

# Ballyvester Primary School



## POSITIVE BEHAVIOUR POLICY

## **MISSION STATEMENT**

### **Learning for Life**

**Ballyvester Primary School promotes learning in a caring and sensitive environment in which all members of our school community are valued, motivated and encouraged to fulfil their potential.**

#### **1. INTRODUCTION**

The focus of this policy is the promotion of good behaviour.

There are certain values which we want to encourage in our pupils:-

- self-respect, self-discipline and self-confidence
- respect for others and their property
- respect for the environment
- toleration and appreciation of the opinions of others
- good manners and politeness
- taking a pride in their work

This policy has been ratified by the Board of Governors of Ballyvester Primary School and will be reviewed and updated annually.

#### **2. AIM**

To establish a school community where positive behaviour is promoted and each person is valued so that they can achieve their maximum potential.

#### **3. OBJECTIVES**

- a) To create an atmosphere conducive to effective teaching and learning
- b) To establish a sense of order
- c) To establish a sense of community
- d) To encourage and develop pupils' self esteem and respect for others
- e) To encourage self-discipline and the understanding that we all have rights but we also need to take responsibility for our actions
- f) To encourage pupils to be independent
- g) To encourage the development of interpersonal skills in situations which require pupils to co-operate in order to solve problems

#### **4. EXAMPLE OF RIGHTS / RESPONSIBILITIES**

<b>Rights</b>	<b>Responsibilities</b>
<p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• To be treated with respect and dignity</li> <li>• To be in a safe environment</li> <li>• To hear and be heard – to express opinion</li> <li>• To learn – in an enjoyable environment</li> <li>• To be developed to full potential</li> </ul>	<p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• To know and obey school rules</li> <li>• To be equipped and ready to learn</li> <li>• To treat staff and peers with respect</li> <li>• To learn and continue to learn</li> <li>• To take responsibility for their behaviour and actions/not prevent learning of others</li> </ul>
<p><b>Staff</b></p> <ul style="list-style-type: none"> <li>• To job satisfaction/to enjoy their work</li> <li>• To be heard</li> <li>• To be treated with respect</li> <li>• To have a safe, clean, healthy environment in which to work</li> <li>• To support from management/board</li> </ul>	<p><b>Staff</b></p> <ul style="list-style-type: none"> <li>• To deliver the N.I. curriculum</li> <li>• To ensure quality of teaching and learning</li> <li>• To identify problems of pupils – be understanding and sympathetic, and endeavour to provide support</li> </ul>
<p><b>Parents</b></p> <ul style="list-style-type: none"> <li>• To be kept informed by school/work in partnership with school</li> <li>• Receive reports</li> <li>• Access to reports</li> <li>• Receive copies of policies – discipline/curriculum</li> <li>• Invited to parents evenings</li> <li>• Give permission for trips etc</li> </ul>	<p><b>Parents</b></p> <ul style="list-style-type: none"> <li>• Ensure good attendance of their children</li> <li>• Co-operate with school rules/attend meetings</li> <li>• Equip their child properly</li> <li>• To monitor the progress of their child</li> <li>• Promote good behaviour and attitudes</li> <li>• To be a partner in their child's education</li> </ul>

## 5. SCHOOL RULES

### Whole school agreed rules:

1. **Observe the signal for attention (hand raised).**
  2. **Follow adults' instructions.**
  3. **Keep hands, feet, objects and unkind words to yourself.**
- The school rules including Dining Hall, Playground and Class rules will be displayed prominently in each classroom and be reinforced regularly by the class teacher and also at school assemblies.
  - Each teacher will compile a set of classroom rules in consultation with the children. These will be displayed in the classroom at all times and be referred to regularly.
  - A reward system will be applied and appropriate sanctions will be administered for breaking the rules.

### We aim to be:

- consistent
- firm
- fair

and to follow up and follow through.

In Ballyvester Primary School the day begins at 9.00 a.m.  
Children should arrive in school **no earlier** than 8.50 a.m.

### **Movement**

#### Pupils should:

- not run within the school building
- move safely and in single file within the school building
- play safely in the playground at break and lunch times
- enter and leave school in a sensible manner
- remain seated and quiet on buses
- bicycles should not be ridden in the school grounds

## **Learning**

Pupils will be encouraged to:

- listen to instructions and explanations
- do their best at all times
- bring a note to explain –
  - non-presentation of work
  - non-participation in PE/swimming lessons

## **Communication**

Pupils will be encouraged to:

- speak respectfully to one another and to adults
- show good manners when visiting other classrooms
- solve their problems in a non-tactile manner

## **Respect**

Pupils should:

- be polite, respectful, kind, thoughtful and considerate to everyone
- look after books, equipment and all other aspects of school property
- put litter in the bin

We do not accept:

**BULLYING**

**BAD OR INAPPROPRIATE  
LANGUAGE**

**DESTRUCTION OF  
PROPERTY**

**STEALING**

**FIGHTING**

**NAME CALLING**

**DANGEROUS PHYSICAL CONTACT**

## 6. REWARDS

In implementing our reward system as a whole school, we aim to positively recognise and reinforce good behaviour and positive attitudes to classwork.

