

Glencraig Integrated Primary School



POSITIVE BEHAVIOUR POLICY

Date: September 2019

Annual Coordinator Review: Under review

Full Review Date: 2022

Approved by Board of Governors: _____

School Mission Statement

At Glencraig Integrated Primary School we aspire to maximise the skills and talents of our pupils in a happy and caring environment, enabling them to become fulfilled and responsible citizens.

(While delivering our Mission Statement we recognise and are committed to upholding the rights of the child as outlined in the United Nation's Convention on the Rights of the Child.)

General School Aims

We endeavour to:

- provide and encourage an atmosphere of acceptance and mutual respect for those within the school community, from all religious, non-religious, social and cultural backgrounds as well as for those of differing abilities and needs
- create a happy, secure, stimulating environment in which all pupils can learn effectively and become clear, confident communicators
- present children with a variety of challenging, activity based learning experiences incorporating all areas of study required by the Northern Ireland Curriculum
- encourage children to recognise the value of developing a healthy mind and body and to foster, within each child, a positive self image
- encourage parents to play a constructive and positive role in the school
- place the school at the heart of the local community

Introduction

The Positive School Behavioural Policy in Glencraig Integrated Primary School has three underlying principles:

1. In all matters relating to child protection procedures and policies, the best interests of the child are of paramount consideration. (UN Convention, Article 3, Children(NI) Order 1995)
2. As a school we have a pastoral responsibility towards the pupils in our care and are taking all reasonable steps to ensure that their welfare is safeguarded and their safety is preserved. (UN Convention, Article 19)
3. Each child has the right to be heard, listened to and taken seriously and to be consulted depending on his/her age and understanding about the proposed action. (UN Convention, Article 12)

Positive School Behaviour Policy

At Glencraig Integrated Primary School, we aim to develop pupils as responsible citizens who make positive contributions to enhance the ethos of the school community.

In order to achieve this, we will encourage our pupils to:

- respect the rights of other people
- take responsibility for their own behaviour
- develop their self esteem and self worth
- build workable relationships with all other stakeholders
- be aware of their personal safety and the safety of others

This can be achieved by:

- creating a learning environment conducive to the fostering of successful learning
- ensuring all pupils, staff and parents are aware of our ethos and understand how it operates.
- rewarding positive behaviour

Encouraging Positive Behaviour

It is the aim of the school to positively acknowledge the good behaviour of all pupils. In rewarding pupils we aim to encourage a good behaviour, protect rights, enforce responsibilities and move towards the intrinsic - we want pupils to behave well because they feel it is the right thing to do.

- Staff will use firm consistent management while seeking to develop and maintain a positive relationship with the pupils.
- All staff and pupils will know and apply both school and classroom rules.
- Positive behaviour will be rewarded. A variety of rewards and reward systems will be used both in individual classrooms and on a whole school basis.
- When possible, pupil behaviour will be diverted or modified before there is a need for discipline.
- In all situations staff will attempt to keep the self esteem of all those involved.

Rewards

Rewards used in the school may include:

- Verbal praise
- Written praise
- House Points awarded for good listening, manners and respect
- Whole school recognition in assembly - awarding of individual trophies and certificates/class certificates from class teachers/ Star of the Month certificates for House Points
- Principal Points
- Trophies
- Stickers/Stampers
- Table of the week
- Class marbles (Key Stage 1)
- Class Dojos (Key Stage 2)
- Treats and prizes
- Sports Day medals and certificates

House System

At Glencraig Integrated Primary School we operate a House System. The children and staff worked together and agreed on the formation of four Houses:

Blue Eagles

Red Falcons

Green Hawks

Yellow Owls

Every child is allocated a House on joining the school and will stay in that House for the duration of their time at Glencraig Integrated Primary School. Siblings are placed in the same House. Children can earn House Points for their Houses by demonstrating good listening, good manners and good respect. The children are encouraged at all times to work hard for their Houses and to do the best they can to earn as many House Points as possible.

Members of staff record House points for each individual child on class sheets. The House Captains and Vice Captains collect these points weekly and the weekly totals are celebrated on the whole school Friday Note. At the end of the month, the children in each class who have accrued the highest number of House Points that month are awarded special 'Star of the Month' certificates in assembly.

As well as the academic side of school life, children also represent their Houses in Sports Day and other sporting/competitive events throughout the year. Children wear badges in their House colours and are encouraged to be proud of their House association at all times.

Each of the four Houses has a House Captain and a Vice Captain. Each house elects a House Captain and Vice Captain from the primary seven pupils. Each campaigning house captain draws up a manifesto and is elected during the formal school council elections that take place once a year. The House Captains and Vice Captains are encouraged to be responsible leaders for the house as well as being good behaviour role models for the whole house and school.

The House Captains and Vice Captains also serve as 'Rights Respecting Warriors'. They help out as good role models in the playground and help to model good behavior in assembly and are allowed to award Principal Points for classes who are behaving well.

