
Positive Behaviour and Discipline Policy



Rebecca Bishop



POSITIVE BEHAVIOUR AND DISCIPLINE POLICY

I. AIMS

Our aim in Bloomfield Primary School is to develop the whole child, and to ensure that all pupils feel valued, inspired, prepared and successful.

This policy aims to fulfil that responsibility in the following ways:

I.1 VALUED: every child has the right to feel safe and secure; treated with respect and dignity; the freedom to express opinions and thoughts.

I.2 INSPIRED:

- to develop self-respect and to acquire and develop a reasoned set of attitudes, values and beliefs
- to develop an awareness of the needs of others and to become more empathetic with their specific circumstances and abilities
- to understand their immediate, local and wider communities and to become a contributing member of these communities
- to show respect for all cultures and in doing so promote positive attitudes towards other people
- to foster positive self-esteem and help them build positive relationships with other people
- to establish a school community where positive behaviour is promoted and each person is valued so that they can achieve their full potential

I.3 PREPARED: to become positive contributors to society and to demonstrate all of the above qualities in their adult life.

I.4 SUCCESSFUL: when all children adhere to the positive behaviours outlined in the policy this will lead to a safe and secure learning environment in which children are enabled to learn without unnecessary distraction and to meet their full potential.

I. RIGHTS AND RESPONSIBILITIES:

Every member of the school community has a role to play in the effective deliverance of this policy and must be aware at all times of the need to protect the rights of others around them.

TABLE I

School Member	Rights	Responsibilities
Pupils	<ul style="list-style-type: none"> • To be treated with respect and dignity • To be safe in the environment • To hear and be heard – freedom to express own opinion • To learn in a safe, secure and stimulating environment • To be developed to meet their full potential. • To have incidents fully investigated by the class teacher 	<ul style="list-style-type: none"> • To know and obey school rules • To be equipped and ready to learn • To treat staff and peers with respect • To learn and continue to learn • To take responsibility for their behaviour and actions and to be honest about their involvement in any incidents • To not prevent the learning of others • To understand that all actions have consequences • To be aware of how their behaviour is perceived by and impacts on others both in school and out of school
Staff	<ul style="list-style-type: none"> • To enjoy their work and experience job satisfaction • To be heard • To be treated with respect and dignity • To have a safe, clean, healthy environment in which to work • To support from management and the EA 	<ul style="list-style-type: none"> • To deliver the NI Curriculum effectively to all • To ensure quality of teaching and learning • To have a consistent, firm but fair approach when managing pupils' behaviour • To fully investigate an incident • To identify problems pupils may be having e.g. learning and behavioural needs and to help to provide solutions • To liaise and cooperate with parents effectively
Parents	<ul style="list-style-type: none"> • To be kept informed by school of decisions made in regards to their child • To receive regular updates and reports • To have access to and be consulted in the process of creating of policies (in this Behaviour and Discipline) • Invited to parent/ teacher meetings • Give permission for trips 	<ul style="list-style-type: none"> • Ensure good attendance of their children at school • Work in partnership with the school and to cooperate with school rules and endorse them • To liaise and cooperate with teachers effectively • Attend meetings • Equip their child properly • To monitor the progress of their child • Promote positive behaviour and attitudes

3 POSITIVE VALUES EDUCATION

3.1 We teach positive values through our Personal Development and Mutual Understanding element of the curriculum, and model the same behaviours in our every day interaction with each other and with the pupils in our care. We have selected to teach key important personality traits (see Table 2).

3.2 We teach our pupils strategies that will help them to develop their emotional intelligence so that they will be:

1. Self-aware
2. Self-regulatory
3. Self-motivated
4. Developing social skills
5. Empathetic

3.3 We teach our pupils the skills and strategies that enable our pupils to better deal with difficult social situations and conflicts and how to resolve them independently e.g. arguments and peer pressure.

3.4 We believe that when positive behaviour and attitudes are promoted, and each person within the school feels valued then there is greater potential for everyone to achieve their potential.

TABLE 2

Trait	Definition
Respect for others (Establishing friendships)	<i>To feel or show respect for the feelings and rights of yourself, others and the world around you. Polite, well-mannered behaviour toward others.</i>
Kindness	<i>Being kind, friendly, considerate, and willing to listen, give, and share. Showing concern or sympathy for others.</i>
Self-control	<i>Respecting the individual differences, views and beliefs of other people. The power to wait calmly without complaining. Working together for a common purpose, the ability to take winning or losing without gloating or complaining.</i>
Honesty/Fairness	<i>Being truthful and just.</i>
Commitment	<i>Working hard without giving up in a careful, consistent manner. To carry out a duty or task carefully and thoroughly; be able to count on, depend or trust.</i>
Self-Esteem	<i>Proper delight or satisfaction in your accomplishments, achievements and status. To demonstrate a positive opinion of yourself.</i>

PDMU and Pupil's Voice Coordinator: Mr M Magee

5 RULES AND ROUTINES

5.1 Rules and routines are necessary in our school to provide structure and order, so that children feel assured that their right to learn in a safe and secure, yet happy and stimulating environment is being protected at all times.

