

BELLAGHY PRIMARY SCHOOL

POSITIVE BEHAVIOUR POLICY

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BELLAGHY PRIMARY SCHOOL

POSITIVE BEHAVIOUR POLICY

I INTRODUCTION

In Bellaghy Primary School, we believe that the ‘creation and maintenance of an orderly working environment is a basic pre-requisite to effective teaching and learning.’ DENI SCHOOL IMPROVEMENT PROGRAMME 1998

We believe that :

- It is imperative that a whole school approach to this policy is agreed by all teaching, non-teaching staff, parents, pupils and governors
- An orderly working environment can most effectively be achieved by promoting good behaviour and agreeing a whole approach to policies
- Each teacher determines the ethos of his/her classroom in accordance with the ethos statement of the school and within that class all pupils feel that they are of equal worth
- Prevention is better than cure and strategies to encourage good behaviour are in many instances more effective than the punishment of unacceptable behaviour
- A well formulated and effective positive behaviour policy is central to the pastoral care policy of the school
- Procedures for dealing with breaches of discipline must be clearly understood and agreed by all concerned (teaching, non-teaching staff, parents, pupils and governors) and consistently and fairly applied
- It is the responsibility of the whole staff to ensure that school rules are adhered to – the failure of one member of staff to enforce school rules undermines the efforts of his/her colleagues
- Pupils with behavioural problems should be identified early and their problems addressed through the relevant policy e.g SEN, Pastoral Care etc
- Good behaviour can best be achieved and sustained with the support of parents
- Staff need to engage in appropriate staff training to keep abreast of current strategies and developments in the area of positive behaviour

- Effective links with external support agencies should be maintained
- The basic procedure of a discipline policy should be stepped, with each successive layer of the hierarchy dealing with fewer but more serious cases of discipline
- **An acceptable standard of behaviour can be best achieved through a combination of praise and reward for acceptable behaviour and a system of sanctions to discourage unacceptable behaviour**

II RIGHTS AND RESPONSIBILITIES

Teachers must be able to continue their duties free from interference from disruptive pupils. They are entitled to full support from the Principal, colleagues, parents and governors. Likewise pupils have the right to have their education free from the interference of disruptive pupils.

III SCHOOL RULES

Our school rules reflect the fundamental values about the dignity and worth of each individual in the school community.

General school rules are as follows:

- Pupils should come to school on time and remain on the school premises unless granted permission to leave
- Pupils should show respect and consideration to others
- Pupils should adhere to accepted conventions of courtesy and good manners
- Pupils should show respect for own and others' property including the school building itself
- Pupils should use appropriate language at all times
- Pupils should behave in an acceptable manner at all times

Class rules may be drawn up by individual teachers, after discussion with the pupils. These rules should follow this framework:

- Pupils should be fully equipped for work
- Pupils should be attentive to the teacher and other pupils
- Pupils should co-operate with others on shared tasks
- Pupils should get down to work quickly and keep at it
- Pupils should ask the teacher for help if needed
- Pupils should use any 'spare time' productively

As a school and in co-operation with the pupils we have drawn up a set of positive rules (Ten Bees of Good Behaviour) which are displayed in each classroom, in the corridor and in the Assembly hall. These simplistic rules are as follows:

- Be hard-working
- Be sensible
- Be friendly
- Be honest
- Be helpful
- Be fair
- Be kind
- Be happy
- Be yourself
- Be the best you can be!

All rules must be communicated with parents and non-teaching staff within the school.

IV REWARDS AND SANCTIONS

REWARDS

A system of rewards and incentives will help to establish and maintain a climate in which pupils realise what constitutes acceptable behaviour. It is important that pupils realise that their good behaviour is acknowledged, just as incidences of poor behaviour are challenged and responded to by sanctions. To this end, monthly awards reflect not only rewards for effort and academic success, but pleasing behaviour. Within each individual classroom, teachers at their own discretion, can distribute stickers, prizes and words of praise for good behaviour. Frequently incidences of good behaviour are brought to attention of the Principal for her specific reward.

