

Seagoe
Primary School



POLICY FOR THE PROMOTION OF POSITIVE BEHAVIOUR

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SEAGOE PRIMARY SCHOOL

POLICY FOR THE PROMOTION OF POSITIVE BEHAVIOUR

MISSION STATEMENT:

It is the aim of Seagoe Primary School to provide a safe, secure and supportive environment so that the academic, personal and social development of all our pupils is realised.

The staff of Seagoe Primary School strives at all times to create an environment where there is mutual respect, children are valued and pastoral care is an integral part of the education of the whole child.

We believe that appropriate pupil behaviour is essential in the creation of such an environment and that positive behaviour is best developed through the use of praise, encouragement and incentive. Likewise, there is also the recognition that some behaviours are not acceptable as they may threaten the learning and safety of both the individual concerned and others. In such a case, certain agreed sanctions are necessary.

This Policy has been developed within the context of current legislation, policy and guidelines:

- Health and Safety at Work (NI) Order (1978)
- Children (NI) Order (1995)
- The Education (NI) Order (1998)- Articles 3&4
- Human rights Act (1998)- came into force in NI in 2000
- Education (NI) Order (2003)
- Special Educational Needs & Disability (NI) Order (2005)
- SEND Act (NI) 2016
- Northern Ireland Anti Bullying Forum www.NIABF.org.uk
- Addressing Bullying in Schools Act (Northern Ireland) 2016

LINKS WITH OTHER POLICIES

This Policy is integral to all school policies. It has key links with policies such as:

- Special Educational Needs and Inclusion
- Safeguarding & Child Protection
- Anti-Bullying
- Attendance Policy
- Pastoral Care
- Online Safety/ Acceptable Use of the Internet

KEY AIMS:

- To promote a caring, happy and disciplined environment throughout the school which is conducive to learning.
- To encourage the development of self-discipline, self-esteem and self-confidence in the children and the ability to work both independently and with others.
- To create and maintain an atmosphere in class in which pupils respond positively and take pride in their work.
- To build relationships of mutual trust and respect between pupils
- To build relationships of mutual trust and respect between staff and pupils.

RIGHTS AND RESPONSIBILITIES

RIGHTS

Pupils have the right -

- To be educated in a safe and stimulating environment
- To be treated with respect.
- To be valued members of the school community

Staff have the right -

- To work in a pleasant environment
- To be respected by pupils, other staff and parents
- To be involved in decision making within the school.

Parents have the right -

- To have their child educated to the highest possible standard
- To be informed of their child's progress
- To consult teaching staff on concerns.

Governors have the right -

- To be kept informed of policies and procedures.

RESPONSIBILITIES

Governors have a responsibility to -

- Ensure the Positive Behaviour Policy is in place and up-to-date
- Ensure that the school is safe for pupils, adults and all members of the school community
- Review the effectiveness of strategies promoted in the policy
- Support the Principal in following the guidelines agreed in the policy

Principal has a responsibility to -

- Ensure this policy is implemented throughout the school
- Facilitate any staff development in relation to behaviour management
- Have high expectations for good behaviour
- Monitor whole school behaviour

Pupils have a responsibility to -

- Obey the rules of the school, respecting the rights of others to be safe
- Allow an atmosphere in which they and others can learn.
- Come to school equipped and ready to learn

Staff have a responsibility to -

- Deliver the Northern Ireland Curriculum
- Maintain a disciplined atmosphere enabling all pupils to achieve their full potential.

Parents have a responsibility to -

- Ensure their child attends school, informing the school of the reason for any absence
- Ensure their child is prepared for school and that written homework and Homework Diary are signed on a daily basis
- Ensure their child wears the correct school uniform and adheres to the General Appearance guidelines as stated in the school prospectus

THE ROLE OF PARENTS AND GUARDIANS

Standards of behaviour should be well established in children before they come to school. The accepted standards of behaviour may vary from home to home and family to family. Behaviour that can be tolerated at home may not always be acceptable at school because of the large numbers involved in the school community.

We believe in the principle of partnership and therefore encourage parents/guardians to establish and maintain a positive relationship with the class teacher and the Principal. Active co-operation with staff is absolutely essential if an acceptable standard of discipline is to be achieved.

The co-operation of parents/guardians is sought in relation to maintaining high standards of pupil attendance, punctuality, pupil appearance, wearing of school uniform, caring for materials and supervision of homework.

THE ROLE OF THE TEACHER

The teacher's role is to provide education for the children in his/her care. When the teacher and pupil understand their different roles, good discipline can be achieved.

Children at different stages in education require instructions and our school rules form the framework of our expectations as teachers for the children in our care.

THE ROLE OF THE PRINCIPAL

The Principal has a key role in formulating and reviewing discipline and establishing the ethos of the school. The Principal must ensure that teachers, parents and pupils feel that they have a vital role to play in the life and organisation of the school.

The Principal must ensure that the rules of the school are administered fairly and consistently to all pupils. The Principal should support the staff where appropriate and furnish the Board of Governors with a report on the discipline within the school or on the discipline of an individual pupil where necessary.

The Principal must also ensure that the school policy on promotion of positive behaviour is processed in accordance and alongside all other relevant school policies.

THE ROLE OF THE BOARD OF GOVERNORS

The role of the Board of Governors is to maintain a Behaviour Policy for the school that is current, being implemented and reflective of the school's ethos.

