

**Positive Behaviour Policy**

**W**: working together

**A**: to Achieve

**L:** happy Life, long learners

nurturing

**K:** Kindness

**E:** Excellence

+

**R:** Respect

Foreword

The ethos and core values at Walker Memorial PS foster mutual respect, compassion and inclusion for all. We refer to these values repeatedly throughout our teaching and expectations as well as in assemblies and all other aspects of school life. These are shared with parents/guardians so that there is a consistent approach that is fair and manageable for all ages and builds throughout the child’s time at the school. We highlight exemplary behaviour and use this to model acceptable actions and attitudes, encouraging others to strive to behave in the same manner, for a calm, positive and focused learning environment for everyone. In all cases the health and safety of everyone is paramount.

The Benefits of Positive Behaviour

Positive Behaviour helps create a system and ethos which aims to cultivate in pupils an acceptance and recognition of responsibility for their own decisions, their action and their consequences. Good discipline practices create the conditions for effective learning and help to develop in children responsible attitudes and values for life.

It is the view of The Board of Governors of Walker Memorial Primary School that effective learning can only take place in an atmosphere where standards of good behaviour are set as pre-requisites. Good behaviour is that conduct which assists the school to fulfill its function, namely THE FULL DEVEOPMENT OF THE POTENTIAL OF ITS PUPILS. Unacceptable behaviour is conduct which prevents this, either when an individual prevents his/her own development by behaving badly or when unacceptable conduct disrupts the development process for other members of the school community. It therefore follows that good behaviour is that which:

1. conforms to the reasonable expectations and requirements of the school
2. is based upon mutual respect for the needs and aspirations of all in the school and upon care for its environment, including the behavior of pupils with a diagnosis(ASD, ADHD, behaviour etc)

AIMS OF POSITIVE BEHAVIOUR

Positive Behaviour is a system where nurturing good behaviour creates conditions for an orderly community in which:

i effective learning can take place

ii self-discipline, self-respect and good personal relationships can be developed

iii there is mutual respect among all members.

A system of Positive Behaviour should have at its centre a concern for the safety and wellbeing of the pupils

Sanctions should not be seen as ‘punishment’ but as being concerned with the training of children to behave in a socially acceptable fashion while in the care of teachers and others in the education process. Pupils should be encouraged to discuss their behavior and ways to resolve situations. A positive school ethos where pupils have a voice also encourages more responsible behavior.

RESPONSIBILITIES OF PARENTS

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 subsumed in the greater good for the greater number.

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 e.g, there is little point in striving to train children not to throw litter if sweet papers are regularly thrown from the family car. 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.

**THE C0-OPERATION OF PARENTS IS SOUGHT IN RELATION TO MAINTAINING HIGH STANDARDS OF PUPIL ATTENDANCE, PUNCTUALITY, PERSONAL APPEARANCE, THE WEARING OF SCHOOL UNIFORM, CARING FOR LEARNING MATERIALS, PARTICULARLY THOSE WHICH BELONG TO THE SCHOOL, AND THE SUPERVISION OF HOMEWORK**

RIGHTS AND RESPONSIBILITIES OF THE PUPILS

We would expect our children to enjoy their education at this school, to be able to learn in a safe and secure environment and to have their needs met. At the same time we wish to encourage children to see that other children deserve and must enjoy the same treatment as they do.

To ensure that we maintain our Golden Rules the children are frequently reminded of the following:

* We are gentle.
* We are kind
* We listen carefully
* We are honest, we always tell the truth
* We always try our best and work hard
* We look after our own and others property

**EDUCATIONAL VISITS/SWIMMING**

Where children are outside school on education or sporting visits they are expected to behave as if they are on the school premises. They are reminded that their behavior will be seen as a reflection of the school