SANCTIONS

Sanctions are a necessary part of our Positive Behaviour Policy. They uphold the rules, give children the security of boundaries and encourage the development of appropriate behaviour. The purpose of the sanctions is to stop the misbehaviour and to influence the pupil to choose a more appropriate behaviour in future.

Sanctions should be:

- Fully understood and applied fairly by all staff
- Applied as soon after the offence as possible in a calm manner
- Appropriate to the offence
- Defuse rather than escalate the situation, focus on the misdemeanour, rather than the pupil
- Suitable to the age and maturity of the pupil and take into consideration any special needs or special circumstances

IV DEGREES OF INDISCIPLINE

(i) MINOR INCIDENT

A minor incident is one which interferes with classroom teaching or causes minor disruption in the playground

- Interruption when teacher is speaking
- Not listening in class
- Showing indifference to work
- Distracting other pupils

DEALING WITH A MINOR INCIDENT

We as teachers know that a quiet, firm reprimand can be very effective and all that is necessary to deal with a minor incident. Pupils should be given an opportunity to reflect on their behaviour and its effect. Minor incidents are dealt with by the class teacher.

RECOMMENDED RESPONSE – MINOR INCIDENT

- Verbal reprimand
- Removal of privileges
- Extra work
- Change seating arrangements
- Isolation of offender

(ii) NOTE-WORTHY INCIDENT

A note-worthy incident is one where there is more serious or continuous disruption in the classroom or unruly behaviour in the playground:

- Persistent offenders from above
- Being insolent to teacher
- Displaying defiance and sullenness
- Challenging authority
- Horseplay with peers

RECOMMENDED RESPONSE – NOTE-WORTHY INCIDENT

A note of the incident should be made in School Incident Book and brought to the attention of the Principal. **Parents are informed at this stage.** Other sanctions may be administered depending on the misdemeanour:

- Withdrawal of privileges for a fixed period or permanently
- Restriction of extra-curricular activities
- Completion of additional work to compliment current studies or give opportunity to reflect on behaviour
- Carrying out of a useful low level task in school
- Referral of troublesome pupil to Principal for a reprimand
- A note of the indiscipline is made in the Incident book in the staff room
- Child's behaviour is closely monitored by class teacher

(iii) SERIOUS INDISCIPLINE

A serious indiscipline is a gross misbehaviour or misconduct, violence or destruction of property.

- Persistent offenders from above
- Outright refusal to obey staff
- Truancy
- Bullying
- Assaulting other pupils
- Vandalism to school's and other's property
- Theft

RECOMMENDED RESPONSE – SERIOUS INCIDENT

A note of the incident should be made in School Incident Book and brought to the attention of the Principal immediately. **Parents are again informed at this stage.**

- Child is put on Report Card for a determined amount of time
- Depending on the nature of the gross misconduct, child may be suspended for a determined amount of time, advice should be sought from NEELB
- Chair of Board of Governors informed
- On return to school, child's behaviour is closely monitored by teacher and Principal
- In the case of bullying – see Anti-Bullying Policy

PLEASE NOTE : During non-classroom time, supervisors must report any incidents to the class teacher who will then follow the above procedure.

V PROLONGED GOOD BEHAVIOUR FOLLOWING AN INCIDENT OF INDISCIPLINE

If a child shows remorse and desists from indiscipline for a determined period of time, their name is removed from the Incident Book and they begin with a 'clean slate'.

VI LINKS WITH OTHER SCHOOL POLICIES

Bellaghy Primary School's Positive Behaviour Policy is one of a number of initiatives undertaken by the staff of the school, to ensure that each pupil is secure and happy and is able to function at their optimum level, both physically and academically.

Other policies which impact on this one are as follows:

- Health and Safety Policy
- Pastoral Care Policy
- Child Protection Policy
- Special Needs Policy
- Anti-Bullying Policy

It is the aim of our school that the implementation of the above policies and the attitudes they engender, will help to develop a more child centred school where the needs and concerns of the pupils are paramount and the school can function free from serious disruption and indiscipline.

We aim to develop a culture where all pupils know what is acceptable behaviour and what is not.

VII REVIEW OF THIS POLICY

This Policy is to be reviewed annually.

Policy – written March 07 (MLR)