

Tannaghmore Primary School



Positive Behaviour Policy

POSITIVE BEHAVIOUR POLICY

In Tannaghmore Primary School the focus of our positive behaviour policy is on encouraging each child to become personally, emotionally, socially effective, to lead healthy, safe and fulfilled lives and to become confident, independent and responsible citizens, making informed and responsible choices and decisions throughout their lives.

This policy links with our Pastoral Care, Anti-Bullying, Special Needs, Physical Education, Safe Handling and Healthy Eating policies so this policy will focus only on the behaviour we wish to develop and on the means used to encourage good behaviour. In writing this policy we are also aware of our obligations under SENDO and will make necessary reasonable adjustments.

Aims of our Positive Behaviour Policy

- To create and maintain warm relationships between pupils and all staff within the school and outside with the local community.
- To promote behaviour which conforms to reasonable expectations, and is based on a nurturing atmosphere and mutual respect.
- To establish a safe and ordered environment where effective learning for all may progress, and where pupils will feel secure and unthreatened.
- To develop in pupils self-esteem, self-discipline and an acceptance of and understanding of their own actions.
- To develop pupils' interpersonal skills and their ability to work co-operatively with others to resolve problems and potential or actual conflict.
- To foster in pupils a sense of pride in their school, in its equipment and in its environment, and in their own personal belongings.
- To ensure that everyday procedures in the school run smoothly.
- To establish and maintain liaison with external support agencies so that provision of appropriate support can be acquired if and when needed.
- To provide a clear framework of rules for all pupils with fair and consistent rewards and sanctions.

Staff Commitment.

All staff in Tannaghmore Primary School realise that good discipline practices and positive behaviour are necessary for effective teaching and learning to take place and therefore commit ourselves to;

- Maintaining a positive nurturing ethos within the school.
- Being models of expected behaviour.
- Organising classroom space and resources carefully.
- Setting differentiated and relevant tasks which will enable all pupils to achieve success.
- Using positive language.
- Praising and rewarding good behaviour when it is observed and responding promptly and correctly to inappropriate behaviour.
- Using only sanctions which are appropriate to an individual pupil's needs and circumstances, and having regard to SENDO legislation.
- Being professional at all times.

RIGHTS AND RESPONSIBILITIES

Pupils have a right to:

- Be valued as members of the school community and as unique individuals.
- Get help when they seek it, whether with their work or with bullying or with other personal worries and to have a sympathetic audience for their ideas and concerns.
- Make mistakes and learn from them.
- Be treated fairly, consistently and with respect.
- Be consulted about matters which affect them and have their views listened to, and as far as it is reasonable, acted upon.
- Be taught in a pleasant, well-managed and safe environment.
- Work and play within clearly defined and fairly administered codes of conduct. Children to be involved in defining these codes of conduct through sharing in the making of class rules
- Experience a broad, balanced and suitably differentiated curriculum and to have any special learning needs identified and met.
- Develop and extend their interests, talents and abilities, taking into account the document on Gifted and Talented Children.

Pupils have a responsibility to:

- Keep the golden rules in class, in the playground and in the dinner hall.
- Come to school on time
- Do their agreed homework
- Respect the views, rights and property of others and behave safely in and out of class.
- Co-operate in class with the teacher and with their peers.
- Seek help if they do not understand or are in difficulties.
- Be responsible and reflective about their own behaviour, and accept responsibility if they have done something wrong.

Staff have a right to:

- Work in an environment where they are treated with good manners and respect.
- Express their views and to contribute to policies which they are required to reflect in their work.
- A suitable career structure and opportunities for professional development.
- Support and advice from each other and from external bodies.
- Adequate and appropriate accommodation and resources.

Staff have a responsibility to:

- Regularly review, keep and promote the golden rules
- Behave in a professional manner at all times.
- Teachers to ensure that lessons are well prepared; making use of available resources and that homework is appropriately set and constructively marked.
- Show interest and enthusiasm in the work in hand and in their pupils' learning and playing.
- Be sympathetic, approachable and alert to pupils in difficulty or falling behind.
- Teachers to identify and seek to meet pupils' special educational needs through the SEN Code of Practice.
- Teachers to share with parents any concerns they have about their child's progress and development.
- Expect high standards and acknowledge effort and achievement.
- Pursue opportunities for personal and professional development.

