



## SUNNYLANDS PRIMARY SCHOOL POSITIVE BEHAVIOUR POLICY

### Introduction

Just as in the family situation so it is also necessary in the larger “school family” to have a code of behaviour to foster and preserve a learning environment in which all can work and play safely and harmoniously. Schools reflect the values of society but they also help to create them. We aim to support our pupils in choosing to keep reasonable rules and a fair code of behaviour within school in order to prepare them for life and work.

In the formulation of the school’s positive discipline policy the staff, Principal and Board of Governors agree that the following important considerations merit attention.

- 1 A discipline policy should be positive, not just a list of rules and sanctions.  
Pupils should be taught good manners, positive behaviour traits and work patterns.  
Through school support we aim to instil in children a sense of self-discipline.
- 2 Positive discipline is largely synonymous with RESPECT, respecting one another, showing respect for adults, property, other people’s belongings etc.

- 3 Positive school discipline requires parental co-operation. It would seem reasonable that teachers have the right to expect both parental support and encouragement. Equally it is reasonable for parents and governors to be clearly informed of the school discipline policy.
- 4 Parents should be assured that disruptive behaviour is not the norm. in the school. It is only a small minority of pupils who display disruptive behaviours. The vast majority of pupils acquire mature work patterns and behaviours as they move through the school.
- 5 Discipline has long been an integral part of the curriculum and school routine. The staff and Principal endeavour to promote and develop a tradition which emphasises a sense of belonging.
- 6 As parents and teachers we work to:  
Make pupils strong by encouraging diligent work  
Make pupils wise by training their powers of observation and reasoning and emotional intelligence  
Make pupils happy by giving them a feeling of security and self-worth  
Make pupils influential by encouraging them to help others by their service and example.

The continuation of good classroom discipline as the framework for effective teaching and learning is a key factor in our discipline procedures. Parents will be already aware that discipline is the concern of all the teachers and not, as tradition has often assumed the exclusive concern of the Principal.

#### Promoting Positive Behaviour

Our Golden Rules

We are gentle - we don't hurt others

We are kind and helpful - We don't hurt anybody's feelings

We listen - we don't interrupt

We are honest - we don't cover up the truth

We work hard - we don't waste our own or others' time

We look after property - we don't waste or damage things

In Sunnylands we have adopted the "Golden Rules". These are moral values which promote respect and underpin all aspects of desirable behaviour.

These rules are used throughout the school and work in conjunction with classroom and playground rules.

At Sunnylands Primary School the staff rightly put the emphasis on the positive aspects of good discipline. Teachers take every opportunity to promote positive discipline through encouragement and praise rather than criticism and punishment. We recognise that the vast majority of our children conform to the school's Golden Rules and indeed help to implement them.

### Praise and Rewards

All adults in school help to encourage positive behaviour in school using a variety of strategies to include:

1. "Golden Time" – this is a 45 minute session on a Friday afternoon when all children who have kept the Golden Rules throughout the week will choose an activity to participate in and celebrate together.
2. Be Behaviour Scheme where we exemplify and teach about a different type of behaviour each month.
3. Public praise in class or Pupil of the Week certificate and display
4. Comments in books
5. Stickers and treats
6. Quiet words of thanks and encouragement
7. Messages home to parents/carers

In fairness to pupils who display good behaviour and are generally respectful of their peers, the teachers, other staff and who take a pride in their school buildings and grounds, it will be necessary to continue to have sanctions for those children who are disrespectful of the Golden Rules

### School Sanctions

The quality of education of all children in the school will be the over-riding consideration. Should this be jeopardised over a period of time, the Board of Governors will not hesitate to suspend or expel an offending pupil, following DENI and NEELB set procedures for suspension and expulsion of pupils.

A one-off lapse in conduct will not be dealt with in the same manner as a continuation of persistent, unacceptable behaviour.

In Sunnylands we have formulated a graded list of behaviours which are deemed unacceptable. This list is available at the end of this policy. It would seem reasonable therefore that at least the following types of behaviour cannot be allowed to develop.

Bullying  
Stealing

Destruction of property or waste of resources  
Bad language, telling lies  
Physical aggression/fighting  
Persistent defiance of teacher instructions  
Insolence  
Disrupting class routine  
Breaking safety rules

A general response to breaches of the Behaviour Code can only be formulated. Children respond in different ways to corrective measures and often the teacher will know what measure is appropriate for each child. For some pupils a simple word of rebuke is enough, for others who persist in behaving badly further sanctions must be applied.

The following sequence of sanctions will be applied. Pupils will be clear as to what behaviour is unacceptable and what the consequences will be. These procedures will be constantly reviewed and adapted if necessary.

