

LARGYMORE PRIMARY SCHOOL LISBURN



POSITIVE BEHAVIOUR POLICY

Largymore Primary School

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MISSION STATEMENT

The staff of Largymore Primary will endeavour to provide a safe, stimulating, positive and caring environment for all pupils, teachers and adults involved in the life of the school and promote a school community based upon mutual respect.

POLICY STATEMENT

The main purpose of this behaviour policy is to promote good behaviour based upon certain values which we feel should be developed in our pupils.

- Care and respect for both themselves and others
- Respect for their school and its environment
- Care and respect for belongings and property both their own and others.
- Taking pride in their efforts and work

AIMS AND OBJECTIVES OF THE SCHOOL POLICY

The behaviour policy of Largymore aims :

- (i) To promote and sustain good behaviour on the part of the pupils by developing positive relationships throughout the school community.

Objectives

- To involve parents in the life of the school when appropriate.
- To encourage the building of positive relationships between staff and pupils and pupils and pupils.

- (ii) To encourage pupils to take responsibility for their own actions and deeds.

Objectives

- To give pupils opportunities to make responsible choices in class and playground.
- To set in place a balanced range of rewards and sanctions both in the classroom and school wide.

(iii) To develop a sense of self-esteem and an awareness of the needs of others through mutual respect and self-discipline.

Objectives

- To acknowledge the positive behaviour of all our pupils.
- To allow pupils to examine their own views and the views of others.

SCHOOL RULES

LEARNING

- Work to the best of your ability in order to present work of an acceptable standard as determined by the teacher.
- Listen to and respect the views and opinions of others.
- Have regard for punctuality and attendance.

RESPECT

- Be polite, kind, thoughtful and considerate to everyone.
- Take care of books, equipment and all aspects of school property.
- Deal with conflict in a non-aggressive manner.

COMMUNICATION

- Communicate respectfully with adults and peers alike.
- Show courtesy when another is speaking.

MOVEMENT

- Walk quietly on the left within the school building.
- Move in an orderly manner with regard to their own and other's safety.
- Pupils will remain inside the school grounds during school hours unless school has been notified by a parent.

RIGHTS AND RESPONSIBILITIES

RIGHTS

RESPONSIBILITIES

PUPILS

To be treated with respect and dignity.
To be safe and secure.
To have problems taken seriously.
To have efforts and work valued.
To enjoy school and be happy.
To be developed to their full potential

To obey school and classroom rules.
To treat other children and property with respect.
To complete homeworks.
To obey non teaching staff, teachers and substitute teachers.
To take responsibility for their behaviour and actions and not to prevent the learning of others.
To be equipped and ready to learn.

STAFF

To be treated with respect by all members of the school community.
To work in a safe, clean environment.
To receive support from management and the Board
To be encouraged to develop professionally
To be consulted and informed on matters associated with the school

To create a stimulating, happy learning environment.
To prepare well, teach thoroughly and continually assess progress
To develop children's confidence and self worth through positive acknowledgement of academic and social achievements.
To endeavour to identify and meet individual needs.

PARENTS

To be kept informed of their child's progress and receive reports.
To be informed of events in the life of the school.
To have their child educated in a safe and secure learning environment.
To be listened to by the school and have concerns dealt with.
To be invited to parents' evenings.
To be kept informed of the mechanisms the schools uses for day to day issues.

To ensure their child attends school regularly, fully equipped to learn.
To promote good manners, routines and socially acceptable behaviour at home.
To attend events and parent consultations or meetings within school.
To ensure children are punctual and do homeworks.
To support the school by fostering a positive attitude to school and the staff.

REWARDS

In Largymore Primary School we seek to reward all pupils. In rewarding pupils we aim to move from gaining compliance to gaining motivation. These rewards will...

- Positively recognise and reinforce good effort and behaviour.
- Seek to motivate children, develop a positive attitude towards good behaviour and promote self- esteem.
- Be consistent, appropriate and available to all children
- Seek to reflect the school ethos that everyone in the school community is valued.