5.2 Bloomfield Primary School has established an assertive approach to discipline, through which teachers positively manage behaviour by:

- Teaching rules and routines actively and reinforcing them regularly throughout the year
- Recognising and rewarding positive behaviours
- Teaching pupils to recognise that they have a personal choice in and responsibility for how they behave
- Teaching pupils to recognise how their behaviour impacts on themselves and those around them
- Teaching pupils to understand how negative actions have a negative impact on others
- Teaching pupils how to avoid these actions

5.3 There is a general consensus throughout the school as to the rules that should be followed, rewards given and the sanctions that should be undertaken. The variations between the key stages are outlined below in Table 3.

TABLE 3

	KEY STAGE 1	KEY STAGE 2
SCHOOL RULES <i>Clearly displayed in the classroom, and are actively taught what they mean and referred to regularly</i>	Listen to your teacher and do as they ask. Keep your hands, feet and objects to yourself. Use kind words.	Follow ALL instructions. Keep your hands, feet and objects to yourself. Speak appropriately to others.
REWARDS	Praise Stickers and stampers Table points Golden Time House points Certificates or notes sent home Phone call to parents Pupil of the Week award Praise from another teacher Praise from Miss Carson or Mrs Bishop Class treats	Praise Stickers and stampers Table points Golden Time House points Certificates or notes sent home Phone call to parents Pupil of the Week award Praise from another teacher Praise from Dr Walker or Mrs Bishop Class treats

5.4 In Bloomfield Primary School it is our aim to be consistent, firm and fair in the giving of sanctions for negative behaviour and to provide the children with as many opportunities as possible to think about and take responsibility for their own behaviour. It is important that children learn to be self-aware, self-monitor and self-regulate their behaviour. Sanctions are put in place to help with this learning process. (see Table 4)

TABLE 4

	KEY STAGE 1	KEY STAGE 2
SANCTIONS FOR INITIAL INFRACTIONS	<ol style="list-style-type: none"> 1. Reminder of rule given 2. A verbal warning about the next stage. 3. 10 minutes time out (away from task) 4. 15 minutes in another class 	<ol style="list-style-type: none"> 1. Rule reminder 2. A verbal warning about the next stage. 3. 10 minutes away from group 4. 20 minutes away from class with another teacher
<p><i>These sanctions will be followed in numerical order on the first instance of an infraction but may vary in order after that e.g. if reminders and warnings have been given on days 1 and 2 for the same offence then the consequence for the same offence on day 3 will mean that the sanction is a period of "time out" straight away.</i></p>		
CONTINUED INFRACTIONS	Class teacher and pupil meet with Miss Carson to decide further sanctions.	Class teacher and pupil meet with Dr Walker to decide further sanctions.
<p>FURTHER SANCTIONS</p> <p>These sanctions will not be followed in numerical order but will vary according to the age of the child, the severity of the offence or how often the offence has occurred before.</p> <p>At this stage actions will be discussed with the parents and it is important that parents work in partnership with the school.</p>	<ol style="list-style-type: none"> 1. Withdrawal from playground time (break and/or lunch) 2. DETENTION: will usually have a written activity to be completed e.g. a letter of apology (See Appendix Pg14) 3. Withdrawal from educational visits outside of school 4. Parents asked to escort the child to and from school on a daily basis 	<ol style="list-style-type: none"> 1. Withdrawal from playground time (break and/or lunch) 2. DETENTION: will usually have a written activity to be completed e.g. a letter of apology (See Appendix Pg14) 3. Withdrawal from educational visits outside of school 4. Withdrawal from events where pupils are representing the school e.g. sports tournaments, choir performances 5. Withdrawal from residential trips (a full refund will be provided if necessary) 6. Parents asked to escort the child to and from school on a daily basis

- 6.5 All judgements will be made after investigations have taken place and sanctions will be given on a case by case basis. The school will take into consideration information around the incident e.g. the pupils that are involved; their propensity for not following school rules and routines; the individual and/or Special Educational Needs of the child; personal and emotional circumstances etc. (*not a definitive list of considerations*) These considerations will not be used to excuse the negative behaviour but will be remembered when determining the severity/time period of the sanction given.
- 6.6 Some behaviours are deemed unacceptable (see table 5) and will have immediate sanctions from the FURTHER SANCTIONS category of Table 4.

