



Carrickfergus Model Primary School: Promoting Positive Behaviour Policy

The Board of Governors and staff of Carrickfergus Model Primary School take a thorough and professional approach to their responsibilities in relation to Promoting Positive Behaviour.

Promoting Positive Behaviour Guidelines for Primary Schools

The Department for Education has produced a range of guidance material for schools that detail effective approaches and include examples of action that could be taken by schools. Documents include;

- Promoting and Sustaining Good Behaviour: A Discipline Strategy for Schools
- Pastoral Care in Schools: Promoting Positive Behaviour

‘Good Behaviour keeps pupils safe, reduces stress for teachers and contributes to a welcoming and caring environment in which pupils can develop as people and both pupils and teachers can do their best work. A school’s behaviour policy, therefore, needs to be set within the context of its overall pastoral care policy, linked to its child protection policy and reflecting the school’s culture and ethos, as well as practical procedural matters.’

(Pastoral Care in Schools: Promoting Positive Behaviour: Page 1)

Ethos Statement

The Model Primary School is a co-educational controlled Primary School. Our School Motto is one of inspiring excellence through example, endeavour and encouragement. We promote pastoral vigilance and pride in high standards within our whole school community. We aim to create an orderly, caring and calm environment where teachers teach and children learn.

Central to the creation of this environment is a commitment to Christian values, the recognition of the worth and value of each child and the cultivation of self-respect, so that the child may accept his/her appropriate responsibilities and show respect for others. We aim to establish a community wherein pupils, teachers, parents and support staff enjoy a sense of belonging and have an important part to play. Whilst we attempt to express Christian values in the life of the school, we remain open to all children and their parents and believe that diversity in the school community enhances the educational experience for everyone.

The Model Primary School has a strong tradition of high standards of pupil attainment and this is reflected in the expectations held by staff for pupils in terms of their attitude, approach and application to learning, school discipline, respect for others, appearance and attendance. We value the need for clear expectations, rules and procedures, which encourage children to take responsibility for their own actions. Well established routines and clear communication contribute to a sense of well-being, safety and security for each child.

As a school family, we also recognise that home background has an extremely strong influence in determining a child’s attitude towards school. We therefore place a high value on the relationship between home and school. Parents are very supportive of the Model School and this is evident through attendance, uniform and supervision of homework. Parents receive a weekly newsletter and other written correspondence and are invited to Parent-Teacher interviews twice yearly. In addition, Parent

Information evenings are arranged during the first term and this enables the teaching staff to set out their expectations for the year.

We hope that through these formal and informal contacts we further encourage positive behaviour in our children and share the promotion of our Positive Behaviour Policy with their parents.

Aims of the Policy

- To create an orderly, calm, caring and positive environment which supports optimum learning;
- To establish rules and routines which are supported by the whole school community;
- To outline the responsibilities for promoting positive behaviour for staff, parents and pupils;
- To define negative attitudes and behaviours;
- To have procedures and systems in place for celebrating positive behaviour and sanctioning negative behaviour;
- To work in partnerships with parents; and
- To foster positive and close links between home, school and the wider community.

Prevention is better than cure and to this end there are six key areas where positive behaviour is specifically promoted in school;

1. Routines and procedures in all areas of school
2. Attendance and punctuality
3. Classwork
4. Homework
5. Uniform
6. Behaviour

1. Routines and procedures in all areas of school

Before school

Some children arrive early in school for morning supervision (8.00am) or breakfast club (8.15am). Whilst they will always be supervised, good conduct is expected. Pupils are escorted to the playground at 8.30am, where they are supervised.

Entering and exiting the school building

Children must enter the school building in the mornings through the side door. From 8.45am the front door of the school must be used. In the afternoons children will be collected from the front or back gate. Those using the bus will be escorted to the bus stop by staff on duty. It is essential that children know who is collecting them each day.

Wet mornings

Children filter to the school hall where they will be supervised until being sent to class at 8.45am. No children will go to any mobile classroom until then.