We have 'Largymore Star Pupil' operating weekly. Teachers select a pupil from each class to be recognised in assembly and have their photograph put up on the school 'Star Pupil' Board. They also receive a certificate and magnet.

Classroom Level - Each teacher operates their own system of rewards in their classroom.

Below are the types of rewards we in Largymore Primary School use on a regular basis.

Verbal	Non Verbal	Recognition	Material	Privilege
Well done...	Handshake.	Whole class praise.	Stickers.	Extra Playtime for class
Good Choice...	Good eye contact.	Peer praise.	Stars.	Golden Time (Fri)
What a Superstar!	Smiling.	Visiting another teacher or Principal for reward.	Badges.	Holding hand
I like the way...	Thumbs up.		Certificates.	Line Leader
I am proud of...	Shoulder pat.	Circle of praise. (In Circle Time)	Parentgram.	Seeing a DVD.
Congratulations...	Smile by Principal.	Merit point groups.	'Well done' pen or pencil.	Extra Adventure Trim Trail.
I'm really pleased that....		Boy/girl 'star of the week' in Assembly.	Assembly star of the week certificate & magnet.	Giving responsibility.
Terrific...		Photo displayed on Star Pupil Noticeboard.	Breakfast Club stickers.	Trips or outings.
Private praise.		Class of the Week Cup & Playground points	Friday treats.	Playground Pal.
Greetings by other staff.		Good work displayed.	Pupil Vouchers.	Buddy systems.
		Positive comments in books		To sit on Pupil Council/ECO Team.
		Parentgram		Pupil Choice of Reward

SANCTIONS

While we will manage behaviour positively there will be occasions when it is necessary to implement sanctions for inappropriate behaviour.

These sanctions will...

- Be immediate and discrete.
- Provide school with the opportunity to make low level responses to pupil behaviour.
- Have a hierarchy appropriate to behaviour.
- Be fair.
- Be consistent.
- Be appropriate to meet individual needs.
- Keep self-esteem intact.

It may be appropriate at times to enlist the support of outside agencies or to direct families towards agencies that could provide counselling in areas outside our staff's expertise.

Below is an outline of the hierarchy of sanctions that would be implemented appropriate to the seriousness of the behaviour.

- The look
- Hand sign
- Rule reminder
- Warning 1 2 3 / Traffic Lights (K.S.1&2)
- Use of proximity praise
- Exclusion from reward
- Related sanction e.g. completing work, cleaning up mess in own/play time
- Move place
- Lunch time / break time detention
- Temporary isolation in class
- Temporary exclusion from class supervised
- Parent informed
- On report to class teacher
- Formal letter to parent
- On report to Principal / Vice-principal
- Temporary exclusion from potentially difficult situations (Break time, lunch time, home time)
- Principal holds interview with parent and pupil to establish "Behaviour Contract"
- Seek support and guidance from the S.E.E.L.B. Behaviour Support Team
- Referral to Educational Psychologist
- Suspension
- Expulsion

STAGE 1 Minor problems that it is the responsibility of the class teacher to deal with. Sanctions may include -

- Making the pupil aware.
- Rule reminder/proximity praise.
- Gesture/signal.
- A look.
- Speak to pupil about behaviour.
- Remove from group (in classroom)
- Reparation related to the offence ie tidy mess, complete work, apology.

STAGE 2 **Break Time Out/Lunchtime Detention.** The removal of the privilege to play, the writing of rules or a "Think Sheet" at lunchtime is acceptable. Pupils in detention should have their names recorded in a detention book. Detention can be for multiple behavior slips. Parent signs behavior slip.

STAGE 3 **Parents' help enlisted.** For continual poor behaviour the parent will be invited to attend for an interview with the teacher (with vice principal or principal). Rewards are discussed for positive reinforcement of good behaviours.

STAGE 4 **Report Card.** Following a consultation with the parent a report card may be issued and sent home daily for a limited time. Positive behaviour may be recorded on this along with misdemeanors. Parent/child negotiate a reward if the daily record is positive.