Parents have a right to:

- A safe, well-managed and stimulating environment for their child's education.
- Reasonable access to the school and to have their enquiries and concerns dealt with sympathetically and efficiently.
- To always be informed promptly if their child is ill or has any kind of accident or if the school has concerns about their child.
- Be well informed about their child's progress.
- Be well informed about school rules and procedures.
- A broad, balanced and appropriate curriculum for their child.
- Be involved in key decisions about their child's education.
- A suitably resourced school with adequate and well-maintained accommodation.

Parents have a responsibility to:

- Promote the golden rules
- Ensure that their child attends school regularly.
- Ensure that their child arrives at school on time.
- Show interest in their child's class work and homework and, where possible, provide suitable facilities for studying at home
- Be aware of school rules and procedures and encourage their child to abide by them.
- Act as positive role models for their child in their relationship with the school.
- Attend planned meetings with teachers and attend school functions. A record will be kept of parents' attendance at meeting and of their concerns and comments, and as far as possible their concerns will be addressed.
- Provide the school with all the necessary background information about their child including telling the school promptly about any concerns they have about school or any significant change in their child's medical needs or home circumstances.
- Ensure their child wears school uniform.

SCHOOL RULES/ROUTINES

The School Rules/Routines are necessary to help promote good behaviour. It is important that these rules/routines are understood by pupils and supported by parents and staff. The rules/routines cover the four areas of:

Movement and Safety

Pupils are expected to:

- Walk quietly within and around the school building.
- Take extra care when moving –
 - ❖ On the stairs
 - ❖ To the canteen
 - ❖ On the buses
 - ❖ In the playground.
- Remain on the school premises unless permission is given to leave.

Learning

Pupils are expected to:

- Achieve standards of work commensurate to child's ability.
- Co-operate with staff and other pupils so that learning can take place.
- Come to school suitably equipped for the day ahead.
- Complete and present work including homework to an acceptable standard.

Communication

Pupils are expected to:

- Raise a hand if they wish to speak.
- Be attentive when another is speaking.
- Ask for help when it is needed.

Respect

Pupils are expected to:

- Be polite, kind, thoughtful and considerate to everyone.
- Show good manners when visiting other classrooms.

- Look after books, equipment, the property of others and school property.
- Put litter in the bin.
- Address all adults by their surname.

We do not accept: bullying, bad language, destruction of property, stealing or fighting.

BEHAVIOUR

Desirable behaviour in pupils

- Demonstrating self-esteem and the confidence to engage successfully in activities.
- Showing respect for the views, ideas and property of others.
- Recognising that all have a right to share in and contribute to the life of the school.
- Co-operating with their teachers and with their peers on shared activities.
- Always working hard and to the best of their ability.
- Good manners.
- Being responsible when given the opportunity to act independently.
- Being kind to other pupils.
- Having the courage to talk to a member of staff if they feel that they or another pupil is not being treated properly

Undesirable behaviour in pupils:

- Being unkind to their peers, including engaging in any form of bullying.
- Calling out in class, interrupting others and being inattentive when others are contributing to the lesson.
- Displaying a lack of interest in learning and preventing others from learning.
- Not having good manners.
- Defacing or destroying other pupils' belongings or school property.
- Using abusive, sectarian, or racist language.
- Acting aggressively or with violence towards other pupils or the teacher.

It is hoped that these kinds of behaviours will not occur as they sit outside the ethos and positive atmosphere within Tannaghmore and wherever possible we are committed to non punitive approach to promoting behaviour management. However they have been included here in the policy so as to highlight the seriousness of our desire that they should never happen.

REWARDS

In Tannaghmore PS we want our pupils to feel secure, valued and special. We want them to have good self esteem, be socially and emotionally well adjusted and to realise their full potential. To promote these qualities, a system of praise and reward operates throughout the school. Children are rewarded for good work and for trying hard. This is done in a positive and supportive atmosphere. We believe that each child can be rewarded at some times during the school year.

We aim to implement a system of rewards to establish and maintain a climate in which pupils understand what constitutes appropriate behaviour and positive attitudes.