**PLAYGROUND**

**In the playground children are encouraged to follow these principles**

1. In dry weather children should be outside at break and lunchtime except in cases of illness, supported by a note from home.
2. Pupils are encouraged to have due regard for others in all play and playground activities.
3. Pupils are encouraged to play in a manner that does not endanger their own safety or the safety of others.
4. Pupils are encouraged to in play where clothing or property will not be damaged.
5. Bullying and physical or oral intimidation are forbidden.
6. Kicking, spitting, nipping, biting and fighting will not be tolerated.
7. Pupils should speak with respect and always use appropriate language with peers and adults.
8. Pupils should always follow directions and instructions of the playground supervisors.
9. When it is time to return to class after breaks the children are encouraged to line up in an orderly fashion.
10. Where a child is the victim of any kind of abuse or maltreatment, the child should immediately report to the supervisor or teacher on duty and must not retaliate.
11. Children are encouraged to tidy and return all play equipment to where it is stored

We feel that it is important in our school to encourage good manners

**COURTESY**

1. Children are encouraged to use acceptable and appropriate language.
2. Children should use the words ‘excuse me’ ‘please’ and ‘thank-you’ appropriately.
3. Children and adults should show courtesy to others who are speaking and be mindful of their tone of voice, manner, and body language & how these may be perceived.
4. Children are encouraged to knock before entering a room.
5. Children are encouraged to respect the belongings of others and not take them without permission.
6. Children are encouraged to keep their school, classrooms etc neat and tidy, using bins.
7. Children are encouraged to respect their own property, or the property of others, including that of the school and not deface.

**USE OF BUILDINGS**

1. Children are encouraged to walk in an orderly manner inside the school buildings and between the main building and the mobile
2. Children are encouraged to move about the rooms and corridors quietly with no undue noise.

**SAFETY AND DISCIPLINE WHILST TRAVELLING ON THE SCHOOL BUS**

**The management of the school are not responsible for children travelling to and from school on SELB transport, in taxis and private cars. Complaints regarding transport should be made to the operator.**

**Children are encouraged to keep safe when travelling by adhering to the following rules**

1. Children should remain seated whilst the bus is in motion.
2. Children should not distract the driver
3. Children remain in their seats until the bus has come to a stand-still.
4. Children should wait at the road edge or footpath until the bus has moved off.
5. Children should respect the transport and not litter the bus with papers or cans.
6. Children should not put their feet on bus seats.
7. Children should never open emergency exit doors unless instructed by an adult to do so.
8. Children should always wear seatbelts, if they are provided.

CLASSROOM BEHAVIOUR

Good teaching practice and positive teacher/pupil relationships are major contributors to good classroom behaviour. Good behaviour enables effective learning to take place and in order to achieve this goal the following strategies should be implemented:

* the recognition and encouragement of children’s individuality and the importance of self-esteem
* attempting to make lessons enjoyable and challenging with an approach which is sufficiently flexible to encourage children’s contributions
* the use of positive rather than negative language to communicate expectations and feedback to pupils
* giving regular praise and encouragement to pupils, particularly to disruptive pupils as soon as acceptable behaviour is observed
* Continuous referral to The Golden Rules which are displayed in each classroom.
* Utilise positive strategies of PATHS program to reward and encourage and recognise positives

**REWARDS FOR POSITIVE BEHAVIOUR**

In any system the emphasis must always be on the positive approach of encouragement and praise, rather than on the negative one of criticism and punishment. In any case criticism should always include advice on how to improve and should be constructive in its approach. It is part of the school policy to emphasise positive approaches to maintain and improve behaviour.

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

* Pupil of the Day(PATHS)
* Weekly Star pupil Certificate-Public acknowledgement at Assembly-photograph on noticeboard
* Attendance Awards, half-termly
* given a special responsibility
* 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 ie Google Classroom or Dojo
* a public word of praise in front of a group, a class, or the whole school
* use of school reports to comment favourably, not only on good work and academic achievement, but on behaviour, on involvement and on general attitudes
* a letter to parents informing them specifically of some action or achievement deserving praise
* a visit to another teacher for commendation
* “golden time”
* reward chart
* stamper system
* incentive stickers

Most children respond to this positive approach where their efforts are seen to be valued, and make considerable efforts to improve their work, and, where necessary, their behaviour.

**SANCTIONS**

Children need to discover where the boundaries of acceptable behaviour lie, as this is a part of growing up. A Positive Behaviour Policy must state these boundaries firmly and clearly.

