



"Learning for Tomorrow"

Ballymoney Model

Controlled Integrated Primary

POSITIVE BEHAVIOUR POLICY

(Created January 2015)

United Nations Convention on the Rights of the Child

Article 3: The best interests of the child must be a top priority in all actions concerning the child.

Article 19: Children have the right to be protected from all forms of discipline that does not uphold the child's dignity and self-esteem.

RIGHTS AND RESPONSIBILITIES

There are some things which are non-negotiable in a learning and teaching environment. We call these **rights** and they provide a clear framework to actively teach children to make better choices about their behaviour. **Rights** can only be appropriately protected, however, through personal **responsibility**. Put simply our message to **everyone** within the school environment is:

AS YOU HAVE A RIGHT TO LEARN AND PLAY, YOU HAVE A RESPONSIBILITY TO BEHAVE SO THAT OTHERS CAN LEARN AND PLAY TOO

Our emphasis on **personal responsibility for behaviour choices** is at the core of our Positive Behaviour Policy.

ETHOS

- As a Controlled Integrated Primary School, we endeavour to create an ethos where Christian values are upheld by the entire school community.
- We place a priority on individual responsibility in creating and promoting healthy relationships among all involved in the life of the school.
- We see a need to ensure a caring environment where each member of the school community will have a very real sense of belonging and will feel important for the person he/she is.
- We have an obligation to ensure that the curriculum is designed to meet the needs of every child in the school.

POLICY STATEMENT

All young people, from whatever background, have a right to be valued and respected and to have their abilities and talents nurtured and developed to their full potential. We believe that every child has the right to be educated in a safe and secure environment.

Unacceptable behaviour deprives children of this right. Good discipline is essential for effective teaching and learning to take place. We value the need for clear expectations, clear rules and clear procedures. In particular, we would like to instil in our pupils, good manners and respect for others, their views and property. We seek the full support and understanding of parents, underlining our shared responsibility for the pupils' education and for the trust that needs to exist for children to maximise their potential.

The emphasis on praise and reward is an essential part of our philosophy at Ballymoney Model CIPS. Nevertheless, sanctions are available for unacceptable behaviour and implemented as required. We hope that all will see good discipline as an understanding of and commitment to appropriate behaviour and that it will be internalised through rules and regulations which are recognised as being clear and fair.

The staff of Ballymoney Model CIPS recognise that the majority of our pupils do conform to the norms and values of the school and that indiscipline and behavioural problems come from a small minority. This policy is, therefore, intended to support this majority and will emphasise the standards of excellence which we shall expect and encourage.

Aims of the Policy

- To develop within each child a sense of self-discipline and a responsibility for their own actions.
- To empower children as responsible learners by valuing independence and choice.
- To create a warm and welcoming environment, which promotes caring and respect for oneself and for others thus ensuring that effective learning takes place.
- To develop co-operation during work and play.
- Partnership with parents as the main educators of their child.
- To promote good behaviour by praise and presenting positive models.
- To establish a set of rules and routines which will be supported consistently by all members of the school community – we use Golden Rules as our foundation which are:

- ☺ **We are respectful.**
- ☺ **We are kind, helpful, gentle and thoughtful.**
- ☺ **We listen to others.**
- ☺ **We show good manners.**
- ☺ **We work hard and do our best.**
- ☺ **We are honest.**
- ☺ **We look after our school.**
- ☺ **We tell someone if we have a problem.**

In order to fulfil the aims of our stated policy the children should :

- develop a respect for themselves
- develop a respect for their peers
- develop a respect for teachers, ancillary and auxiliary staff, visitors to the school and those in authority
- develop a respect for the views of others
- develop a respect for their own and other people's property
- be able to work within agreed classroom and the school's 'Golden Rules'
- be able to work independently and co-operate with others sharing space and resources
- be aware of the needs of others
- develop the skills necessary to deal with conflict
- develop an understanding of each of us being part of a wider community
- develop good manners as exemplified:
 - ☺ Saying good morning/afternoon if walking past a known adult
 - ☺ Asking to borrow something, not just taking it
 - ☺ Returning things that have been borrowed
 - ☺ Waiting in turn before speaking
 - ☺ Saying 'excuse me' rather than pushing past someone
 - ☺ Holding the door open for the person coming in, especially if they are carrying something
 - ☺ Saying 'please' and 'thank you' liberally and appropriately