Our reward system will:

- Positively recognise and reinforce good behaviour.
- Be available to all pupils.
- Be applied consistently by all members of staff.
- Take account of the age and interests of the child.
- Will reflect a variety of methods to reward good behaviour
- Enhance the self-esteem of pupils.
- Provide opportunities to communicate good news to parents.
- Encourage pupils to take responsibility for their own behaviour.

Examples of some of the rewards that may be used at Tannaghmore are listed below. Each class teacher will have his/her individual reward system. The list below merely reflects the variety of rewards used in Foundation Stage, Key Stage 1 and Key Stage 2 classrooms.

- Verbal and non-verbal praise
- Positions of responsibility eg Leader of the line, classroom helper
- Visits to other teachers
- Extra time – playtime after Break or Lunch
- Table prizes

- Homework pass
- Certificates for pupil of the week/month
- Badge rewards
- Golden Time
- Monthly/Termly class/year group newsletter
- Kindness wall
- Class bank
- Chill out table
- Achievements noticeboard
- Achievements celebrated on TV screen in front foyer
- Children are greeted and welcomed to school and to assemblies.
- Staff give incentive stickers and notes for effort and achievement.
- Children are encouraged to keep the school's golden rules by incentives offered through prize draws. Tickets are given out to children who are consistent good role models in their behaviour. A special draw is made at each celebration assembly to reward.
- Children who have made a special effort are celebrated at regular Key Stage school assembly. A record will be kept of the children who have been acknowledged in this way
- Celebration Display to show those children who are being celebrated.
- Golden tickets to reward children for consistently positive behaviour.
- Children's work is marked in a positive and supportive way in line with the school's marking policy.
- Goods news notes sent home to parents.
- Celebration Assemblies (Key Stage)
- Principal/Vice-Principal provides good news notes/stickers/rewards.
- All children's work is displayed.
- Within each class, every child has the opportunity to be pupil of the week so that their talents, good qualities and achievements can be highlighted.
- Opportunities are provided for children to go to the Principal/Vice-Principal or to other members of staff to share anything about which they are particularly proud.
- The child's positive contribution to the school is emphasised at all parent teacher meetings.
- During circle time children's opinions are listened to and contributions praised
- Individual programmes within each class which supports and promotes positive behaviour.

SANCTIONS

The staff at Tannaghmore shall endeavour to promote and celebrate positive behaviour throughout the school. However, a system of sanctions is necessary to deal effectively and fairly with incidents of inappropriate/undesirable behaviour and to encourage and foster appropriate/desirable behaviour.

We believe sanctions should:

- Be understood by all staff (teaching and non-teaching), pupils and parents.
- Be applied as quickly as possible after the incident.
- Be administered fairly and consistently.
- Take account of age/maturity/personal situation of the child.
- Focus on the misdemeanour rather than the pupil.
- Be appropriate to the misbehaviour.
- Aim for the least intrusive methods first.
- Allow the pupil to save face and encourage a more positive attitude in the future.
- Aim to defuse rather than escalate the situation.

Sanctions will not:

- Be applied to entire classes or groups of pupils, when the guilty parties have not been identified.
- Degrade pupils, or cause them public or private humiliation.

Normal Sanctions to be used by the teachers in the classroom

Each teacher will adopt their own particular system for good classroom management.

As in the P5-P7 classes, teachers will use a variety of sanctions to support the management of pupil behaviour in the classroom. In some of the P1-P4

classes, teachers will use the 'Sun Display' and its hierarchy of sanctions as the main method of managing pupil behaviour in the classroom.

There are other behaviour management systems similar to the Sun Display already in use across the P1-P4 classes.

In classes where the Sun Display is in use, the following routine is in practice:

- ❖ All pupils start daily on the sun
- ❖ Verbal warning issued in first instance of undesirable behaviour
- ❖ Persistence in undesirable behaviour results in the pupil's name moving to the rainbow
- ❖ Further persistence in undesirable behaviour leads to pupil's name moving onto the first cloud *(with the loss of 5 minutes from break time play)
- ❖ Further instances of undesirable behaviour leads to the pupil's name moving onto the second cloud *(with loss of 10 minutes from break time play)
- ❖ If, after having pupil's name moved onto the second cloud, the pupil persists in displaying undesirable behaviour, the Vice-Principal will be summoned to the classroom to support the teacher in the management of the pupil's undesirable behaviour
- ❖ From that point onwards, the Vice-Principal after consultation with the teacher, will decide on the most appropriate way to manage the pupil's undesirable behaviour

*Children who have received loss of time from break time play will be supervised in a designated area

In all P5-P7 classes, teachers will use the following sanctions to support the management of pupil behaviour in the classroom.