Our objectives are to:

- make these rewards attainable for all children
- make these rewards consistent throughout the school, used by all staff teaching and non-teaching
- promote self-esteem
- communicate 'good news' to parents
- encourage pupils to take responsibility
- move from the need for extrinsic rewards (changing behaviour to gain compliance) towards intrinsic rewards (changing attitude and gaining motivation)

As staff we would endeavour to find opportunities to give:

- a quiet encouraging word or a public word of praise in front of the class e.g.

Well done	Good
I like the way that...	I am pleased that...
Congratulations	Terrific
- non-verbal praise or encouragement e.g.

Thumbs up	Handshake
Good eye contact	Smiling
Smile by teachers/classroom assistants	
- public acknowledgement of good behaviour in assembly
- opportunities for children to praise and appreciate one another
- opportunities to display work in classroom and corridors
- opportunities for children to visit another teacher or the Principal to inform them of something deserving praise
- 'good news' messages to parents e.g. 'Parentgram', A note home ...

Staff will give these rewards in the form of:

- positive comments in children's exercise books
- certificates
- 'Star of the Week' with photograph displayed in Middle Room
- prize day awards
- sports day awards
- lining up award

### **Reward System at Foundation Stage, Key Stage 1 & 2**

To encourage the children to always give of their best teachers will operate their own reward system within their classroom.

#### **Example of reward systems in individual classes**

##### **FOUNDATION & KEY STAGE 1**

- Verbal praise
- Praise given for best work/ book/ group
- Motivation stars, stickers, happy faces for good work
- Showing good work to the rest of the class to be applauded
- Displaying work on the wall
- Taking work home to show parents
- Showing work to another teacher or Principal
- Allowing a child to be a messenger
- 'Star of the Week' presented weekly
- Attainment stamps on work e.g. excellent, good effort

## **KEY STAGE 2**

- Rewards similar to previous Foundation and Key Stage One
- Public praise in front of class /assembly /another teacher
- Quiet praise, usually one to one. Using words like “That is better/good etc” “You can do this...” “You keep trying...” “I am very proud of...” Notes of praise on books/homework
- Being allowed to do specific jobs/messages
- Stickers as prizes for individual groups or the whole class



## **8. CONSEQUENCES**

<b>Low level misbehaviour (Consequences 1-4)</b>	<b>Range of consequences</b>
Talking out of turn Shouting out/interrupting Leaving seat at the wrong time Fidgeting Not having pencil/pen Not doing homework Not listening/paying attention Inappropriate use of language Distracting others Not doing best work Making noises Annoying others Telling tales Sulking Disobeying school rules	<ol style="list-style-type: none"> <li>1. The look/hand signal</li> <li>2. Rule reminder/warning 1,2,3</li> <li>3. Move to amber on traffic light</li> <li>4. Move to red on traffic light</li> <li>5. Moving seat/extra work</li> <li>6. Related sanction e.g.               <ul style="list-style-type: none"> <li>• Completing or repeating work</li> <li>• Doing homework during playtime</li> <li>• Cleaning up mess</li> </ul> </li> </ol>
<b>Moderately serious behaviour (Consequences 5-10)</b>	
Cheekiness Hitting/pushing Telling lies Regularly talking out of turn Regularly shouting out/arguing back Spitting Destroying own or others' work Persistently leaving seat at wrong time Regularly not doing homework Regularly distracting others Regularly not doing best work Regularly making noises Rudeness to peers Defiance Persistently disobeying school rules	<ol style="list-style-type: none"> <li>7. Verbal/written apology</li> <li>8. Time out with another member of staff in another classroom or with Principal</li> <li>9. Parents/guardians contacted</li> <li>10. Consult SENCO for advice</li> <li>11. Shadowed by staff in the playground</li> <li>12. Loss of privileges</li> </ol>
<b>Very serious behaviour (Consequences 11-16)</b>	
Offensive gestures Deliberately telling lies Stealing Rudeness/insolence to adults Hurting others physically or mentally Intimidating peer (verbally or physically) Bullying (Persistently annoying another child) Persistently swearing Leaving school without permission Deliberate damage to school property Deliberate damage to others' property Truancy Aggression towards staff	<ol style="list-style-type: none"> <li>13. Barred from the playground</li> <li>14. Referred to the Principal</li> <li>15. Parents contacted</li> <li>16. Put on Behaviour book</li> <li>17. Involvement of outside agencies if necessary</li> <li>18. Parental meeting with Governors</li> <li>19. Suspension/expulsion</li> </ol>

When considering which consequence to employ, teachers, after discussion with classroom assistants and supervisory staff, will use their discretion, always aiming to make sanctions appropriate to the misbehaviour.

Parents may be consulted at any stage during the consequence procedure.

In the case of major incidents warranting suspension, this will take place at the discretion of the Principal, in consultation with the Board of Governors. Parents will be contacted. This may be for a period of up to 5 days. In serious incidents, expulsion may be considered, but only after consultation with the Board of Governors. This recommendation would be made to SEELB. Suspension or expulsion will be made in accordance with the provisions in Education Orders and SEELB suspension guidelines.

