

## **BELLAGHY PRIMARY SCHOOL**

### **POSITIVE BEHAVIOUR POLICY**

#### **SCHOOL ETHOS AND MISSION STATEMENT**

Bellaghy Primary School strives to provide, in partnership with parents, a broad quality education so that all the pupils can reach their full potential within a caring, secure environment promoting self-discipline, motivation and individuality.

#### **RATIONALE**

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, support 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 cared for, respected and of equal worth – school motto – 'children come first'
- 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 staff, support 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**

## **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, teaching staff, support staff, parents and governors. Likewise pupils have the right to have their education free from the interference of disruptive pupils.

## **SCHOOL RULES**

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

General school behaviour 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, in consultation with the pupils. These rules should follow this framework:

- Pupils should be fully equipped for work

- Pupils should be attentive and respectful to the teacher, support staff 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!

In the Foundation Stage, this list has been condensed into four simple rules which they can understand and recite. . . Be kind, Be good, Be wise, Be true. These rules are displayed in the Foundation Stage Classroom.

All rules must be communicated with parents and support staff within the school.

## **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, weekly awards 'Star of the Week' within each Key Stage 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.

### **Golden Time (See Appendix 1)**

Each class will set aside 30 minutes each week for 'Golden Time'. This is a time when children can 'down tools', relax and enjoy a variety of activities eg play type activities, games, free play on computer etc.

Each child will enjoy 'Golden Time' provided he / she has behaved in an acceptable way all week, shown responsibility and personal capability.

Golden Time will be Friday 1.30 – 2.00p.m.

Last Friday of every month – Golden Time will be at Bellaghy Play Park, weather permitting.

### **Sunshine and Storm Cloud**

Each child's name will appear on the class sunshine on a Monday morning three times. If a child displays a behaviour / attitude which displeases the teacher, his / her name will move to the storm cloud. Teachers keep a record of why a name has been transferred from the sunshine to the storm cloud. If the child's name is on the storm cloud three times in one week, 'Golden Time' is denied. Parents are informed if a child is denied 'Golden Time.' At the beginning of each week, all names will be on the sunshine. For every time a child's name is on the storm cloud, two minutes are taken from them at the special 'Golden Time' at the end of the month.

### **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
- A sanction may result in the child's name moving from the sunshine to the storm cloud

### **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
- Name moved from sunshine to storm cloud
- Change of seating arrangements
- Time out for child

### **(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 – hitting, kicking etc

### **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:

- Name moved from sunshine to storm cloud
- 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 the Education Authority
- Chair of Board of Governors informed
- On return to school, child's behaviour is closely monitored by his/her teacher and Principal
- In the case of bullying – see Anti-Bullying Policy

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

## **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'.

## **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.**

MONITORING AND REVIEW OF POLICY

The Policy will be monitored by the Principal in consultation with the Pastoral Care Co-Ordinator and reviewed annually by the Board of Governors.

Policy – reviewed March 18 (MLR)

## APPENDIX 1

### BELLAGHY PRIMARY SCHOOL REWARD SYSTEM

#### Rationale

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.' We encourage our children to be well behaved, have a positive attitude towards their learning, be organised, be responsible and have an ability to manage themselves and their belongings.



To this end, staff have developed a system which rewards acceptable behaviour/attitude/personal capability and issues sanctions to those who do not display acceptable behaviour/attitude/personal capability.

Consideration will be given to some younger children or children with a specific special educational need who may have not yet developed personal capability e.g can not dress independently.

Please note, this system is primarily to reward children who are consistent in their behaviour, manners, attitude and level of responsibility.

The system will require complete support from parents.

#### Golden Time

Each child will enjoy 'Golden Time' provided he / she has behaved in an acceptable way all week, shown responsibility and personal capability.

Each class will set aside 30 minutes each week for 'Golden Time'. This is a time when children can 'down tools', relax and enjoy a variety of activities eg play type activities, games, free play on computer etc.

A budget allocation has been given to each classroom teacher to purchase a variety of toys/games/activities to be used solely for 'Golden Time'.

Golden Time will be Friday 1.30 – 2.00p.m.

Last Friday of every month – Golden Time will be at Bellaghy Play Park

#### Sunshine and Storm Cloud

Each child's name will appear on the class sunshine on a Monday morning three times. If a child displays a behaviour / attitude which displeases the teacher, his / her name will move to the storm cloud. If the child's name is on the storm cloud three times in one week, 'Golden Time' is denied. At the beginning of each week, all names will be on the sunshine. For every time a child's name is on the storm cloud, two minutes are taken from them at the special Golden Time at the end of the month.



## AVOIDING THE STORM!

### BEHAVIOUR AND ATTITUDE

*I can stay off the storm cloud by . . .*

- Being good in school at all times, in the classroom, in the dining hall, in the corridors, in the bathroom and in the playground
- Showing good manners at all times and to everyone
- Having a positive attitude to all aspects of my learning including homework
- Being a caring and respectful friend
- Putting my hand up in class
- Listening well in class at all times
- Being patient and taking turns
- Not speaking when someone else is speaking
- Telling the truth at all times
- Moving around the school in an appropriate way
- Sitting on my chair correctly

### PERSONAL CAPABILITIES / SELF

#### MANAGEMENT SKILLS

*I can stay off the storm by . . .*

- Remembering what I need for school - my P.E. kit, homework folder, violin, swimming bag, recorder etc.
- Being responsible for my own possessions
- Being able to prepare myself quickly for P.E. time and get dressed quickly after P.E., putting away my P.E. kit in the correct place
- Being able to prepare myself quickly for home time, remembering to take home what I need
- Being organised at my desk and keeping my smart sack neat and tidy
- Keeping my folder and school bag organised
- Doing my best at lunch time when eating my lunch / dinner i.e. eating as much as I can
- Doing my duties efficiently e.g. P.7 Prefects
- Completing all my homework
- Getting all parts of my homework signed



## HOW DO I STAY OUT OF THE STORM CLOUD

- Remember what I need for school - my P.E. kit, homework folder, violin, swimming bag, recorder etc
- Being good in school, in the bathroom and in the playground
- Showing good manners at all times
- Having a positive attitude to school
- Being a caring and respectful friend
- Not interrupting my teacher when she is speaking
- Putting my hand up in class
- Listening well in class at all times
- Not speaking when someone else is speaking
- Telling the truth at all times
- Moving around the school in an appropriate way
- Being able to dress myself quickly
- Being organised at my desk
- Keeping my folder and school bag organised
- Complete all my homework
- Get all parts of my homework signed
- Eat as much as I can