- ❖ Discreet reminder of expected behaviour
- ❖ Tactical ignoring (where appropriate)
- ❖ Non-verbal disapproval – visual expression, hand signal
- ❖ Restate the School Rule or the Golden Rule and provide ‘1st warning’
- ❖ Provide ‘2nd warning’ with consequence
- ❖ Move child to sit in a quiet place within the classroom.
- ❖ Move child to another classroom, usually a class higher, for a short time.
- ❖ Child asked to provide verbal or written apology
- ❖ Child assigned written activity – how I am expected to behave
- ❖ Catch up time in which a child is provided with time to complete unfinished work, at the teacher’s discretion.
- ❖ Loss of Golden Time.
- ❖ A note to parent
- ❖ Refer to Vice-Principal – to request advice/support in the management of a behaviour issue.

Management of persistent inappropriate/undesirable behaviour

If inappropriate/undesirable behaviour is persistent i.e. noted at least three times in Teacher’s class record book, or if the child is consistently losing golden time, or being given a significant sanction by the class teacher, parents will be informed.

If necessary, the parents, class teacher, Vice-Principal and SENCo, will together draw up a suitable behaviour plan.

Management of major/very serious behaviour problems

Should behaviour such as the following ever occur, it is the responsibility of the Principal or Vice-Principal to deal with it:

- Making false allegations
- Persistent insolence/rudeness to staff
- Aggression towards staff
- Persistent bullying
- Physical Assault
- Truancy
- Deliberate damage to property.
- Stealing.
- Leaving the school premises without permission.
- Verbal abuse including sectarian, racist or discriminatory remarks.
- Refusal to work.
- Persistent disruptive behaviour in class or other areas of the school

Procedures for dealing with major/very serious behaviour problems

- A verbal warning by the Principal or Vice-Principal as to future conduct.
- Withdrawal from the classroom to the office.
- Withdrawal of privilege at discretion of Principal or Vice-Principal
- A letter or telephone call to parents informing them of the situation. In most cases the Principal or Vice Principal will contact parents directly.
- A meeting between the parents, class teacher, Vice-Principal and SENCo and the drawing up of an individual behaviour plan.
- Outside help called for from the EA Psychology Service and the EA Behaviour Support Team, if the preceding measures are unsuccessful.
- Moving the child to an appropriate stage of the Code of Practice for SEN to enable the school to discuss further any concerns with Outside agencies.
- Suspension procedures may be initiated following a period of indiscipline or in the light of a serious incident, bearing in mind the personal circumstances of the child.
- The Principal informs the Governors, CCMS and EA (EWO) of all suspensions.

- If problem is severe or recurring, then expulsion procedures are implemented after consultation with the Governors.
- Parents exercise their right of appeal to the Board of Governors against any decision to exclude.
- Multi-Disciplinary conference involving parents and support agencies.

Break and Lunchtime Supervision:

At lunchtime, supervision is carried out by the Supervisory and Classroom Assistants. They will be issued with a copy of the school's behaviour policy, so that the carrying out of the policy is consistent throughout the school.

Most incidents can be dealt with by the people on duty by reminding children of the standard of behaviour expected, but supervisors should keep note of children who continually misbehave.

The Golden Rules strategies will also be used during lunch and break time ie

- ❖ The child will be given a discreet reminder of expected behaviour
- ❖ The supervising adult will restate the School Rule or the Golden Rule and provide a warning

Children should be given a '1st warning' for low level misbehaviours and if there is a reoccurrence of the mis-behaviour can be directed to have 'time out' in designated areas for 5 minutes. This enables the child to reflect on their behaviour before joining play again.

Supervisory and Classroom Assistants will be required to deal with minor incidents of misbehaviour in the playground. Vice- Principal or the Principal are also available to deal with the more serious incidents. All staff will commit to communicating openly with each other to support children with behaviour management needs.