### **Procedures for dealing with serious situations and consistently bad behaviour e.g. confrontations/fights**

A child who is displaying consistently bad behaviour will be placed on a Behaviour Report. Staff will keep detailed records of all misdemeanours or offences.

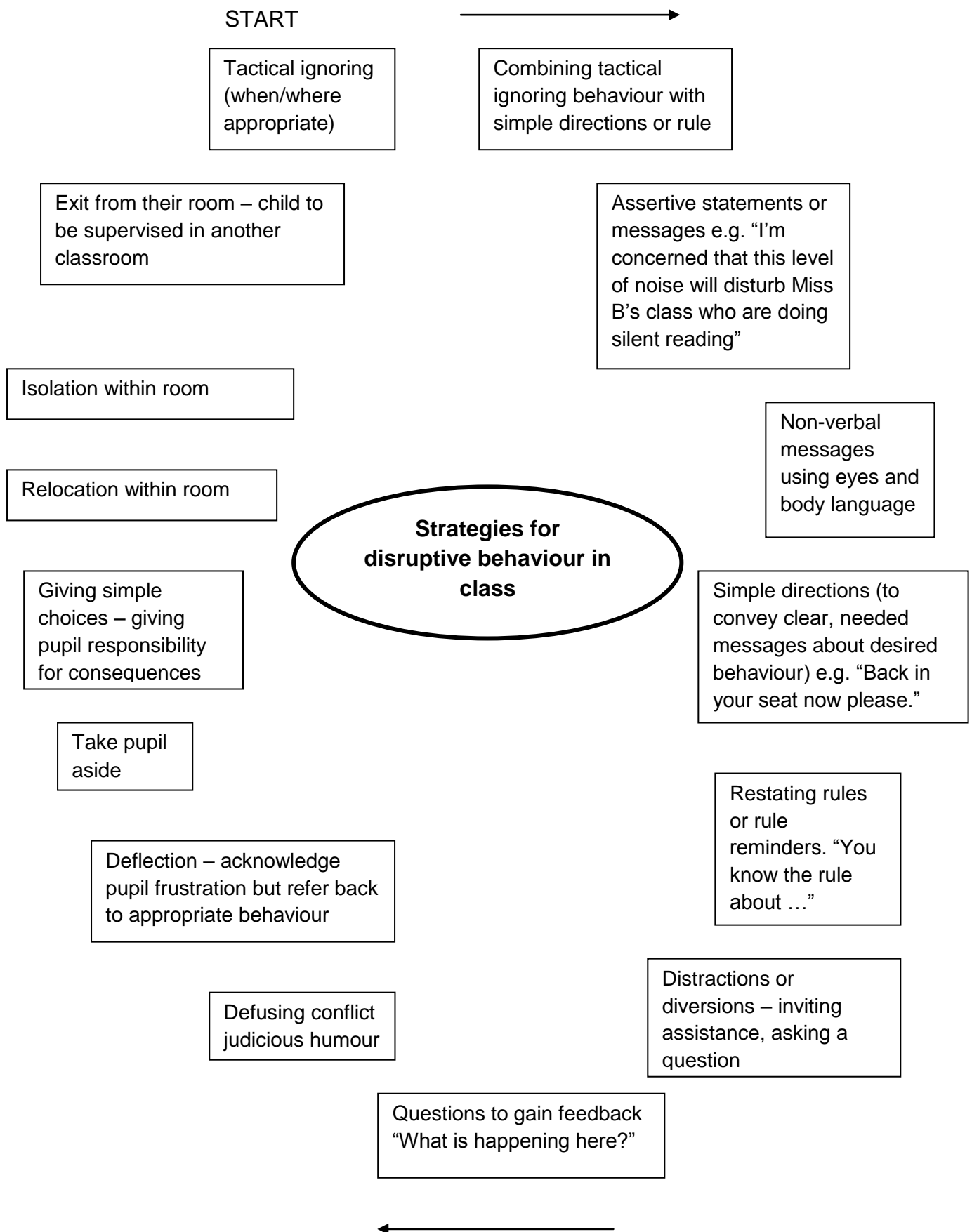
Prevention of situations where physical restraint has to be considered is always preferable. However, if physical restraint cannot be avoided, it should only be in the case of having to intervene:-

- where there is a danger of injury to the child or others
- to avoid serious damage to property

### **Procedures**

- Incidents should be dealt with by the class teacher if appropriate
- Continuous infringement of Classroom/Playground/Dining Hall rules or repeated misbehaviours will result in the child being reported to the Principal.

**Our emphasis in school is on positive classroom management. In implementing corrective strategies we will be following this model as adapted from Rogers.**



## **LINKS WITH OTHER POLICIES**

This policy is seen as an integral part of the School Development Plan and can be linked directly and indirectly with all of the other school policies such as:-

Special Needs and Inclusion  
Child Protection  
Anti-bullying  
Health and Safety  
Curricular Policies

## **MONITORING AND EVALUATION**

This policy has been formulated in consultation with staff and pupils. It is the intention of the staff to review and update it regularly.

It is important to remember that staff, pupils and parents all have an active part to play in the implementation and maintenance of this policy.