STAGE 5 **Removal of Privileges.** Parents will be informed of the removal of privileges for a set period of time. These may include Extended School activities, school trips, team activities and lunchtime play. In addition pupils may be sent home early.

STAGE 6 **Suspension.** Parents are asked to remove the child the same day and formal suspension is implemented.

Should a behaviour or incident be of a serious nature it is possible to go straight to the appropriate stage in the list of sanctions.

LINK TO THE SPECIAL NEEDS CODE OF PRACTICE

When a teacher recognises inappropriate behaviour, and the normal classroom interventions/sanctions fail to modify the behaviour over a period of time and it causes concern or is affecting the teaching and learning in the classroom then the child may be placed at Stage 1 of the SEN Code of Practice.

The whole school approach to promoting positive behaviour and discouraging and dealing with unacceptable behaviour is applied in the area of S.E.N.

STAGES OF THE CODE

Stage 1 of the Code relates to the management of special needs within the classroom. A teacher is concerned and uses the normal strategies to discourage and deal with unacceptable behaviour. These involve promotion of positive behaviour (see rewards) and the use of low-key sanctions.

Stage 2 of the Code is managed by the SENCO in conjunction with the class teacher. At this stage an IEP is drawn up and discussed with parents and if appropriate with pupils. The plan will indicate what strategies the school proposes to use to manage the pupil's behaviour and the arrangements for monitoring and reviewing the success of these strategies.

Stage 3 of the Code involves referral to agencies outside the school.

- ✓ Educational Psychology
- ✓ Outreach Support
- ✓ The Board's Behaviour Support Team.

Referral to these agencies takes place after the strategies have failed and the behaviour of the pupil deteriorates so as to impact significantly upon the education of the class and the safety of other pupils during playtime or on the way to or from school.

Communicating our Policy

- Largymore Primary School will undertake to distribute this policy in full to the Board of Governors annually.
- Largymore Primary School will undertake to distribute a condensed copy of this policy to parents annually and inform them that the policy in full is available for their inspection on the school website or in the school office.

- Largymore Primary School will undertake to make all pupils aware of the contents of this policy through activities provided and by example set within the school environment. The aims of this policy will be apparent in all that we do and the way that we do it.

Monitoring & Evaluating our Policy

This policy shall be constantly under review as it is the very essence of what goes on in every classroom, every day. Alterations if required will be made before annual distribution.

The monitoring of this policy shall be the responsibility of Mrs Arlene Poots, Designated Teacher, supported by the Principal and S.M.T.

Strategies used to monitor the Policy's success will include:

- Playground observations
- Meetings with classroom and supervisory assistants
- Keeping records of number of children in detentions
- Feed back from year group meetings, forums and staff meetings
- Feed back from parent/teacher interviews
- Monitoring levels of incidents reported
- Observing the general atmosphere around the school and endeavouring to gauge the levels of self esteem of both pupils and staff
- Audits / questionnaires

On the basis of information gathered from the above, it will be the job of Mrs Arlene Poots supported by the Pastoral Care Team and S.M.T. to evaluate the success of the policy and decide future targets.

Range of Sanctions

Use of proximity praise

The look

Hand sign

Name the child.

“First..., and then...”

Rule reminder (class or playground)

Traffic Light System FS KS1 KS2

Warning 5,4,3,2,1

TIME OUT breaktime/lunchtime

Exclusion from rewards

Related sanction e.g. completing/repeating work, clearing up mess in own/play time

Move place/Calming chair FS

Lunch time detention

Temporary isolation in class- Quiet table/Work Zone

Temporary exclusion from class (supervised)

Parent informed – Behaviour Slip
Multiple Slips leads to a report card

On report to class teacher(card)

Formal invite to parents to attend a meeting

On report to Principal / Vice Principal

Temporary exclusion from potentially difficult situations (break time, lunch time, home time)

Principal holds interview with parents and pupil to establish a “Behaviour Contract”

Referral to the Educational Psychologist

Suspension

Expulsion