The supervising adult will have the discretion to award stickers to children for notable instances of good behaviour. These stickers will not be used all the time so that the children don't become over accustomed to them.

Staff Development

- It is vitally important that all of the staff of the school, who work with the children throughout their school life, have support and help from each other.
- Those people who have identified a need for assistance be it in the classroom, dining room or playground, will have these needs met.
- The Principal will continue to set up a training time for ancillary staff.
- The behaviour policy will be included in documents given to new members of staff.
- This policy will be available to all members of staff, children and parents, and the Board of Governors through the school website.
- The Advisory Service will be contacted requesting in class support and assistance for teachers who have disruptive children in the classroom.
- Additional school based support, exceptional closures, for example will be arranged.
- SENCo will attend special needs cluster meetings.
- Any outside courses which address behavioural issues will have a designated teacher attending. Courses in special needs covering issues such as ADHD or Autism will also be attended.
- The content of these courses will be shared with all staff.
- Further training in positive behaviour/reviewing and maintaining the School Rules and the Golden Rules will be arranged as necessary.

Golden Rules

We are honest

We work hard and try our best

We are kind

We listen

We take care of our school

We use good manners

Rewards & Sanctions P1

Rewards	Sanctions
<p>Table points each day and treat (sweets) for table of the week on Friday.</p> <p>Pupil of the week (Boy and girl) rewarded with certificate and treat (sweets).</p> <p>Sometimes sent to another teacher in the P1 year group to be rewarded for good work. (stickers)</p> <p>Stickers also given out for any examples of good work/ good manners/ playing nicely and sharing.</p>	<p>Verbal Warning</p> <p>Name on board.</p> <p>Miss 5 minutes play</p> <p>Sometimes will be sent to another teacher in the P1 year group for behaviour issues.</p> <p>During playtime children will make a card/draw a picture to show that they are sorry for behaviour.</p>
<p>The children in our year group said:</p> <p>They like stickers and sweets.</p>	

Rewards & Sanctions P2

Rewards	Sanctions
<p>Table of the Week- prize for all Star of the Week (Compliments) Individual rewards- stickers, sweets, prizes. Brain/ Movement Breaks</p>	<p>Time out Lose 5 minutes of “play/ Free Time” Remove points Contact parents to reinforce home-school liaison.</p>
<p>The children in our year group said: They liked extra play, Stickers, stars, sweets, treats/prizes, Brain breaks</p>	

Rewards & Sanctions P3

Rewards	Sanctions
<p>Individual points (lollipop stick/ sticker for star chart)</p> <p>Table points/ stars- Table of the Week awarded to the table with the most stars (Table trophy plus a small sweet treat)</p> <p>Boy star/ Girl star of the week (a prize box toy/ item/ certificate)</p> <p>Whole class reward agreed by class- eg no work day/ extended golden time</p> <p>Photographs on school website to celebrate success</p> <p>Wow boards inside / classroom</p> <p>Verbal rewards- praise</p>	<p>Golden time removed in 5 minute intervals</p> <p>Verbal warbody language to act as a non verbal warning ning of making correct choice</p> <p>Home school communication links</p> <p>Disapproving look/ use of</p>
<p>The children in our year group said:</p> <p>Children liked whole class rewards as a result of following rules in class and during play to earn a ‘no work day’ or ‘extended break time play’</p> <p>Children liked to be recognised by other staff members for good work/ behaviour and be rewarded by praise and stickers</p>	

Rewards & Sanctions P4

Rewards	Sanctions
<p>Each class uses Class Dojo daily for both individual and table points.</p> <p>Table of the week.</p> <p>Pupil of the week/ Pupil of the month.</p> <p>Golden Time.</p> <p>Monthly treat e.g. toast.</p> <p>Extra playtime.</p> <p>Prize box.</p>	<p>Class Dojo for 'needs work' points when applicable.</p> <p>Time taken off Golden Time (can be redeemed.)</p> <p>Repeated behaviours;</p> <ol style="list-style-type: none"> 1. Miss breaktime 2. Miss lunchtime play 3. Call home
<p>The children in our year group said:</p> <p>They love extra playtime.</p> <p>I try my best to get Dojo points.</p> <p>Golden Time is so fun.</p>	