Even with good classroom practice 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/teacher disapproval of unacceptable behaviour
* to protect the authority of teachers, should that be threatened

Sanctions should

* be constructive
* be applied with sensitivity, flexibility and discrimination
* where possible, be related to the misdemeanor
* where possible, be specific to the culprit and not applies to whole group
* be consistent across the school

**Minor breaches** are generally dealt with by the, class teacher in a caring, supportive and fair manner, with some flexibility regarding age of the child, as far as sanctions are concerned

Each case is treated individually. Generally children are made aware that they are responsible for their own actions and that breaking rules will lead to punishments.

Normal sanctions include:

* a verbal reminder of expected good behaviour & reflection time
* moving to sit alone,
* loss of Golden Time,
* removed from class,
* loss of responsibility
* loss of freedom-eg breaktime or lunchtime subject to the provision that the child is given sufficient time for eating his/ her meal and toileting.

Parents will be involved if problems are persistent or recurring.

Should the behaviour persist the school will implement the Code of Practice and draw up an individual plan

If the Principal and parents see the necessity then outside agencies will be contacted.

If behaviour persists the Principal will inform the Board of Governors and the parents may be invited to attend a meeting with the governors to discuss the situation

If necessary the Board of Governors and principal will refer the matter to EA

**Major breaches** include physical assault/bullying, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, offensive gestures and continual disruptive behaviour in class.

This type of behaviour is generally rare and it is the responsibility of the Principal who will deal with it severely.

**Procedures for Dealing with Major Breaches of Positive Behaviour**

1. A verbal warning by the Principal as to future conduct
2. Withdrawal from the classroom for a period of time
3. A letter or phone-call to parents informing them of the problem
4. A meeting with parents, and either a warning given about the next stage unless there is an improvement in the child’s behaviour
5. Referral to the Education and Welfare Officer and/or Educational Psychologist
6. If the problem is severe or recurring then exclusion procedures are implemented in accordance with the terms and conditions set out in the EANI- Southern Region scheme of management for Suspension and Expulsion of Pupils

**A very serious problem may result in the normal procedures being abandoned and a child being immediately removed from the school premises**.

**PROCEDURE FOR DEALING WITH NEGATIVE BEHAVIOURS:**

Level 1: a look of disapproval

* immediate verbal checking of misbehaviour

Level 2: a minor penalty, relevant to the offence, e.g. an apology

* repeated, or extra work, where the presentation or content of work is clearly below the pupil’s potential
* LOSS OF FREEDOM eg. Break/Lunch time or Golden time, subject to the provision that the child is given sufficient time for eating his/her meal and toileting
* loss of privileges, eg. not allowed to carry out duties of posts of responsibility

Level 3: Contact with parent. Instigate Individual Education Plan for behaviour, if necessary

* If already on a daily plan and behaviour is escalating/repetitive, parents phoned to discuss options.

Level 4: Referral to Board of Governors and/or SELB

Level 5: Suspension (see next page)

PS Support may be sought from outside agencies eg. Behaviour Management Team

Suspension:

Hopefully, with parental support, this will not be necessary. However, a pupil may be suspended for a variety of reasons including:

1. Refusal to accept the authority of the Principal, teacher, classroom assistant or other member of staff.
2. Disruptive behaviour which impacts on the health, welfare and/or education of other pupils.
3. Aggressive behaviour (including biting, kicking, punching, nipping and/or throwing things. This is not an extensive list.
4. Abusive behaviour towards pupils and/or staff including name-calling, bullying, racist comments/names.
5. Dangerous behaviour towards self and others. This may include any form of aggression, either physical or verbal, which the Principal considers to be dangerous.

In the interest of the health, safety and well-being of the individual pupil concerned and the other children, it may be necessary to suspend the pupil initially for 1,2 or 3 days depending on the action and/or behaviour involved. It should also be noted that suspensions may exceed 5 days.

On returning to school after a suspension the pupil must come into school with a parent/parents and discuss the next steps to avoid such an incident occurring again.

Pupils returning from suspension will sit in isolation at lunchtime and will not be allowed at break or lunch time with the other pupils for 3 days, if appropriate. They will be given outside break with supervision at an alternative time.

The Special Educational Needs and Disability (NI) Order 2005 will be taken into account in relation to the application of this policy.

**Reviewed August 2023**

Consultation Period: Sept 4th-18th September 2023

Principal:

Chair of Governors:

August 2023