Inside the school building

Children should walk on the left hand side of the corridors and on the stairs at all times. Teachers will be responsible for supervising movement of classes to their destinations. Children will be told to keep on the left hand side of the corridors. Two lines of children should be formed inside the classroom before leaving. One line should be allowed to leave and to stop at an agreed point eg the top of the stairs, while the teacher leads out the remainder of the children to maintain mid-line supervision.

The Dining Hall

The dining hall is used from 12.00 noon until 12.50pm with children from P1 - P7 timetabled through. Because of its size, pupils will go to the hall in controlled groups on the request of the supervisory assistants and supervising teacher(s). Those waiting to be called to the dining hall will be organised by the class teacher and a supervisory assistant. Children are expected to show good manners and respect in the dining hall.

Break Times

All food should be eaten during break time with a responsibility placed on each child to use the litter bins. Good order is expected in the lines with the emphasis on good manners and courtesy. A system of recording unacceptable playground behaviour is kept. This is used to monitor and act as evidence if necessary.

Use of toilet facilities

Due to the location of the school toilets, each class will visit the facilities before going out to the playground for break. Teachers will supervise their own classes until Classroom Assistants arrive. Children are never allowed to use the toilets in large groups during class time and staff should take care with regards to which individuals are using the facilities at the same time.

Assembly

Teachers ensure that children enter and leave the assembly hall quietly. During assembly, classes will sit in order from P7 children at the back to P1 children at the front. Teachers will be seated at both sides of the hall beside their class to observe behaviour. A no-talking rule will be strictly observed. Classes will leave the hall in an agreed order.

Outside the school building

Whilst in uniform, pupils are representative of the Model School. Therefore, it is expected that all children display good standards of behaviour. It is imperative that positive behaviour is maintained on public transport, the Amphitheatre leisure centre, Legg Park and the local areas surrounding the school. This also applies to school trips and educational visits.

2. Attendance and Punctuality

As a school we are extremely proud of the achievements of our children. An important factor in achievement is school attendance. Each year many children have 100% attendance and the vast majority with over 95% attendance. Parents have a key role in promoting high levels of attendance. Attendance of less than 85% is brought to the attention of the Education Welfare Officer.

It is also important that children not only have high levels of school attendance but that they arrive on time for the start of the school day. It is disruptive to school routines if children arrive late and can be embarrassing for the child if he/she has to enter Assembly/class after everyone else. All children should arrive in school by 8.45am and ready to line up for 8.55am. Teachers' record minutes late for each child and this will be followed up by the principal.

3. Classwork

The planning and provision of an appropriate set of learning experiences is a key element in promoting and maintaining positive behaviour. Teachers have a duty to ensure they are planning for the various levels of need within their class. Work is marked consistently and regularly highlighting strengths and identifying shortcomings and ways of improvement. Children's work is also presented to others by sending them to other teachers, head of key stage, the principal, display in classroom and corridor boards and uploading to the school website.

Children who do not give of their best are closely monitored by the class teacher with parental support and open communication encouraged.

4. Homework

Homework is a means of revising work done, discovering information and involving parents in the development of good work habits. Children have the responsibility to ensure they come to school with homework done and suitably equipped for the lessons in the day ahead. Teachers have the responsibility to ensure that homework is appropriately set and constructively marked. Parents have the responsibility to show interest in their child's homework, sign their child's best effort and ensure that their child comes to school with homework done.

5. Uniform

Conformity to all details of uniform is regarded as a necessity for all concerned in order to maintain the good image of the school. Children will be reminded of this fact regularly. We are very proud of how well our children are presented at the Model.

