations
  - wonderful
  - very thoughtful
  - trying hard
  - working
  - speaking to parent

Children are also praised for demonstration of good manners and being honest. All children are encouraged to say excuse me, please and thank you.

- b) Gestures and body language -
- nod, wink, smile, thumbs up
  - friendly look, shaking hands
  - take a bow, pat on the back or head
  - give yourself a pat on the back
  - other children clapping
  - sit on the teacher's chair

#### Tangible

- giving a job/responsibility
- becoming a class helper or monitor
- having a night off homework
- message written in book
- allowing to read in library
- displaying work
- work put in the Ballykeel Bugle
- work of the week notice board outside each classroom
- work displayed on outside notice board
- teacher reading out good work to others
- taking work to another teacher and/or taking work to the Principal
- taking work home to show parents
- work displayed on the school's website
- allowing to read to other children
- points system
- listening to a cd
- games on the computer / watch dvd
- extra play / longer break

#### Other Tangible Rewards

- stamps / stickers
- stickers on books or on jumpers
- sweets or other treats / class picnic
- praise pads

## Examples of Strategies Used Within Each Year Group

### Primary 1

#### Individual

- Stickers, praise pads (certificates), high five/ big hand/ thumbs up, app of choice on the iPad.

#### Group

- Table points- prize from the box.

#### Class

- Stampers  
Story Time (children choose the story)

#### Other

- Traffic light system
- Visual prompts eg. good sitting
- Class rules
- Calm Corner
- Sorry Spot

### Primary 2

#### Individual

- Stickers – wide variety of stickers used for good work and positive behaviour.
- Praise pads – sent home to share the good news for excellent work and behaviour in class.
- Wristbands – recognition for extra special work/behaviour.
- Smiley face chart – smiley face awarded for a variety of reasons not just academic eg. Nice manners, sitting properly, being kind, helping others. When a child receives 5, they get a treat from the treasure box.
- King / Queen of ... - another way of praising a child when they contribute well to an activity.
- Show work to another teacher / principal – children love this.
- Praise child in front of another teacher on a regular, informal basis.

#### Group

- Table points – prize from treasure box on Friday to the winning table. Points given to the quietest, tidiest table etc.
- Best table is chosen to do a “favoured” activity first.

#### Class

- Friday treat
- 5 minutes extra play time

### Primary 3

#### Individual

- Stickers/ Stampers
- Free choice of favourite activity
- Praise pads
- Written feedback
- Verbal feedback
- Wow work on display outside room
- Star pupil for various activities (read/display work to rest of class)

#### Group

- Table points with end of week prize
- ‘Caught being good’ activity – Group work award

#### Class

- Extra Play – boat and train
- Free choice play based learning session
- Story time – Read a child’s favourite book

### Other

- Weekly class focus and prize at end of week
- Table points for good behaviour, manners, being helpful etc.
- Circle time activities/PDMU sessions to promote good social and emotional behaviour (Persona dolls, Helping Hands, Living, Learning Together)
- Individual targets
- Individual reward charts if necessary

### **Primary 4**

#### Individual

- Stickers
- Praise pads
- Informal note in homework diary to parent
- Verbal feedback
- Spotlight on someone (teacher brings them to the front and talks about them)
- Work on the WOW wall/ Work of the week.
- Extra responsibility/special jobs
- Sent to another teacher for a sticker
- I pad time on educational apps.

#### Group

- Table points (money in their piggy bank)
- Going first to the line/to get changed
- Special jobs around the classroom i.e. tidying/helping others
- Sweet treat on a Friday

#### Class

- Sweet treat on a Friday
- Extra time in PE hall or playground, Golden 15 mins on a Friday afternoon to do an activity of their choice if they've worked well e.g. A story, maths games, word search.
- Own choice of activity during 'free time' i.e. completing work, illustrating work or reading.

### **Primary 5**

#### Individual

- Star of the day
- Ipad time
- Hand writer and reader of the week prizes
- "Brain of the month": award to child with highest amount of extension work completed
- Star Chart
- Helpers of the Week
- Duties
- WOW wall
- Work of the Week outside of the classroom
- Nights off homework if they get three stars on the star chart
- Stickers/ stampers

#### Group

- Table points: earned throughout the week for behaviour and attitude of individuals or group. Counted up on a Friday and the team points go towards an end of year prize for the best table.

#### Class

- Skipping breaks: Going outside for a skipping break if they have worked hard

#### Other

- Class contract: Children come up with their own contract
- How to be a good classmate displays around classroom
- Praising examples of positive behaviour

## Primary 6

### Individual

- Class raffle
- Star chart
- Treasure chest
- Stickers/Stampers
- Certificates/Praise Pads
- Nights off homework
- Sharing samples of good work with other pupils and colleagues
- Shining Example
- WOW Wall
- Work of the Week

### Group

- Table Points – can be earned individually and collectively for behaviour, work, full marks in Friday test etc (weekly prizes for best group)

### Class

- Occasional nights off homework for good performances in whole class activities
- Short brain breaks e.g. time in playground when class have been working hard or computer slot

### Other

- Praising examples of good behaviour, teamwork etc
- List of positive behaviours displayed in classroom
- Class contract created and signed by pupils
- Fairness/treating everyone the same
- Having a happy atmosphere in the classroom

## Primary 7

### Individual

- Brag Tags
- Stickers/Stampers
- Certificates/Praise Pads
- Nights off homework
- Sharing samples of good work with other pupils and colleagues
- ‘Cushion of Concentration’ – pupils who have worked hard are allowed to sit on a cushion
- Star of the Week
- WOW Wall
- Work of the Week

