



KILKEEL PRIMARY SCHOOL

**Policy for Promoting
and
Sustaining Positive Behaviour**

Reviewed February 2018

Ratified 20th February 2018

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This policy has been devised in conjunction with Governors, Staff, Pupils and Parents. The policy is part of the school's overall Pastoral Care Policy and has links with other policies such as Child Protection, Anti-bullying and Special Needs.

This document provides the framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible individuals.

It is written for the benefit of the whole school community to help facilitate a positive whole school approach to behaviour management at Kilkeel Primary School.

KILKEEL PRIMARY SCHOOL

Aims

This behaviour policy aims to:

- *Ensure a safe and secure environment where everyone is supported and guided at all times.
- *Facilitate effective learning and teaching through creating an acceptable level of order and behaviour.
- *Create an atmosphere which promotes a happy learning and teaching environment where every member of the school feels valued.
- *Encourage and develop in all children a sense of positive self-esteem and self worth which will help them realise their potential in their physical, intellectual, social and personal development.
- *Encourage self respect, self discipline, respect for others and property in the school and community.
- *Help children become courteous, well mannered, tolerant and understanding of others.
- *Ensure that parents are informed of our disciplinary procedures and to encourage their co-operation and support in the successful implementation of our school discipline policy.

PUPILS' RIGHTS

Pupils have a right to expect:

- To hear and be heard – to express his/her opinion.
- To receive a broad, balanced and suitably differentiated curriculum.
- To make mistakes free from anxiety.
- To get help when they seek it.
- To work and play in a safe, clean and healthy environment.
- To be made fully aware of the school's standard of expectations with regard to work and discipline.
- A fair, consistent and calm approach to behaviour management.

PUPILS' RESPONSIBILITIES

Pupils have a responsibility to:

- Follow the school's code of conduct contained in the discipline policy, including rules in relation to attendance, punctuality and uniform.
- Treat staff and peers with respect.
- Show respect for their own and the property of others.
- Listen attentively and work to the best of their ability at all times.
- Take responsibility for their behaviour and actions/not prevent learning of others.
- Follow the directions of staff both teaching and non teaching.
- Represent the school in a positive way.

PARENTS' AND GUARDIANS' RIGHTS

Parents and guardians have a right to expect:

- A safe, stimulating and happy learning environment for their child.
- To have children educated to an appropriately high standard through a well balanced, broad and suitably differentiated curriculum.
- To be kept well informed of the life and work of the school and the progress of their children.
- To have concerns dealt with promptly and appropriately.
- A consistent and fair approach to behaviour, with sanctions commensurate with the seriousness of the misdemeanour.
- A school community which is sensitive to the needs of the individual child.
- An acceptable level of courtesy and respect to be shown to their children by staff.

PARENTS' AND GUARDIANS' RESPONSIBILITIES

Parents and guardians have a responsibility to:

- Act as positive role models for their children in their relationship with school.
- Ensure good attendance, punctuality and to send children to school rested, equipped in full uniform and ready to learn.
- Promote an understanding of what is acceptable and unacceptable in terms of behaviour.
- Support the school in implementing the behaviour policy and in maintaining a high standard of discipline.
- Raise concerns in an appropriate and reasonable manner at the earliest opportunity and allow the school to follow procedures.
- Encourage children to show respect to all staff, school visitors and peers.
- Encourage children to value their own property, school property and that of others.
- Encourage children to complete school and homework to an acceptable level and to check and sign written homework.
- Work in partnership with the teachers and principal should any discipline be required.

TEACHER RIGHTS

Teachers have a right to:

- Be treated with respect and courtesy by colleagues, parents and pupils.
- Expect opportunities for professional development.
- Be valued as part of the school team.
- Experience job satisfaction/to enjoy their work.
- Have a safe, clean, healthy environment in which to work.
- Discipline all pupils in the school according to school procedures.
- Expect procedures to be in place for managing behaviour.

TEACHER RESPONSIBILITIES

Teachers have a responsibility to:

- Behave in a professional manner at all times.
- Provide children with a broad, balanced and suitably differentiated curriculum.
- Create a stimulating, caring learning environment in the classroom.
- Co-operate, work with and support the school management team and colleagues.
- Be approachable and sympathetic to pupils in difficulty.
- Have high but realistic expectations for each child and strive to cater for their needs.
- Consult with parents about a child's progress or behaviour.
- Enforce the school's behaviour policy in a fair and consistent manner.
- Acknowledge effort and achievement.
- Respect confidentiality at all times.

SUPPORT STAFF RIGHTS

Support staff have a right to:

- Be treated with respect/dignity by colleagues, parents and pupils.
- Expect opportunities for professional development.
- Be valued as part of the school team.
- Experience job satisfaction/to enjoy their work.
- Have a safe, clean, healthy environment in which to work.
- Assist in the discipline of all pupils in the school according to school procedures.
- Expect procedures to be in place for managing behaviour.

SUPPORT STAFF RESPONSIBILITIES

Support staff have a responsibility to:

- Behave in a professional manner at all times.
- Assist in the provision of creating a stimulating, caring learning environment in the classroom.
- Co-operate, work with and support the school management team and colleagues.
- Be approachable and sympathetic to pupils in difficulty.
- Have high but realistic expectations for each child and strive to cater for their needs.
- Enforce the school's behaviour policy in a fair and consistent manner.
- Acknowledge effort and achievement.
- Respect confidentiality at all times.

ROLE OF THE PRINCIPAL

The Principal has a key role in formulating and reviewing the behaviour policy and establishing the ethos of the school. She must ensure that pupils, parents and staff play a role in the life and organisation of the school.

