



Phoenix
INTEGRATED
PRIMARY SCHOOL
Achieving & Celebrating Together

Positive Behaviour Policy

Date approved by Board of Governors:

Date Ratified: 24.4.13

Reviewed: 29.11.17

Signed: *L. Simps*

(Chairperson of the Board of Governors)

Positive Behaviour Policy

In Phoenix Integrated 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 the Integrated 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 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 CCEA 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 when they need it.
- 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: (the term staff refers to everyone who works in the school)

- 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 their work and 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.
- All staff including supervisory assistants have a responsibility to keep teachers informed of undesirable behaviour.

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 (a copy of these is included in the induction pack)
- 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.

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 Phoenix and where ever 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 Phoenix IPS 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.

- Golden Time
- We praise verbally, good behaviour and acknowledge effort made by everyone.
- Children are greeted and welcomed to school and to assemblies.
- Staff give incentive stickers and notes for effort and achievement.
- Children who have made a special effort are celebrated at regular whole school assembly and one pupil from each class is presented with a Principal Award every Friday. 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.
- Each class prepares a special assembly and every child is given the opportunity to take part. Parents and other visitors attend these assemblies and the Principal acknowledges the children's achievements before their parents and other visitors.
- Children's work is marked in a positive and supportive way in line with the school's marking policy.
- Good news notes/information in diaries sent home to parents.
- Principal 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 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.
- Outside achievements are also recognised and celebrated by school community when brought to our attention.

SANCTIONS

Normal Sanctions include:

- Class level approach to supporting behaviour.
- Discreet reminders of expected behaviour.
- Moving to sit in a quiet place within the classroom.
- Moving to another classroom, usually a class higher, for a short time.
- Forfeiting play time at lunchtime and being supervised by another adult (this will be in the area outside the Year 1 classroom)
- A note home.
- Catch up time during lunch in which a child is provided with time to complete unfinished work.
- Loss of Golden Time.

CATEGORIES OF DISRUPTIVE BEHAVIOUR

Behaviour considered Mildly disruptive: e.g.

- Slowness to settle for lesson
- Talking out of turn
- Distracting other pupils

These will usually be checked by a spoken correction by the teacher as they occur. Teachers should never begin whilst pupils are talking.

Behaviour considered Moderately disruptive: e.g.

- Persistent talking while others are working
- Talking back to a member of staff
- Frequently distracting others
- Regular failure to keep up with work
- Unfairly targeting an individual

Behaviour considered Seriously disruptive: e.g.

- Aggression
- Vandalism
- Violence
- Defiance
- Stealing
- Bullying

Recording of incidents:

- Teacher to keep up-to-date class record book
- Book to be passed on from year to year
- Comments from parents re behaviour/incident to be kept in record books

Principal and Leadership Team available for advice at any level

Dealing with Moderately Disruptive Behaviour 8.15am-3.00pm	Dealing with Severely Disruptive Behaviour 8.15am-3.00pm
1 st time - entry class record book, removal of play and parents informed ↓	First offence results in appropriate and immediate action/entry in class record book. Consult with Principal/VP. (BoG may be informed) ↓
Re-offend 2 nd time -entry class record book, removal of play time and parents informed ↓	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. ↓
Re-offend 3 rd time- entry class record book, removal of play time and parents informed	The Principal informs the Governors and EA of all suspensions. ↓
Re-offend ↓	If problem is severe or recurring then expulsion procedures are implemented after consultation with the Governors. Parents have a right to appeal this.
After three offences of a similar/serious nature within a short period of time (or ½ term) parent will be informed that the 4 th offence will result in pupil going on 'Report'. Teacher and SENCo records child at SEN STAGE1. At this stage, if the pupil cannot be trusted to follow instructions or is deemed to be a danger to others, they may be withdrawn from activities such as swimming or class trips.	
Re-offend ↓	
Report begins. Formal meeting with parent, class teacher and member of LT. Agreed targets and time for pupil to remain on report. Teacher and SENCo meet to discuss moving child to SEN STAGE 2 and set targets.	
Re-offend ↓	
Principal and class teacher meet with parent and school seeking support from Outside Agencies. To enable school to seek help from outside agencies move child to stage 3.	

Lunchtime Supervision:

At lunchtime supervision for pupils in Years 4-7 is carried out by Mrs Mullan and Mrs Corey (who are also responsible for First Aid). Teachers should issue pupils with a task to get on with while they are being supervised. Pupils who continually fail to finish work should be allowed the final 10 minutes outside.

Pupils in Years 1-3 will be supervised by Mrs Quinn.

Supervisory assistants have a responsibility to inform staff of any disruptive behaviour during play time.

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 support 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 Golden Rules will be arranged as necessary.

Appendices

Example of Golden Rules:



