

**POSITIVE BEHAVIOUR POLICY**

**November 2022**

**Signature of Chair of Board of Governors:**

**Signature of Principal:**

**Date ratified:**

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.

* + 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.
	+ Positive discipline is largely synonymous with RESPECT, respecting

one another, showing respect for adults, property, other

people’s belongings etc.

* + 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.
	+ 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.

* + 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.

* + 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.

***Aims***

We aim to create a climate within school that:-

* promotes learning for all pupils
* makes it easier for all teachers to teach effectively
* enhances the pupils’ self-esteem and foster self-respect and respect for others
* encourages the pupils to develop independence by accepting the need for self- discipline and self-control and by taking responsibility for their own behaviour
* develops the pupils’ interpersonal skills and their ability to work co-operatively with others to resolve problems and potential/actual conflict
* has the endorsement and active support of all parents

# ***Roles and Responsibilities***

# ***The Teachers***

* The teacher is specifically responsible for the behaviour of the children in his/her class.
* He/she ensures that classroom and school ‘Golden Rules’ are kept.
* The teacher ensures that his/her teaching is organised and in keeping with our ‘teaching and learning’ policies.
* The teacher is fully familiar with every child’s needs and makes every effort to be positive, motivational and inspiring – thus minimising the risk of poor behaviour during lessons. Risk Reduction Plans are used as appropriate.
* The teacher communicates details of any behavioural incidents to the appropriate persons (i.e. the Head of Key Stage, Principal, parents/carers)
* The teacher keeps appropriate records of behavioural incidents in accordance with current school procedures, including the use of SIMS to record behaviour incidents.
* The teacher is involved with any outside agencies working with specific children, in consultation with Principal.
* The teacher should implement the contents of this policy in a fair and consistent manner.

# ***The Pupils***

The pupils have a vital role in ensuring that Sunnylands Primary School is a calm, peaceful, friendly and ordered environment where all children feel ‘free and supported’ in their learning and teaching. Pupils are expected, with the support of school staff and from parents, to adhere to the agreed classroom rules and to the school ‘Golden Rules’. Through this they will:

* do their best and contribute to their own learning
* treat all members of the school community with respect
* treat all property and belongings with respect
* be considerate of others
* be mindful of the effects of their actions on others and on property

***Other Staff***

* Other staff should ensure that they are fully aware of the contents of this policy and their role in its delivery. All staff have a responsibility to ensure that a culture of positive behaviour exists in Sunnylands Primary School. Non-teaching staff should ensure that children move around the school in an orderly and disciplined manner and that class rules and the school ‘Golden Rules’ are being adhered to.
* Non-teaching staff should be shown the same respect by the school community as that given to teachers.
* Non-teaching staff on duty at break and lunch times should ensure that they report any incidents of misbehaviour to the appropriate teacher.

# ***The Parents have a responsibility to***

* Celebrate their child’s achievements with him/her and show an interest in their school life
* Ensure that their child is sent to school appropriately dressed in school uniform
* Ensure that their child arrives at school on time
* Ensure that their child is collected punctually at home time
* Act promptly at the request of the school, by letter or by telephone, in the instance of a discipline or behaviour problem
* Work with and support the school in order to improve their child’s behaviour e.g. by agreeing to the Golden Rules sent out through SeeSaw each year or cooperate with sanctions such as behavioural records by signing them and making sure they are returned to school.

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”. (Jenny Mosley). 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.

***Our Code of Conduct***

In order to encourage good behaviour, the pupils, staff, parents and the Board of Governors have agreed a Code of Conduct which is further simplified in our ‘Golden Rules’ below. This provides the guidance for positive behaviour and therefore creates an environment conducive to effective teaching and learning.

The School Council also plays a vital role in establishing rules.

***Children are expected to:***

* arrive at school on time;
* wear the school uniform;
* show respect to adults and other pupils;
* be truthful, well-mannered and kind;
* co-operate with their teachers;
* do all of their work in school and at home to the best of their ability
* take care of the school buildings and equipment;
* look after their belongings;
* walk sensibly and quietly when in the classroom and corridors;
* keep the school tidy and free from litter;
* set a good example to other children;
* exercise self-control;
* line up quickly and quietly when the bell rings.

***Playground rules***

Children are aware of the agreed rules when they are in the playground. A daily duty rota is in place for teachers and the classroom assistants. The lunchtime supervisors are asked to report incidents of misbehaviour to the relevant class teacher. Supervisors are also encouraged to offer praise for good behaviour. Depending on the seriousness of an incident, lunchtime supervisors should give a verbal warning with an explanation of the consequences of future misbehaviour. If the incident is more serious, or if there is a recurrence of poor behaviour by the same pupil, the matter should then be referred to a member of staff. Parents should always be informed of their child’s poor behaviour as soon as possible. All supervisors are given a copy of the ‘Guidelines for Supervisors’ and should be aware of their responsibilities. The playground rules are clearly displayed on the wall at the entrance to the playground.