6. Behaviour

School rules and procedures are developed from a consensus amongst staff about what constitutes desirable and undesirable behaviour. Our '**Golden Rules**' are capable of being enforced fairly and consistently by everyone who acts in a supervisory capacity within the school ie both teaching and non-teaching staff. They are displayed throughout the school and included in **Appendix A**

Staff Responsibilities to promote positive behaviour

- Act as appropriate role models;
- Display punctuality throughout the school day;
- Conduct themselves in a professional manner;
- Ensure that pupils are adequately supervised at all times;
- Maintain high expectations;
- Agree rules with their class at the start of the year;
- Seek to create a safe and supportive environment within the classroom by catering for the varying needs of each child;
- Respect pupils and value their opinions by showing concern and empathy;
- Use a fair and consistent approach in all aspects of classroom practice;
- Use rewards and positive feedback to enhance self-esteem;
- Encourage children to be responsible for their own behaviour and actions;
- Address unacceptable behaviour and when necessary implement appropriate sanctions in line with school policy;
- Liaise with the SENCO if a child with Special Educational Needs displays challenging behaviour; and
- Inform parents and/or other professionals about any major/ongoing concerns regarding the behaviour of a child.

Parental Responsibilities to promote positive behaviour

- Ensure your child attends regularly and arrives in good time, with homework done and suitably equipped for the day ahead;
- Encourage your child to abide by school rules and procedures;
- Accept that your child will take a while to settle in to a new class environment and give them the space to do this;
- If your child brings a complaint home, gather all the facts from school before making an accusation of wrong doing or bullying;

- Accept that your child is possible of saying/doing the wrong thing and making poor choices sometimes;
- Bear in mind, that if a parent makes an accusation against another child, that child also has a right to be heard;
- Show interest in your child's classwork and homework and where possible provide quiet working areas at home;
- Attend planned meetings with teachers and support school functions;
- Observe the protocols in school which show respect eg parking, pick-up times, access to teaching staff etc;
- Provide 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 as these may affect their behaviour; and
- Be aware that your child's behaviour and concentration in school may be influenced by social media, on screen games, late nights and a lack of physical activity.

The Role of the School Council

The School Council meets approximately once a month, which consists of children from Primary 5 – Primary 7. Each class has two elected members on the council, one male and one female representative. The counsellors wear special badges that identify them throughout the school. As part of their duties, the School Council discuss particular rules and their implementation. They also play a major part on deciding on activities that spread a positive message around the school.

The Role of the Non-teaching staff

All school staff have a responsibility to uphold the Positive Behaviour Policy. Non-teaching staff should ensure that children move sensibly and quietly through the school at all times, helping to ensure a calm atmosphere in the corridors, classrooms and other school areas. Children should be made aware that rough play and potentially dangerous behaviour in the playground is unacceptable.

Classroom Assistants and Lunch time Supervisors are in close touch with the class teachers and communicate with them about incidents of unacceptable behaviour after lunchtime. More serious incidents will be dealt with by;

- Head of Key Stage
- Vice-Principal
- Principal

Rewards and Celebrations

At Carrickfergus Model we aim to reward all pupils in order to motivate them to develop a positive attitude towards good behaviour, to recognise their efforts and to ensure that each child feels valued. A range of rewards are used within the classroom, assembly and at lunch time. A list of these rewards are included in **Appendix B**.

Sanctions

'Whatever strategies are used to modify or manage behaviour, it is the quality of the relationship between pupil and teacher which will ultimately determine the success or failure of the strategies employed.'

(Pastoral Care in Schools: Promoting Positive Behaviour: Page 48)

At the Model we recognise that there will be times when we will need to deal with inappropriate behaviour. Our sanctions encourage children to recognise that there are consequences for unacceptable behaviour. They are necessary to ensure all children are educated in a safe and secure environment.

They are;

- Fair and consistent
- Appropriate to the individual needs of the child
- Appropriate to the nature of the behaviour

Appendix E displays a list of possible negative behaviours. However, this is not an exhaustive list.

Misbehaviour is dealt with by the class teacher in the first instance. Cases of serious misbehaviour are dealt with by the Head of Key Stages, Vice-Principal and Principal. If a child's behaviour is considered serious enough, parents will be informed and if appropriate, invited to attend an interview in school, to discuss the matter.