The fulfilment of these aims will ensure the following rights are enjoyed:

Our pupils right to:

- enjoy a happy secure and settled environment
- develop confidence and self esteem
- have more time for and be receptive to learning

Our staff right to:

- teach in a secure and settled environment
- achieve goals and use stimulating and challenging approaches
- find satisfaction in their work

Together with these rights comes the responsibility for staff to:

- Be a responsible role model for behaviour
- To plan and prepare the curriculum in an organised environment which will be pleasing for pupils and set high standards
- To be consistent in rewarding children for positive behaviour choices and in applying sanctions for inappropriate choices

Our parents have the right to:

- be valued and respected as partners in the child's education
- have the knowledge that their children will be safe and secure in school

We ask that parents take responsibility to:

- Ensure that their child comes to school on time, with the necessary materials ready to work and prepared to participate fully in all school activities
- Supervise homework and sign it
- Ensure their child gets sufficient sleep, food and hygiene to enable them to do their best
- Promote a positive attitude towards the school
- Support and respect the teacher's authority when the child is in school

SCHOOL DISCIPLINE PROCEDURES

The following procedure will ensure that all the members of the school community deal with issues in a manner that promotes the growth and development of the pupils at the school and helps to prepare them for the opportunities, responsibilities and experience of adult life. Early identification of pupils with problems is a key element.

REWARDING GOOD/APPROPRIATE BEHAVIOUR

Teachers will:

- Recognise and highlight good behaviour as it occurs
- Praise children for behaving well
- Encourage children to be responsible for their own behaviour
- Let parents know about their children's good behaviour
- Reward individual children and groups of children for behaving well

Rewarding Good Behaviour

- Positive Verbal Praise
- A public word of praise in front of a group, a class or assembly
- Star Pupil of the Week recognition
- Stars/Stickers/Stamps/Spots
- Class Party/Celebration/Trip to the park
- Free play set up
- DVD
- Smile/thumbs up/high 5
- Visit to another teacher or principal for commendation
- Job responsibilities
- Golden Time
- Material rewards issued by teacher e.g. pencils, markers
- Night off homework
- The use of 'Praise Postcards' to inform parents
- Classroom helpers
- Additional recreation time e.g. games
- Class prize box treat
- Table awards
- Reward for class when e.g. marble/cube jar is full
- Praise note in homework diary
- A word of praise to the child's parents at the end of the school day
- Good work and behaviour comments relayed at the parent/teacher consultation and written report.

Strategies for Dealing with Inappropriate Behaviour

Consequences should be developed within each class and Key Stage (Foundation, Key Stage 1 and Key Stage 2) and reflect the maturity of the child. The consequences are most effective when they are discussed and reviewed with the pupils and all agree.

The Responsibilities of our pupils:

Every child who attends our school represents our school. In effect, they are an ambassador for our school and the standards and behaviour that we expect and promote.

Any pupil who cannot live up to those responsibilities through their behaviour can expect to be sanctioned. Sanctions are necessary consequences, which reinforce the importance of appropriate and acceptable behaviour expected from all pupils. Children will always be reminded what the unacceptable behaviour is.

Sanctions will:

- be understood by the child before they are applied
- take account of the age and maturity of the child and any special needs a child may have and any other circumstances
- focus on the behaviour and will be applied in a fair and consistent manner
- be specific to the child and not applied to a whole group
- allow the child the opportunity to save face and encourage a more positive attitude in future

The following sanctions will be applied at Ballymoney Model CIPS in a sequential order. For more serious or persistent acts of violence or aggression the matter may go directly to Stage 2, Stage 3 or directly to the emergency procedures relating to suspension or expulsion as listed below.