If, or when, a case of indiscipline should come before the Board of Governors, they must act upon it having considered the views of the Principal, other interested parties and any reports forwarded to them. Where appropriate, they should support the Principal and the staff.

CODE OF CONDUCT

In order to establish and maintain a caring atmosphere throughout the school in which the aims outlined can be achieved, it is important to teach rules and routines in a clear and defined way and, in doing so, to make the aims and rewards attainable by every child.

All children will be treated fairly and in accordance with SENDO legislation.

It is vital that both parents and staff are committed to the encouragement of positive behaviour. To this end, there are school rules appropriate for Primary 1-3 and Primary 4-7.

OUR GOLDEN RULES

The rules for Primary 1-3

- We try
- We share
- We help
- We listen
- We walk
- Be happy
- Be kind
- Be polite

The rules for Primary 4-7 are to include the 8 rules for Primary 1-3, along with the following:

- We are friendly, kind and helpful
- We try our best, come prepared and work hard
- We listen when someone is talking
- We have good manners
- We respect everyone and everything
- We wear our uniform with pride
- We are honest and fair

Classroom rules are on display in every classroom and each class has a unique Class Contract.

REWARDS AND SANCTIONS

Teachers have a wide range of rewards that should be fair and effective, including:

- Non-verbal rewards such as a smile, eye contact or nod of affirmation
- Individual praise, or praise in front of a group or class
- Celebration Assemblies - Numeracy, Literacy and Spirit of Seagoe Awards
- Random Acts of Kindness Stars on display
- Star/Table of the Week
- Positive written comments on work
- Giving responsibility
- Visiting another class or the Principal for praise
- Tangible reward from teacher or Principal, e.g. sweets, stamps or stickers on charts
- Use of Achievements Board in the school foyer
- Whole class marble jars
- Punch Cards
- Golden Time
- 5 Stars = night off homework
- Dojo

Use of these rewards should:

- Contribute to the ethos of the school
- Positively recognise and reinforce good behaviour
- Encourage pupils to take responsibility
- Be appropriate to meet individual needs
- Be consistent and available to all pupils
- Promote self-esteem.

Inappropriate behaviour is that which puts the individual or others at risk, or which interferes with the learning process. In the case of After School Clubs to which the same rules apply as during the school day, the Principal may decide to exclude a pupil or pupils for inappropriate behaviour and inform parents accordingly.

To reduce the risk of transmission of Coronavirus, there are many rules and procedures in place. Pupils are asked to follow these health protocols and the deliberate refusal to do so will result in sanctions being imposed.

Within the term "Inappropriate behaviour" is a hierarchy of seriousness which has been agreed by all teaching staff.

On the first level, examples would include

- not staying in seat
- fidgeting
- teasing
- telling tales
- pushing
- interrupting the teacher
- name calling
- sulking
-

Second level behaviours include

- arguing back
- throwing things
- hitting
- cheekiness or answering back
- poor manners to staff or peers
- being dishonest
- destroying own/others' work
- not completing classwork to the expected standard
- not completing homework on time or to a satisfactory standard

Behaviours on the third level in the hierarchy of seriousness include

- kicking
- fighting
- swearing at or verbal abuse towards staff or peers
- spitting
- biting
- stealing
- physical abuse towards staff or peers
- defiance
- offensive gestures
- bullying
- running out of school

The frequency of occurrence also has a bearing on the sanctions imposed. In some cases, it is the repeated and persistent nature of low level disruption

which can cause it to be more serious. Each class teacher will keep a Behaviour Log to record lapses in expected and appropriate behaviour and sanctions given. If deemed beneficial, a pupil may be asked to complete a Reflection Sheet which provides the opportunity for the pupil to reflect on their behaviour.

In response to the above hierarchy of inappropriate behaviour, a hierarchy of sanctions has been agreed for implementation by all teaching staff. Parents may be consulted at any stage of the sanction procedure.

- Verbal reminder of the rules and possible sanction
- Counting down 3,2,1
- Related sanction e.g. completing work at home/at playtime, loss of Golden Time
- Loss of responsibility e.g. class helper
- Moving place or class - "time out"
- Removal from playground at playtime
- Report to Vice-Principal
- Principal's sanction sheet signed by parent
- Formal letter or phone call to parents/request for interview
- Withdrawal of a range of privileges including class trips and playing on school teams
- On report to teacher and Principal
- Suspension
- Expulsion

USE OF REASONABLE FORCE

The use of reasonable force is another strategy available to members of staff to secure pupil safety and well-being and maintain good order and discipline. The use and degree of force must be proportionate to the circumstances of the incident and to the seriousness of the behaviour. The Education (NI) Order 1998 defines 'reasonable force' as the minimum force necessary to prevent a pupil from physically harming himself/herself or others or seriously damaging property, but used in a manner which attempts to preserve the dignity of all concerned.

MONITORING AND REVIEWING OF THIS POLICY

We acknowledge that sustaining good behaviour creates a need for continuous assessment of the effectiveness of approaches to behaviour management in our school. We will review and make changes to our positive behaviour policy, encouraging innovation and flexibility in interacting with our pupils.

This policy will be regularly monitored and reviewed as necessary as part of the ongoing audit of practice within the school.