TABLE 5

UNACCEPTABLE BEHAVIOURS	<ul style="list-style-type: none"> • Refusal to follow instructions • Refusal to complete work and or homework • Bullying: both passive and aggressive (see Anti-Bullying Policy) • Fighting • Dangerous physical contact • Stealing • Deliberately telling lies • Rudeness/insolence/defiance to any adult who works in Bloomfield Primary School • Aggression or acts of violence towards pupils and/or members of staff • Persistent use of bad language (profanities) • Use of inappropriate sexual or racial language and gestures. • Running out of school • Truancy • Deliberate and persistent lateness • Deliberate damage to property belonging to others or school <p>**Please contact school during the consultation period if you think other behaviours should be added to this**</p>	Will be dealt with immediately using the appropriate "Further Sanctions"
SANCTIONS FOR PERSISTENT UNACCEPTABLE BEHAVIOURS	<ul style="list-style-type: none"> • Withdrawal from their class: pupil will work, eat and have breaks in the principal's office (or another classroom when the Principal is not available) with no contact with other pupils. This will not be for any more than 3 days. • Formal suspension at home • Expulsion 	

N.B. The letters that are sent home to parents for the severe clause can be found in the Appendix.

5.7 Some children, for various reasons, find it difficult to control their own behaviour and are constantly offending. Therefore it may be deemed safer for all concerned for that child to be withdrawn from the activities during which time most offences are being made.

5.8 In Bloomfield Primary School we also offer quiet room break times, where children are supervised in a small group setting and find it easier to control their behaviours in a more structured environment.

- 5.9 Most behaviour will be dealt with by the class teacher and any infringements of the rules will be investigated thoroughly. In cases involving other children witness statements will be gathered. When there is continuous infringement of the rules or use of unacceptable behaviour then the pupil will be reported to the head of Key Stage. Repeated misbehaviours will result in the pupil being reported to the VP and/or the Principal. Unacceptable behaviours will be dealt with by the head of Early years and/or the VP and/or the Principal.
- 5.10 Each time a pupil chooses to not uphold the school rules or to follow routines, it will be recorded in a discipline file so that any patterns that are developing can be spotted quickly, proactively intervened and resolved. If there is persistent use of unacceptable behaviour which cannot be resolved with intervention strategies then a pupil may be registered on the Special Needs Register, under the Code of Practice, for emotional and behavioural difficulties. Parents will be kept informed at all times regarding persistent negative behaviours and will be expected to work with the school to teach positive behaviours and to support sanctions.
- 5.11 We as a school understand that there may be extenuating circumstances that explain a child's behaviour. These circumstances will be taken into consideration when investigating any incident however; they cannot be used to excuse the behaviour especially when someone else has been a victim.
- 5.12 If any pupil's or staff member's safety is jeopardised, or rights violated, or property is severely damaged by the unacceptable acts of a pupil, then the pupil may be suspended for a period of time. In these cases the Principal will work with the Chair Person of the Board of Governors (Mr Bill Gowdy) and the guidelines given by the EA will be followed.

6 TEACHING OF ROUTINES

6.1 Teaching routines means that the pupils are clear of the expectations we have for their behaviour. They will know the difference between acceptable and unacceptable behaviour because positive behaviours will be taught, recognised and rewarded.

6.2 THE SCHOOL DAY : In Bloomfield Primary school the day begins at **8.50 am** and pupils should arrive in school ***no earlier*** than 8.50 am as supervision begins at this time (unless the children have registered for the breakfast club or come to school via EA or public transport). The school gates are open before this time but supervision does not begin until 8.50 am and therefore parents allowing their children to enter the grounds before this time need to be aware of this.

The school day ends at:

Time	Class	Day	Collection point
2.00 pm	P1 and P2	Every day	Must be collected by an adult at the front gate
2.00 pm	P3	Monday, Wednesday and Friday	Must be collected by an adult at the front gate
3.00 pm	P4 -7	Every day	P4 is the age at which parents may want their child to start walking home by themselves. Parents must inform the school if their P4-7 child is allowed to walk home, in writing. (Form to be completed in September of each year) If not notified in writing then children must be collected by an adult.
3.00 pm	P3	Tuesdays and Thursdays	Must be collected by an adult at the front gate
4:00pm	After School club finishing time	Tuesday – Thursday	Must be collected at the front gate by an adult or notify school in writing that they are allowed to walk home.

6.3 EXCEPTIONS:

For a settling in period in September, all P1 pupils go home at 12.00 pm and should be collected at the front gate by their parents.

Pupils in the MLD units will have pre-arranged home times depending on EA transport and parents will be aware of these.