STAGE 1

Mildly disruptive - slowness to settle, talking out of turn, distracting other pupils, being inattentive. Minor annoyance in the dining hall or in the playground eg poor manners/spoiling games. Staff will plan to address and reduce inappropriate behaviour as far as possible by:

- Disapproving look or gesture alerting a child to inappropriate behaviour
- Verbal direction to re-focus attention
- 'Golden Rule' reminder directly to the child
- Discussion with the child to find out if there is a genuine problem or worry
- The child will be reminded of the consequences if unacceptable behaviour continues
- Loss of Golden Time.
- Distraction by completion of a useful task eg tidying up
- Loss of break/play time – supervised by staff while reflecting on their behaviour for a short allocated amount of time – depending on age/nature of inappropriate behaviour etc. (The child will be given sufficient time to eat his/her meal/break and for toileting)

NB A written note of the pupil's behaviour will be kept by the class teacher/lunchtime supervisor in the relevant Pastoral Care Diary and their behaviour will be reviewed regularly.

STAGE 2

Moderately disruptive - persistent pattern of talking back, distracting other pupils, regular failure to keep up with work. Consistent flaunting of school rules and behaviour which undermines the ethos of the school. Petty theft, bullying and damage to property.

- The child may be placed at an individual table/area to reflect on their behaviour for a short period of time. The teacher will discuss the inappropriate behaviour with the child and the impact this is having on his/her learning and for all the other pupils within the class.
- Incomplete work or work completed which does not reflect child's potential, will be completed during break/play time in the first instance and then if this is becoming a regular occurrence sent home to be signed by a parent.
- The child may be asked to write a letter of apology at any stage throughout the sanction process.
- If a pupil continues to misbehave, time will be set aside for the Principal and any relevant staff to discuss the problem. The Principal will talk to the pupil on a regular basis and outline the expected standard of behaviour.
- Restriction of access to extra-curricular activities for a short period.
- The pupil may be removed from their own class for a cooling off period.
- A set period of staying in at lunchtime which reflects the age of the child/nature of the incident. Children will have their lunch or dinner and be supervised by the staff for the remainder of lunch. Age appropriate work, which encourages the child to reflect on his/her behaviour will be completed.
- Where there is no improvement the Principal will invite parents for an interview. The inappropriate behaviour, and the attempts to improve the behaviour will be discussed and further efforts will be made to find a resolution. Further sanctions at home and at school may be applied eg Daily/Weekly Report/ Golden Time Reflection Room.
- The child's name may be placed on the Special Needs Register and an Individual Education Plan will be drawn up. Parents will be informed of targets and review dates will be arranged. There will be an ongoing review of rewards and sanctions used.
- The Principal may suspend the pupil for a maximum of five school days. DENI Policy on the suspension/expulsion of pupils must be followed. Suspension from class or school is a serious sanction which is not applied lightly. Any suspension from school is recorded in a child's educational record. The NEELB and the Chair of Governors will also be notified.
- **NB**
A written note of the pupil's behaviour will be kept by the class teacher/lunchtime supervisor in the relevant Pastoral Care Diary and their behaviour will be reviewed regularly. A written note will also be made by Principal.

STAGE 3

Seriously disruptive - aggression, violence, open defiance, total disrespect.

- Should a pupil fail to respond satisfactorily to the above procedure, the Principal will report the pupil's behaviour to initially the Chair of the Board of Governors and then the full Board of Governors of the school at their next meeting.
- The Governors may choose to meet the parents and the pupil at the school.
- Having satisfied themselves that all avenues have been exhausted, the Governors may decide to exercise their right of expulsion.

At any stage of the discipline process the staff of the school may wish to seek advice and support from NEELB.

EMERGENCY MEASURES

In the event of a very serious assault, wilful serious damage, premeditated and/or substantial theft:

- The pupil's parent(s)/nominated representative(s) are contacted. They must come to the school to discuss the situation.
- The Principal may then choose to exercise her authority to suspend the pupil from the school for a maximum of five school days in order to assess the situation more fully.
- In the case of extreme behaviour problems, the Principal will enlist the support of the NEELB Behaviour Support Team

The Principal must also:

- Inform the Chairman of the Board of Governors and other public bodies as appropriate.
- Fill in the appropriate pupil record forms.
- Keep an up-to-date record of all communications (verbal and written) and all developments.
- In the case of suspensions and expulsions, follow the NEELB advice and DENI guidelines

Wilful Damage to School Property

If any item of school property - the building or its contents (e.g. books, computers etc) is broken, damaged or defaced, payment will be requested from the parents to replace or repair the damaged/broken item.

Approved by the Board of Governors: 5th March 2015