### Group

- Table Points – can be earned individually and collectively for behaviour, work, full marks in Friday test etc (weekly prizes for best group)

### Class

- Occasional nights off homework for good performances in whole class activities
- Short breaks e.g. time in playground when class have been working hard

### Other

- Praising examples of good behaviour, teamwork etc
- List of positive behaviours displayed in classroom
- Discussion of rules
- Fairness/treating everyone the same
- Having a happy atmosphere in the classroom

## Whole School Rewards

### Pupil of the week

- 1 pupil from each class picked each week
- certificate, sticker and prize presented in assembly
- photograph displayed outside the Principal's office

### Principal's Special Award

- child visits the Principal for recognition of good work/behaviour and receives a special sticker
- 'Wall of Fame' displaying particularly good pieces of work

### Pupil of the Month Award

- one pupil from each class picked each month is invited to a special 'tea party' with the Principal
- parents are informed by postcard, pupils receive a special certificate, photograph displayed outside Principal's office and on outside Parents' Noticeboard
- names and picture on the website

### End of Year Prizes

- for attendance
- for progress, academic achievement, effort, behaviour
- sports awards

### Class of the Month

- for consistently wearing the correct uniform
- for attendance
- 'Golden Class' for the class which collects the most golden balls

## SANCTIONS IN DISCIPLINE

Even with our positive behaviour approach and school reward system it will be necessary to have sanctions. These are necessary for two main reasons:

- to make the particular child, and others, aware of the school and the teacher's disapproval of unacceptable behaviour.
- to protect the authority of teachers.

### Teachers should:

- ensure at all times that pupils know what is acceptable.
- spend time reminding the pupils of the rules of good behaviour and the reasons for them.
- as far as possible adopt a positive approach.

### When imposing sanctions teachers should:

- target the correct pupil
- be firm and authoritative
- criticise the behaviour, not the pupil
- be consistent and fair
- avoid comparisons
- avoid confrontations
- emphasise the positive
- avoid sarcastic remarks
- build on mutual rapport and respect

To make reprimands effective sanctions should:

- be constructive
- be applied with sensitivity, and flexibility
- be specific to the culprit and not applied to the whole group

### Sanctions might include:

- a look of disapproval
- a quiet/gentle word
- clearing throat
- say child's name
- move towards/stand near
- teacher folds arms
- tone of voice/raised voice
- finger on lips
- point
- hold the child's hand
- child puts hands beside or behind back
- move from activity
- return to seat
- isolate/exclude
- stand in corner
- reminder of rule
- use good behaviour of others as an example
- make an issue when allowing to return to an activity
- make a loud noise
- move to sit closer to the teacher/or further away from others
- put outside door in clear view of teacher
- withdrawal of privileges/responsibilities
- boy in girl's line or vice versa, put to the back of the line
- line up a short distance away from the rest of the group
- speak to parent
- send a note home
- give extra work
- give lines taken from school rules

- verbal apology or write a letter of apology
- record behaviour in a behaviour book

Teachers may, if necessary:

- send the child to another teacher's room
- keep him/her in at break time and/or lunchtime
- send to head of Key Stage – Mrs Thompson or Mr Fisher
- put the child in detention
- remove off the playground for a period of time

If a child's poor behaviour is consistent/repeated, or he/she is involved in a more serious 'one off' incident, the matter will be referred to the Principal.

### DETENTION

When a child repeatedly misbehaves in class or in the playground, or if there is a one off serious incident, then the child can be kept in at break-time. This is called **detention**.

The child's name is entered into the Break-time book together with the reason the child has been kept in and a note is sent home to inform the parents. Children in detention are supervised by a member of staff.

If the school has concerns about the number of times a particular child is put in detention for misbehaviour, the Principal will contact the child's parents and invite them to a meeting to discuss the misbehaviour.

### SEVERE BEHAVIOURAL DIFFICULTIES

Despite our most positive efforts, for pupils who persistently engage in undesirable behaviours or in a one off serious incident which results in, for example, interference in teaching and learning, compromise of the health and safety of others, challenge of the authority of the school staff, it is necessary to implement sanctions and /or support strategies involving colleagues, parents and, if appropriate, outside agencies. This may include:

- Discipline interviews with teacher and / or Principal
- Parental consultation – this should come at an early stage and has the advantage of being a sanction, of throwing more light on the problems behind the misbehaviour, and of providing joint / consistent action between school and home
- Placing on report – this may be on a daily or weekly basis and requires a comment from all staff teaching the pupil and from parents. It may be shown to a variety of staff / especially more senior staff or Principal
- Involvement of Educational Psychologist
- Suspension
- Expulsion

In all matters relating to the maintenance of discipline and the application of sanctions it must be remembered that the school's aim is to develop self-discipline in our pupils and build and maintain their self-esteem. We must, therefore, aim to inspire them to an autonomous and personal decision to have a high standard of behaviour, rather than subject them to it.

### Positive Behaviour and E Safety

The school has acceptable use agreements in place for pupils and staff on the internet, school-based technologies and personal mobile devices. The Acceptable Use Policy and Code of Practice are signed by parents and also by pupils from P4 onwards.

### The Role of the Board of Governors

The Governors have the responsibility for ensuring that this Positive Behaviour Policy is developed and implemented within the school. The Policy will be reviewed with the Board of Governors on a regular basis.

### Monitoring and Evaluating the Policy

This policy will be regularly monitored and reviewed as necessary as part of the ongoing audit of practice within the school.