

STRAIDBILLY PRIMARY SCHOOL



POSITIVE BEHAVIOUR POLICY

Date Ratified by Board of Governors: June 2023

Date of Review: June 2025

Mission Statement

A learning community, moving forward together, embracing the full potential of all pupils and staff.

This policy will be regularly reviewed in light of Addressing Bullying in Schools Act (Northern Ireland) 2016, brought into effect during academic year 2019/20. Our positive behaviour policy is closely connected to our mission statement. We believe that good discipline is a key component of effective teaching and learning. Children have greater opportunity to fulfil their potential when presented with clear expectations, rules and procedures. Unacceptable behaviour deprives children of this right. **Respect for people and property** is at the heart of our policy. All children, regardless of background have a right to be valued and respected. Children are encouraged to model good behaviour and are rewarded for good behaviour. At times, sanctions need be to applied when behaviour is not acceptable. These sanctions are also set out in our policy.

Aims

- To develop a whole school positive behaviour policy supported and followed by the school community: parents, teachers, children and governors; based on a sense of community and shared values.
- By applying positive policies to create a caring, family atmosphere in which teaching and learning takes place in a safe and happy environment.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills.
- To encourage good behaviour rather than to simply punish bad behaviour by providing a range of rewards for children of all ages and abilities.
- To celebrate children's successes in class, assembly, social media and through communication with parents/carers.
- To make clear to children the distinction between minor and more serious misbehaviour and the range of consequences that will follow.
- To treat problems when they occur in a sensitive and caring manner in the hope of achieving an improvement in behaviour.
- To help children grasp concepts such as fairness and justice

Code of conduct/School Rules

- All members of the school community are asked to respect each other.
- All children are expected to respect their teachers, other adults and fellow pupils.
- All children are expected to respect their own and other people's property and to take care of school resources, books and equipment. Deliberate damage to school property/building must be paid for by pupil / parent / guardian. Accidental damage must be reported to a staff member immediately.
- Children are expected to be well-behaved, well-mannered and attentive.
- Children should walk rather than run around the school
- If a child has a grievance against another child, it must be reported to a member of staff who will deal with the matter.
- Physical violence is not acceptable; neither is retaliation. Repeated or serious incidents will lead to exclusion.

- Foul or abusive language will not be tolerated.
- Children are expected to be punctual and be in school each morning ready to start lessons at 8:55am. After 9:10am pupils will be marked late.
- Children must not bring sharp or dangerous instruments to school, or any item that might cause a problem.
- Children must wear the correct school uniform, including suitable footwear.

This code of conduct has been formulated with the safety and well being of the children in mind, and to enable the school to function efficiently as a place of learning.

Rewarding Good Behaviour

A major aim of our policy in Straidbilly Primary School is to encourage children to practise good behaviour by operating a system of praise and reward. We celebrate success, effort, good behaviour and achievement. This is primarily done through two systems used in our school.

A) Rewards Charts.

Each class has its own reward system and awards are presented at the teacher's discretion. 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.

B) School Values

Another approach is through rewarding children for displaying and modelling the values of our school. There are 10 values, and each month a child from each year group is awarded a 'School Value Badge'. This is celebrated in a whole school assembly and communicated with parents. Our values are listed below:

HONESTY	KINDNESS	CREATIVITY	RESPECT	PATIENCE
SELF-CONTROL	TEAMWORK	FRIENDSHIP	RESILIENCE	GENEROSITY

However, these are only a couple of methods used in our school to promote good behaviour. Other methods used to celebrate success are as follows:

Rewards may include:

- ☺ Non-Verbal smile, nod, thumbs up, eye-contact, High 5
- ☺ Verbal praise and encouragement
- ☺ Public praise in front of class or assembly,
- ☺ Special mention on social media or school website
- ☺ Star of the Week certificate
- ☺ Winners displayed on notice board.
- ☺ Visit to the Principal
- ☺ Extra Golden Time
- ☺ Extra time on iPad
- ☺ A night off homework
- ☺ A phone call to parents to make them aware of their achievement
- ☺ A note written in homework diary or Seesaw message to parents
- ☺ A word of praise to the child's parents at the end of the school day
- ☺ DVD (age-appropriate)
- ☺ Becoming a class helper or extra responsibility
- ☺ AR/Reading eggs award
- ☺ Achievements in swimming
- ☺ Sports day prizes
- ☺ Incentive stickers/stampers

- ☺ Material rewards issued by teacher or Principal e.g., pencils, sticker, rubber etc
- ☺ Good work and behaviour comments relayed at the parent/teacher consultation and written report

Working Together- Preparing the Ground *(taken from Pastoral care in schools: Promoting Positive Behaviour, DE 2001)*

Drawing up a positive behaviour policy is an essential part of our school's pastoral responsibility towards our pupils and so needs to be set in the context of the school's overall pastoral care policy. We recognise that positive behaviour is best achieved when the whole school community are involved. Working in collaboration; staff, parents, pupils & board of governors each have an important role in helping to shape a whole-school policy which encourages positive behaviour.