We offer various after school activities which take place on Tuesdays, Wednesdays and Thursdays and end between 3:50 and 4.00 pm. Parents will receive notification of all the activities available after school and will be asked to fill in a permission form before their child can attend any after school activity.

Before a significant holiday break e.g. Christmas, Easter and Summer, school will end at 12.00 pm for Key Stage 1 and 12.15 pm for Key Stage 2. Parents will receive notification of this before the break.

7 MOVEMENT AROUND SCHOOL

7.1 SAFETY: The safety of all our pupils is paramount and therefore pupils should:

- walk throughout the school building – no running, skipping or jumping
- display caution and follow instructions when using the stairs
- walk into a classroom safely, in single file through the door
- play safely in the playground at break and lunch times – avoiding rough games
- enter and leave school in a safe and sensible manner- at home times all pupils will be taken to the gate by a teacher

8 LEARNING TIME

8.1 Pupils will be encouraged and taught how to:

- listen to instructions and explanations
- use appropriate voice levels depending on the activity taking place in the class, hall or Globe Library
- listen to others and how to take turns in conversation in a class setting
- concentrate and do their best at all times and to inform the teacher of any difficulties they may be having
- bring notes to explain: non-presentation of homework
absences from school
non-participation in PE or swimming lessons

9 USE OF TOILET FACILITIES

9.1 The toilets in Bloomfield Primary School are not in the classroom and therefore children are taught routines and rules for using the toilet to ensure their safety.

9.2 In P1 – P2 the children are asked at regular intervals if they require the toilet and are taken in small groups to the toilet, supervised by a Classroom Assistant. A pupil can of course go at other times on request.

9.3 P3 pupils are encouraged to become more independent whilst still following a similar routine. The class teacher teaches the pupils how they are expected to behave in the toilets, and ensures that pupils are being safe and sensible leaving and re-entering the classroom.

9.4 P4-P7 operate a completely independent system. The only time a pupil has to ask permission to go to the toilet is when whole class teaching is taking place. The rest of the time pupils may leave the room to go to the toilet as long as they put their name up on a card which is positioned beside the door. Only 1 boy and 1 girl can leave the room at any time. On returning to the class the pupil removes their name from the card so that others know they can now go.

10 COMMUNICATING WITH OTHERS

10.1 Pupils will be encouraged and taught how to:

- speak respectfully to each other and to adults
- display good manners when moving around the school, visiting other classrooms, the office or when greeting visitors to the school
- express their emotions in a positive manner
- resolve problems through talking

11 RESPECT

11.1 Pupils will be encouraged and taught how to:

- be polite, respectful, kind, thoughtful and considerate to everyone
- look after books, equipment and all aspects of property belonging to themselves, others and the school
- keep their classroom tidy
- keep the school building and grounds tidy by ensuring all litter goes in the bin

12 LINKS WITH OTHER POLICIES

12.1 This policy is seen as an integral part of the School Development Plan and can be linked directly and indirectly with all of the other school policies, especially the following:

Child Protection

Anti-bullying

PDMU

SEN

Health and Safety

Intimate Care

Suspension and Exclusion

12.2 With special reference to the SEN Policy, strategies for promoting and sustaining good behaviour and for managing behaviour difficulties are seen as part of the 5 stage approach set out in the Code of Practice for Special Educational Needs. Stages 1 and 2 are entirely school based, Stage 3 is still school based but will call on the support of agencies outside school

12 MONITORING AND EVALUATION

12.1 In order to assess the effectiveness of this policy the school will:-

- closely monitor the effectiveness of our behaviour management strategies over a given period
- purposefully teach positive behaviours in Assembly/Class
- ensure staff awareness and training so that all are competent in the promotion of the policy

APPENDIX



APPENDIX I

EXAMPLES OF DETENTION:

Foundation Stage and Key Stage 1:

Type 1: 10 minutes 'missed activity' and a phone call home

Type 2: 10 minutes detention and a phone call to parent(s) to discuss future steps.

Type 3: 2 detentions and parents are requested to come for an interview with the class teacher to discuss future steps.

Type 4: 3 detentions and parents are requested to come for an interview with the class teacher and Head of Key Stage 1 (Miss Carson)

Type 5: 4 detentions and parents are requested to come for an interview with Mrs Bishop

Key Stage 2:

Type 1: 20 minutes detention and a phone call home

Type 2: 2 detentions and a phone call to parent(s) to discuss future steps.

Type 3: 3 detentions and parents are requested to come for an interview with the class teacher to discuss future steps.

Type 4: 4 detentions and parents are requested to come for an interview with the class teacher and the VP (Dr Walker).

Type 5: 5 detentions and parents are requested to come for an interview with Mrs Bishop.



APPENDIX 2

DISCIPLINE LETTERS

Date