Rewards & Sanctions P5

Rewards	Sanctions
<p>Table points – rewarding points for good behaviour/ being on task. Prizes for the table with most points.</p> <p>Rewarding good behaviour- verbally and with treat.</p> <p>Pupil of the day/week – pupil given compliment list and special tasks throughout the day.</p> <p>Dojo points for good behaviour (25, 50 points etc receives a prize).</p> <p>Golden Time – Whole class.</p> <p>Mathletics/ AR – recognition and praise for pupils working hard/ on task throughout the week.</p> <p>Stickers/ stamps on good examples of work.</p> <p>Holiday celebrations towards end of term for good behaviour/ hard work.</p> <p>Monthly treat e.g. toast.</p>	<p>Table points and dojo points– removing for being off task/ poor behaviour.</p> <p>Losing minutes of golden time.</p> <p>Partial loss of breaktime to complete unfinished tasks.</p> <p>Phone call/ letter home.</p> <p>Supervised withdrawal from class.</p>
<p>The children in our year group said:</p> <p>I love getting a treat for showing manners or doing good work.</p> <p>I like to win table of the week to get first choice for golden time.</p> <p>I love to bring in my own toy for golden time.</p>	

Rewards & Sanctions P6

Rewards	Sanctions				
<ul style="list-style-type: none"> ● Verbal praise ● Stamps /stickers ● Class Dojo ● Marble in the jar ● Pupil of week/month/year ● Table of week Golden Time ● Display photographs /work ● AR/ Athletics awards ● Reader / Mathlete of the week ● Small prizes ● Extra 10mins playtime ● Toast ● Free time in computer suite ● Halloween /Christmas party 	<ul style="list-style-type: none"> ● Losing minutes off golden time ● Short period taken off break/lunch ● Unfinished work sent home ● Time out /reflective time ● Losing Class Dojo table points 				
<p>The children in our year group said:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none; vertical-align: top;"> <p><u>Motivating Rewards</u> The majority of the children felt motivated by and enjoyed the reward systems operating in P6.</p> <p><u>Most popular</u> Marble in the jar. Extra playtime Toast</p> </td> <td style="width: 33%; border: none; vertical-align: top;"> <p><u>Sanctions (Fair)</u> The majority of P6 children agreed that sanctions in place were fair.</p> </td> <td style="width: 33%; border: none; vertical-align: top;"> <p><u>Sanctions (Unfair)</u></p> </td> </tr> </table>			<p><u>Motivating Rewards</u> The majority of the children felt motivated by and enjoyed the reward systems operating in P6.</p> <p><u>Most popular</u> Marble in the jar. Extra playtime Toast</p>	<p><u>Sanctions (Fair)</u> The majority of P6 children agreed that sanctions in place were fair.</p>	<p><u>Sanctions (Unfair)</u></p>
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Rewards & Sanctions P7

Rewards	Sanctions
<ul style="list-style-type: none"> ● Catching the good – verbal and material rewards ● Roles of the Day ● Pupil of the Day ● Class Dojo e.g. trying your best, super listening, helping others etc ● Golden Time ● Free Time (10-15mins) in Computer Suite ● Pupil/Table of the Week/Month – free time with buddies in the Resource Area ● Extended Break (Every 2 weeks) ● AR Celebrations termly – Achieving Targets/Word Millionaires ● Athletics – Mathlete of the week, achieving certificates ● Use of stickers, stars, smiley faces or small material rewards e.g Reward Box, treats, novelty pencils/pens • Home-School Diaries ● Homework pass ● Holiday celebrations – Halloween, Christmas, Easter, Leavers 	<ul style="list-style-type: none"> ● Loss of Golden Time ● Loss of time during Extended Breaks ● Loss of partial breaktime- to complete tasks ● Sending unfinished work home ● Time Out/Reflective Thinking ● Home-School Diaries <ul style="list-style-type: none"> ● Supervised withdrawal from class ● Phone call/letter home
<p>The children in our year group said:</p> <p>The children like the variety of rewards. They say they are good and fair. Some children likes the use of the ‘marble in a jar’ in P6 and could it be used again in P7?</p> <p>The children say the sanctions are reasonable and fair.</p>	