Staff Voice

To develop a positive behaviour policy through a whole-school approach, the first step in the review must be to ensure that the staff discuss, understand and accept why the review is taking place and what it is intended to achieve. In a whole-school positive behaviour policy, the staff are seeking to create a climate within the school that will:

- ✓ promote learning for all the pupils;
- ✓ make it easier for the teachers to teach effectively;
- ✓ enhance the pupils' self-esteem and foster self-respect and respect for others;
- ✓ encourage the pupils to develop independence by accepting the need for self-discipline and self-control and taking responsibility for their own behaviour;
- ✓ develop the pupils' interpersonal skills and their ability to work co-operatively with others to resolve problems and potential or actual conflict; and
- ✓ have the endorsement and active support of parents. (Pastoral Care in Schools: Promoting Positive Behaviour)

Pupil Voice

Each class in Straidbilly Primary School produces their own **class rules**. This allows pupils to establish open communication and feel empowered by having more control over their educational space and, therefore, be more likely to follow the rules. This sense of ownership means that children know the rules are fair, reasonable, and benefit everyone.

Parent Voice

Parents are involved in reviewing the school's policy from the outset. Parents are consulted through a letter from the school informing them that the school proposes to review its existing policy and invites them to contribute. A questionnaire is sent to all families of the school to gather information, encourage discussion and make suggestions.

In addition, The Department of Education has produced a range of guidance material for schools that detail effective approaches and include examples of action that could be taken by schools. These Documents include:

- Promoting and Sustaining Good Behaviour: A Discipline Strategy for Schools
- Pastoral Care in Schools: Promoting Positive Behaviour

These documents are made available to parents through our school website

Parents can also help and be involved by:

Recognising that an effective school Positive Behaviour Policy requires close partnership between parents, teachers and children.

Discussing the school rules with their child, emphasising their support of them and assisting when possible, with their enforcement.

Attending Parents' Evenings, parents' functions and by developing informal contacts with school. However, parents may not interview a member of staff without the permission of the principal. The teacher may invite the parent to make an appointment with themselves (and/or the principal) at a suitable time to continue the conversation. (See Parental Access to Teachers policy).

Knowing that learning and teaching cannot take place without sound discipline.

Remembering that staff deal with behaviour problems patiently and positively.

Being supportive of staff and have realistic expectations of their children.

Understanding that the school cannot be held responsible for children's behaviour on the way to and from school. This is the responsibility of the parents and they will be notified of any complaints. However, incidents of inappropriate behaviour may require sanctions in school if this impinges on school or class time.

Keeping the school informed of any domestic, medical or other reason which may have an adverse effect on their child's progress or behaviour so that allowances can be made.

Board of Governors

The Board of Governors of Straidbilly Primary School along with the principal have a common law duty of care towards our pupils, as well as a statutory responsibility for discipline and good behaviour in our school. The Board of Governors ensure that good behaviour and discipline policies are pursued at the school by assisting on the development, implementation and review of the school's Promoting Positive Behaviour Policy.

Sanctions (Unacceptable behaviour)

Sadly, there will be times when children behave inappropriately. As with praise and rewards, sanctions are an integral part of our positive behaviour policy. They are necessary and reinforce the importance of appropriate and acceptable behaviour expected from all pupils. Sanctions will be applied in accordance with the age of the child and the seriousness of the offense. In Stradbilly Primary School, sanctions are divided into three categories and used in sequential order:

- 1) **Minor**
- 2) **Moderate**
- 3) **Major**

Listed below are examples. Please note that this is not an exhaustive list and consequences will vary depending on age and frequency of breaches.

Minor misbehaviour	Possible Consequences	Outcome
Not taking turns Shouting out in class Pushing Running in corridors Untidiness Not listening Distracting others No homework completed	Disapproving look or gesture alerting a child to unacceptable behaviour. Rule reminder directly to the child. Discussion with the child to find out if there is a genuine problem or worry Moved to another seat. Removal of privileges i.e., Golden Time.	Class teacher will use professional judgment in choosing sanction. Teacher will take note of incident.
Moderate misbehaviour	Possible Consequences	Outcome
Disruptive behaviour Frequent pushing Frequently distracting others Frequently not completing homework Frequently late to school Name calling/teasing Inappropriate gestures/language Fighting	Pupil sent to Principal Parents informed/meeting Removal of privileges for set time period Letter of apology Work completed at break time, lunch time or home	Class teacher will use professional judgment in choosing sanction and report incident to Principal. Class teacher will record incident on SIMS.
Major misbehaviour	Possible Consequences	Outcome
Fighting Bullying Verbal abuse Physical assault Theft Deliberate damage to property Leaving school without permission	Pupil sent to Principal Meeting with parents Daily report Agreed targets to improve behaviour Child sent home Note of concern Consider referral to Education Psychologist Suspension Expulsion	Class teacher will inform Principal. Principal will meet with parents. A record will be kept on SIMS. If the problem is severe or recurring, then exclusion procedures may be implemented after consultation with the Board of Governors. A case conference involving parents and support agencies may be set up. Permanent exclusion may occur after consultation with the Board of Governors and the EA