Should children persistently breach the school's policy recommendations then a range of sanctions will be consistently implemented by all teachers throughout the school. It is important that all children understand these policies and endeavour to behave in an acceptable manner.

Weather System (P1 - P3)/ Traffic Light System (P4 – P7): Appendix F (i) and F (ii)

Within class, a weather or traffic light system is used. Inappropriate and persistent behaviour is recorded on our SIMS system. The nature of the behaviour is recorded, alongside which member of staff dealt with it and any consequences given.

Difficult home or community circumstances may have a bearing on a child's behaviour so open communication and sharing of information between home and school is vital. We operate a firm but fair system at the Model and each child's circumstances will be taken in to consideration. However, we also maintain that there is no excuse for persistent inappropriate behaviour which purposefully harms others or stops learning from taking place.

Children with Special Educational Needs

Pupils with specific difficulties such as ADHD, ASD, SEBD etc may be placed on the school's Special Educational Needs' Code of Practice. The aim of placing a child with behavioural difficulties on the SEN Code of Practice is to lead to a change/modification of behaviour. The child may have specific behavioural targets to work towards. Individual Education Plans are written in liaison with our SENCO, class teacher and parent. However, we will continue to expect high standards and will implement the positive behaviour policy as outlined with all children.

External Support

The main sources to support schools in promoting good behaviour are the Educational Psychology Service, the Education Welfare Service (EWO), the ASD service, MASTS and the EA NER Behaviour Support Team.

Links with these agencies aid:

- Staff development in aspects of discipline and classroom management
- Our ability to diagnose and interpret pupil behaviour
- Strategies for managing behaviour in and outside of the classroom

Suspension & Expulsion

The quality of education of all children in the Model school will be the over-riding consideration. Should this be jeopardised over a period of time, the Board of Governors will not hesitate to suspend or expel an offending pupil, following the Education Authority's set procedures for suspension and expulsion of pupils. A one-off lapse in conduct will not be dealt with in the same manner as a continuation of

persistent, unacceptable behaviour. However, the school reserves the right to impose any sanction listed if an incident is serious enough to warrant it.

Appendix N provides more detail of these procedures.

Appendices:

- A Golden Rules
- B Rewards
- C Model Moments Class Reward System
- D Model Moments Whole School Reward Chart
- E Levels of Negative Behaviours
- F (i) Weather Behaviour System
- F (ii) Traffic Light System
- G (i) KS1 **Sample** Behaviour Chart
- G (ii) KS2 **Sample** Behaviour Chart
- G (iii) Behaviour Chart Notification Letter
- H (i) Break Time Out Notification
- H (ii) Lunch Time Out Notification
- H (iii) Lunch Time Out for a Week Notification
- I (i) Discipline Meeting with parents Request
- I (ii) Discipline Meeting with parents Notes
- J Temporary Removal of Privileges Notification
- K Banned from a School Trip Notification
- L Internal Suspension Notification
- M Notification of Suspension from school
- N Suspension & Expulsion Procedure
- O Letter re Expulsion

Links with other policies

Our Positive Behaviour Policy is in agreement and integrated with other school policies currently in place;

- Safeguarding and Child Protection
- Anti-Bullying
- Pastoral Care
- Safe Handling and Use of Reasonable Force
- Special Education Needs
- Supervision
- School Transport (Bus)
- E-safety
- Uniform
- Homework
- Playground Behaviour

Conclusion

We acknowledge that sustaining good behaviour creates a need for continuous assessment of the effectiveness of approaches to behaviour management in our school. Therefore this policy will be reviewed by the principal and staff on a regular basis. Further improvements and recommendations will be discussed with the whole staff team.

It would be hoped that through the adoption of this positive behaviour policy, with the teachers, pupils and parents all working together, we will provide a safe, secure, happy and structured atmosphere for effective learning.