Procedures for dealing with inappropriate behaviour

While we will manage behaviour positively there will be times when it is necessary to use consequences. Staff will use the least to most intrusive approach when dealing with these situations. When using consequences, we will endeavour to guide children to change their behaviour and attitudes.

Every class within the school will use a traffic light system to ensure a consistent approach throughout the school.

The rationale behind this system, as taken from feedback from parents, teachers, classroom assistants and pupils taking part in the school surveys, aims to reduce persistent low level interruptions to teaching due to poor listening, lack of respect and to work with the children on giving them strategies to improve their manners. These were areas that were identified in parent, staff and pupil questionnaires as being important and in need of improvement. (this refers to Article 28 and 29)

The Traffic Light System - Foundation Stage

The children are encouraged at all times to show good manners, good listening and good respect. If their behaviour is inappropriate they are given a verbal warning. If they continue to misbehave they will be moved to a different area of the class or moved into a neighbouring classroom at the teacher's discretion for a set amount of time.

A note of the incident is recorded on the behaviour sheets and monitored by the teacher and Mrs McKirgan.

The Traffic Light System - Key Stage 1 and 2

All children will start the day on GREEN. If a child over steps the mark beyond what is acceptable in any of the three areas of listening, manners and respect they are given ONE warning. If the behaviour is repeated they move to AMBER.

That child then misses 5 minutes of break that day or the next if the incidents happen after break time.

The "Time out" will take place on chairs outside the school office and will be supervised by a member of staff. Mrs Cowan/Mrs McKirgan monitors the children during this time.

The child does not move back to GREEN that day.

If the child over steps the mark again that day there is ONE warning before they are moved to RED which means they lose a whole break either that day or the next.

Severe clauses can be used at the discretion of the teacher.

At the end of the day the children who are on AMBER or RED are recorded on the class behaviour sheet under the appropriate category. The box is dated and a short reason for the AMBER or RED noted for reference. These sheets are sent to Mrs McKirgan at the end of each month for monitoring and appropriate intervention if deemed necessary.

The child returns to GREEN the following day.

If any child has THREE behaviour marks (amber or red) in any ONE WEEK period the TEACHER contacts the parents.

If the child acquires another three behaviour marks MRS MCKIRGAN contacts the parents

If another set of three behaviour marks are acquired the parents are invited in for a meeting with the Principal, teacher and child.

Playground Behaviour Management

Due to different contexts, behaviour in the playground cannot be managed in exactly the same way as behaviour in the classroom and accordingly there is a rational for two clear and distinct behaviour systems:-

Traffic Lights

The Traffic Light System is used for the classroom based behaviour management only.

Behaviour Management at Break time and Lunchtime

The playground will work on a system of instant consequence. If a member of staff sees a child behaving inappropriately they can take one or more of the following actions depending on the nature or frequency of the behaviour: -

- A reminder/warning to stop/change their behaviour
- An instant time out in the playground
- Instant removal of the pupil from the playground

Children will be made aware that the staff member in the playground, whether they be a teacher or a classroom assistant, has the responsibility to keep everyone safe and happy and any decision they make will be in the best interest of all the children as judged by them.

Children will also be made aware that some behaviours will result in immediate removal and do not require a warning e.g. playing games that have been "banned"; swearing; fighting; spitting

Any member of staff on duty can, if they feel necessary, request a second opinion to try and ensure consistency and fairness.

The names of those children who have required time out or removal from the playground will be recorded in a playground note book so that the safeguarding team can monitor behaviour and contact parents should a child be repeatedly behaving poorly.

Incidents in the playground requiring time out removal will be reported to the class teacher and the teacher will judge whether parents are to be informed at this stage.

The Code of Practice - Further Procedures

When the teacher recognises inappropriate behaviour or has a concern he/she will employ normal classroom management strategies. If these are not sufficient to change the behaviour, and if the behaviour is affecting the teaching and learning in the classroom or is causing concern, the school SENCO will be informed. The teacher will complete a Stage 1 Code of Practice form. The SENCO will place the child on the Special Needs Register. The child's parents will be informed.

An Action Plan drawn up by the class teacher will run for a suitable period (e.g 6 weeks to half a term). If on review, the child's behaviour is still inappropriate, either targets can be reset and the revised Action Plan run for a further suitable period, or the child may be moved on to Stage 2 where an Education Plan will be drawn up with the SENCO taking the lead role.

Links with other policies

The Positive School Discipline Policy comes under the umbrella of the Pastoral Care Policy. The methods described in this policy will be used in the implementation of the school's Anti-Bullying Policy and Child Protection Policy.

See Policy on the use of reasonable force to restrain or control pupils. See also the Educational Visits Policy.

Implementation Monitoring and Reviewing

It is the intention of Glencraig Integrated Primary School to implement this policy, with the assistance of all members of the school community. The Policy will be constantly monitored and will be regularly reviewed.

Policy developed by Pastoral Team 2017