**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. Public praise in class or Star of the Week certificate and display
3. Star of the month for individual pupil and class of the month
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

Paths Plus

Sunnylands Primary School is a Paths Plus School. Through the programme taught through PDMU pupils will learn about different aspects of behaviour for example how to cope with conflict. In order to support this Playground Pals have been trained in the PATHS PLUS programme. Friendship group is a strategy of identifying pupils who can develop their skills of working with others.

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 EA 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 type behaviour

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 in 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
* 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.
1. 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.

If a child is persistently breaking the classroom rules they will be removed from the classroom to another classroom to reflect on their inappropriate behaviour. If the inappropriate behaviour persists they will be sent to the Head of Key Stage.

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 Stage 1 will carry the following sanctions:

* Class teachers will monitor behaviour through the completion of an individual behaviour record and action plan;
* Mr Smyth or Miss McConkey will monitor behaviour
* 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;
* Mr Smyth, Miss McConkey or Mrs Lyons 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
* Letter will be sent
1. Unacceptable behaviours at level 3 will carry the following sanctions:
* Mrs Lyons will meet with the child daily and staff will complete a Report Card;
* All privileges will be removed;
* Parents will meet or talk with Mrs Lyons 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.

A tabular form of these measures have been produced and agreed by all teaching staff which gives levels of behaviour and appropriate sanctions for each.(Appendix1)

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, this is published on the school website.

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, or any form of abuse, 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 Authority’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

***External Support***

The main sources to support schools in promoting good behaviour are the Educational Psychology Service (EPS), the Education Welfare Service (EWS), MASTS (Multi Agency Support Team) and the EA Behaviour Support Team and Extended Behavioural Support Team.

Links with these agencies aid:

* staff development in aspects of discipline and classroom management;
* our ability to diagnose and interpret pupil behaviour.

***Links With Other Policies***

This policy is linked to the school’s ‘Vision and Aims’, our Pastoral Care policies, our SEN policy and various curriculum policies.

**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.

***Monitoring this policy***

We acknowledge that sustaining good behaviour creates a need for the continuous assessment of the effectiveness of approaches to behaviour management in our school. We regularly review our positive behaviour procedures, encouraging innovation and flexibility in interacting with our pupils. It would be hoped that through the adoption of this Positive Behaviour Policy, with the teachers, pupils and parents working together, we will provide a safe, secure, happy and structured atmosphere for effective teaching and learning. The Board of Governors will be kept informed of any behavioural concerns/issues in school.

Revised November 2022

Review due September 2024

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| File:<strong>Emoji</strong> u1f610.svgLEVEL ONE BEHAVIOUR | File:<strong>Emoji</strong> u1f610.svgWHAT THE TEACHER CAN DO |
| Breaking the Golden RulesDisrupting the classDistracting othersTeasing and name callingBad LanguageAnswering back | Dealt with by class teacher:Cross lookRemind me to behaveA quiet talkMove me to a new seatVerbal warning and name on boardTake away some Golden TimeIf I continue to misbehave I could be:Sent to another classroomSent to Mr SmythSent to Miss McConkeySent to Mrs Lyons |
| File:<strong>Emoji</strong> u1f61e.svgLEVEL TWO BEHAVIOUR | File:<strong>Emoji</strong> u1f61e.svgWHAT THE TEACHER CAN DO |
| Persistent Level One behaviourLack of respect for staff, peers or propertyDefianceStealing LyingAggressive Behaviour to pupils/staffFightingSwearingPicking on someone | Sent to another classroomSent to Miss McConkeySent to Mr SmythSent to Mrs LyonsIf I continue to misbehave my parents will be contacted |
| File:<strong>Emoji</strong> u1f61e.svgFile:<strong>Emoji</strong> u1f61e.svgLEVEL THREE BEHAVIOUR | File:<strong>Emoji</strong> u1f61e.svgFile:<strong>Emoji</strong> u1f61e.svgWHAT THE PRINCIPAL CAN DO |
| Persistent Level Two behaviourViolenceVandalismRacismBullying (action which is both persistent and intentional)TheftLeaving school without permission | Sent to Mrs LyonsThis will result in immediate contact with parents and may include:Staying inside at break and lunchIssued with a Behaviour ContractBeing put on Daily ReportExcluded from this school for a number of daysExcluded from this school forever |

SUNNYLANDS PRIMARY SCHOOL BEHAVIOUR LEVELS