

# Positive Behaviour Policy

## Aims and objectives

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

This reflects our school vision which states:

'Ballyholme Primary School is a caring school where everyone is welcomed, valued and respected. It is a happy school, where all, individually and together, play a part in developing pride in self, in school, in others and work towards developing their potential in becoming responsible future citizens.'

As a Rights Respecting School our behaviour policy is based on Article 28 which states that:

'Discipline in schools must respect children's human dignity.'

## Code of Conduct/ Classroom Charters

The school expects every member of the school community to behave in a considerate way towards others. The school has a Code of Conduct (Appendix 1), but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

Every class creates their own Class Charter each year which is based on children's rights. The charters outline the rights of the child but also the behaviours/actions needed to ensure that they are upheld. Every member of the class is involved in deciding what the charter should say and signs to agree that they will follow it. Charters are also signed by teachers and classroom assistants.

## Positive Behaviour

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. We praise and reward children for good behaviour in a variety of ways:

- Positive comment from a member of staff
- Sticker/ Stamp on book/ Praise pads
- Name on Classroom Sunshine Chart
- Whole class 'Cubes in the Jar' – children can earn a cube for the jar for good behaviour. When the jar is full the whole class receives the agreed reward.
- Sent to another teacher/ Year Head/ Principal for praise
- P5-7 classes operate a merit system where children earn merits for good work, effort or behaviour
- Pupil of the day award for children in P1 & P2
- Weekly class celebrations for P3/P4 in assembly
- Certificate of achievement awards for children in P5-P7 linked to specific focus

## Sanctions

The school employs a number of sanctions to ensure a safe and positive learning environment. When employing sanctions, consideration is given to the individual child and the circumstances surrounding the incident. Adjustments may be made for children with additional needs.

The table below gives examples of inappropriate behaviour which may lead to a sanction being required and outlines who will be expected to deal with the behaviour.

Parents will be informed by the teacher where there are frequent incidents of low level behaviour. In conjunction with parents, we will endeavour to work together to alter the behaviour and prevent escalation to medium level. *Any medium or high level behaviour will be reported to parents and a meeting arranged when appropriate. This may involve Head of Year, Head of Key Stage, Vice-principal or Principal.*

| <b>Low Level</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Medium Level</b>                                                                                                                                                                                                                                                                                                                                                                                      | <b>High Level</b>                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Managed by Class Teacher, Classroom Assistant, Supervisory Assistant                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Managed by Head of Year or Head of Key Stage                                                                                                                                                                                                                                                                                                                                                             | Managed by SLT/Vice-Principal/Principal                                                                                                                                                                                                                                                                                                                                                     |
| <b>Examples of low level behaviour include but are not limited to:</b> <ul style="list-style-type: none"> <li>- Not sharing</li> <li>- Using unkind words</li> <li>- Shouting out</li> <li>- Using hands and feet inappropriately</li> <li>- Talking when others are speaking</li> <li>- Not listening</li> <li>- Not following instructions</li> <li>- Disrupting others</li> <li>- Distracting others</li> <li>- Inciting others to misbehave</li> <li>- Wandering around classroom</li> <li>- Making derogatory comments</li> <li>- Careless with school equipment</li> <li>- Spoiling others' games</li> </ul> | <b>Examples of medium level behaviour include but are not limited to:</b> <ul style="list-style-type: none"> <li>- Persistent low level behaviours</li> <li>- Persistent hindering of other children's learning</li> <li>- Threatening others</li> <li>- Inappropriate language/ Swearing</li> <li>- Damaging/defacing property</li> <li>- Deliberately hurting someone e.g. punching/kicking</li> </ul> | <b>Examples of high level behaviour include but are not limited to:</b> <ul style="list-style-type: none"> <li>- Repeated medium level behaviour</li> <li>- Physical violence against a child or adult</li> <li>- Bullying</li> <li>- Verbal abuse</li> <li>- Stealing</li> </ul>                                                                                                           |
| <b>Possible sanctions include:</b> <ul style="list-style-type: none"> <li>- Rule reminder</li> <li>- Verbal warning</li> <li>- Seated in quiet space within classroom</li> <li>- Short time spent in 'calm down' area in playground</li> <li>- Related sanction: cleaning up mess, completing work in own time</li> <li>- Name noted on yellow card (kept discreetly on teacher's desk)</li> <li>- Reduction of privileges e.g. Golden time</li> <li>- Time out in another class</li> </ul>                                                                                                                        | <b>Possible sanctions include:</b> <ul style="list-style-type: none"> <li>- Name noted on red card (kept discreetly on teacher's desk)</li> <li>- Think sheet</li> <li>- Letter of apology</li> <li>- Time out in Year Head or Head of Key Stage's classroom</li> <li>- Missing part of break or lunchtime</li> </ul>                                                                                    | <b>Possible sanctions include:</b> <ul style="list-style-type: none"> <li>- Think sheet</li> <li>- Time off from the playground</li> <li>- Time out in Principal's/Vice-Principal's office</li> <li>- Meeting with parents including the child if appropriate</li> <li>- Exclusion from after school activities or educational visits</li> <li>- Suspension</li> <li>- Expulsion</li> </ul> |

Following an incident of inappropriate behaviour, the class teacher (or other staff member as appropriate) will select an appropriate time to engage in a restorative discussion about the behaviour, considering impact on others.

A pastoral record is kept by each teacher for either frequent low level misbehaviour or serious incidents. It must be noted, however, that no information about action taken in relation to a pupil can be disclosed to anyone other than the pupil and his/her parents/carers.

## **The Role of Parents/Carers**

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We try to build a supportive dialogue between home and school and we will inform parents if we have a concern about their child's welfare or behaviour. If the school has to use sanctions we expect the parents to support the actions of the school. It is vitally important that school and home work in partnership to promote positive behaviour.

## **Complaints Procedure**

If there is a concern about a child or the way a child has been treated, parents should contact the class teacher in the first instance.

If the concern remains parents or staff may refer the matter to:

1. the Head of Year
2. the Head of Key Stage/ Pastoral Care Co-ordinator

In the event that these discussions cannot resolve the problem then an appointment may be made with the Principal.

At all stages the pastoral record should be completed.

## **Monitoring and Review**

Each Key Stage Co-ordinator will monitor the pastoral records on a regular basis. Any concerns will be shared with the Pastoral Care Co-ordinator and the Principal, who will decide on the plan of action to be taken.

The implementation of this policy is monitored regularly and the policy is reviewed in full every 2 years.

## **Links with other policies**

This policy forms part of the pastoral care structure in Ballyholme Primary School and should be read in conjunction with the following policies:

Child Protection  
Anti-Bullying  
Health and Safety  
Acceptable use of the Internet  
Administration of medicines  
Educational Visits  
Pastoral Care  
Special Needs and Inclusion

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