### Sanctions – Stage 1

1. If a child is not choosing to keep the Golden Rules then; they will be spoken to by the class teacher. It will be made clear to the pupil why he or she should refrain from such behaviour. The pupil will be encouraged and expected to modify his or her behaviour. They may:
  - Lose some of their Golden time
  - Be given extra homework
  - Lose playtime at either break or lunch and have to stand at the designated time out area for a period of time in five minute blocks.
2. If a child continues to choose to break the Golden Rules they may:
  - Be moved to a seat away from other children, or to another classroom for a short period ;
  - Lose more Golden time;
  - Lose the chance to do fun activities and complete their missed or extra work.

### Sanctions – Stage 2

Once a child begins to display unacceptable behaviours from our agreed list then Heads of Key Stage will become involved in the discipline process.

1. Unacceptable behaviours at level 1 will carry the following sanctions:
  - Class teachers will monitor behaviour through the completion of an individual behaviour record and action plan;
  - Mrs. Gray or Miss Childs will monitor behaviour
  - Golden time will be lost;

- Parents/Carers will speak to staff regarding behaviour and sign behaviour records.

2 Unacceptable behaviours at level 2 will carry the following sanctions:

- Class teachers will monitor behaviour through the completion of an individual behaviour record and action plan;
- Mrs. Gray, Miss Childs or Mr. Hamilton will monitor behaviour;
- Privileges such as; playground time and other fun activities will be lost, eg right to attend after school programme, class trips or ;
- Parents/Carers will speak to staff regarding behaviour and sign behaviour records

3. Unacceptable behaviours at level 3 will carry the following sanctions:

- Mr. Hamilton will meet with the child daily and staff will complete a Report Card;
- All privileges will be removed;
- Parents will meet or talk with Mr. Hamilton weekly to discuss behaviour and parents will sign the report card daily;
- Possible suspension.

It is unlikely that children will work through this process step-by-step. Persistent behaviours will naturally move a child to the next stage. Each case will be dealt with individually and serious individual incidents will automatically be referred to the Principal.

#### Parental Involvement

The success of our Positive Behaviour Policy relies on the support of our parents and carers. We seek parental support in addressing serious discipline problems. Parents are kept informed at all stages of the process in order to resolve issues quickly. Each year families (parents and children) are made aware of our Golden Rules and sanctions procedures through our Family Information booklet.

#### Behaviour Outside School

Pupils are exhorted to behave with reasonable maturity and respect for peers, adults and property on their way to and from school, and on educational visits etc. They are instructed in road safety and warned of the dangers of strangers. All our efforts are of little value unless parents support us and reinforce our warnings of the dangerous consequences of silly thoughtless behaviour when not in the care of teachers or parents.

It is the policy of the school to respond to incidents of misbehaviour which occur in sight of the school when children are arriving or leaving which at any time might bring the name of the school into disrepute.

If a pupil engages in an act of violence against the person or property of a member of the school staff, or to an immediate member of staff's family, at any time

whether inside or outside school, disciplinary action will be taken against the pupil which may include consideration of the option to expel.

### Referral

Child may be referred to the Education Board's Psychology Department. This may lead to support from the Primary Behavioural Support Service, or the child being issued with a Statement for Emotional and Behavioural Difficulties.

### Debarment

Debarment during the lunch break. In the case of a pupil whose conduct is becoming unacceptable, the parents will be informed, that if their child's behaviour does not improve, he/she may not be allowed on the school's premises during the times specified should there be no subsequent improvement in their child's behaviour, the parents will be informed in writing of the times during which their child is not allowed on the school's premises.

### Suspension or Expulsion

Suspension - for serious and persistent misbehaviour the school may follow the Procedures for the Suspension and Expulsion of Pupils in schools as outlined by the Department of Education for Northern Ireland.

In accordance with guidance from the Department of Education for Northern Ireland, the Board of Governors of Sunnylands Primary School reserves the right to impose sanctions on pupils for incidents directly related to school, which occur off the school premises or outside of school hours.

Incidents of this nature may include:

- Bullying or fighting on the way to school, or on the way home from school;
- Verbal abuse to pupils, parents or other adults on the way to school, or the way home from school;
- An attack on the property of a member of staff or school governor after school hours;
- Verbal abuse or physical abuse of a member of staff or school governor after school hours.

### The Special Educational Needs (SEN) Code of Practice

Pupils with specific difficulties such as ADHD, ASD, SEBD etc. may be placed on the school's Special Education Needs Code of Practice. The aim of placing a child with behavioural difficulties on the SEN Code of Practice is to lead to a change/ modify behaviour

### Conclusion

The purpose of education is moral, social, cultural and academic, aspiring to develop the whole personality. Positive discipline is itself a necessary framework for effective teaching and learning to take place. Our aim therefore is to have positive discipline as the central part of the school routine of teaching, learning and playing.

Rather than having a list of sanctions which are applied when limits are overstepped we believe that in the classroom, playground, morning assembly, school concerts and musical performances our pupils are continually learning to live with tolerance, courtesy, helpfulness, generosity, courage and consideration for the needs of others.

Many of these attributes reflect the home background as much as the school environment and when home and school combine to engender such character traits the pupil is preparing for a positive life ahead.

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