The Principal must ensure that the rules of the school are administered fairly and consistently to all pupils. She should support her staff where appropriate and furnish the Board of Governors with a report on discipline within the school or on the behaviour of an individual pupil where necessary.

The Principal must also ensure that the school behaviour policy is processed in accordance with and alongside all other relevant school policies eg SEN Policy, Pastoral Care Policy, Anti-bullying Policy etc.

ROLE OF THE BOARD OF GOVERNORS

The Board of Governors have a legal responsibility for the school's behaviour policy and it is their role to maintain a policy for the school which is current, being implemented, positive in nature and reflective of the school ethos.

If, or when, a case of indiscipline should come before them, they must act upon it, having considered the views of the Principal, other interested parties and any reports forwarded to them. Where appropriate they should support the Principal and her teaching staff.

Pupils' Code of Conduct

A very high standard of conduct, work and appearance is expected from every pupil at Kilkeel PS. All staff, pupils and parents will appreciate school and classroom rules to enable a consistent and fair approach to promoting positive behaviour.

Attendance

Good attendance is essential. **All** absences should be covered by a note. No pupil may leave school without the permission of his/her class teacher and/or Principal, on receipt of a note, and be signed out at the main office. Children should be on the school premises by 8.45am at the earliest, when teacher supervision begins. School starts at 9.15am. All pupils not engaged in school organised activities should have left the premises by 3.15pm.

Behaviour

Speak respectfully to adults and peers alike.

Respect school property and other pupils' property.

Show good manners at all times.

Have respect for self and others and take responsibility for their own actions.

Unacceptable behaviour includes bullying, stealing, fighting, use of boisterous games which are liable to cause injury to pupils, bad language and destruction of property.

Homework

All homework should be well presented and be submitted on time.

All written homework should be signed by a parent or guardian.

Appearance

All our pupils are expected to wear full school uniform every day, except on planned non-uniform days. For safety reasons only a watch and stud earrings should be worn. Make-up is not allowed. Hair styles must be tidy and not extreme (this will be applied at the discretion of the Senior Management Team and Board of Governors). Boys' hair should be no longer than collar length. Long hair should be tied back for health and safety reasons. Wearing uniform promotes a sense of belonging to the school and encourages pride in smart personal appearance.

Movement

Pupils should move around the school in a quiet and orderly manner as directed in the school rules.

Educational Visits

Pupils on school visits are expected to abide by the aims of our Behaviour Policy. In addition the staff will reserve the right to implement any rules which they deem necessary to ensure the safety and welfare of pupils and staff.

Code of Conduct for Staff

The child's experience in school is viewed as one of great importance and significance. We are committed to securing good order by creating an atmosphere and environment which has a positive effect on behaviour. Teachers should, through their own enthusiasm and values, endeavour to enhance pupils' self esteem. Sensitivity to the different emotional and intellectual needs of our pupils will ensure that the curriculum will be such that all children will achieve their full potential.

Code of Conduct for Parents

It is highly important that parents co-operate actively with the school by supporting the education efforts of the school utilising the structure offered for parental involvement and by promoting positive behaviour at home.

Parents will be made welcome to discuss any problems or difficulties their child may be experiencing at school. We would like parents to share their concerns so that they can be resolved as quickly as possible and with the minimum of distress to the child. Parents should telephone or call into the main office to arrange a suitable time. Parents must **not** enter the school playgrounds or classrooms without prior arrangement with the main office.

KILKEEL PRIMARY SCHOOL GENERAL SCHOOL RULES

At Kilkeel Primary School pupils should not view the following school rules as limitations on their freedom but rather as guidelines for keeping the school environment safe.

1. Movement About School

- (a) Children should at all times walk in the corridors in a quiet, orderly manner, keeping to the left hand side of the corridor.
- (b) Pupils moving up or down stairs must also keep to the left hand side.

2. Going to the toilet

- (a) When pupils leave class at break time (10.20am-10.40am) and lunch time (12.05pm-12.45pm) they are encouraged to go to the toilet. If a pupil has a medical problem requiring frequent visits to the toilet, the teacher should be informed in writing.

3. Playtime

- (a) Pupils should play in that part of the playground allocated to their class.
- (b) Bullying, fighting, damage to property and bad language are unacceptable forms of behaviour.
- (c) No pupil is to leave the playground without the supervisor's permission.
- (d) Pupils are discouraged from re-entering the building at break and lunch as supervision only takes place outside.

4. Entering and Leaving the School

- (a) Pupils entering or leaving the school grounds should walk on the footpath provided and use the appropriate crossing patrols. Parents/guardians who wish their child/ren to walk home must notify the Principal and class teacher in writing. Children will be accompanied to the 2.05pm bus only, not the 3.05pm bus.

- (b) **All** visitors, staff, parents/guardians and pupils should use the main front door only.
- (c) **All** visitors and parents/guardians are asked to report to the school office and sign the visitor's book and collect a visitor's pass.

5. **Good Manners**

- (a) Pupils should practise good manners **at all times** eg use of please, thank you, excuse me and opening doors for adults etc.
- (b) Pupils entering another classroom should knock the door, and excuse themselves, before addressing the teacher in a proper manner.

6. **Environment**

Children should take pride in their school and school environment by:

- (i) Keeping the school tidy and litter free
- (ii) Using recycling facilities
- (iii) Wearing their school uniform

7. **Lunchtime**

The Principal supervises in the playground as regularly as her duties allow. Supervisory and classroom/general assistants supervise in the dining hall, assembly hall and in the playground during the lunch period. In the dining hall children are expected to:-

- Line up quietly in an orderly manner
- Sit in their allocated seats and display good table manners
- Chat quietly
- Stack their plates and leave the hall quietly

Children are expected to show respect to **all** non teaching staff who play a valuable role in maintaining good behaviour in school.

Where behaviour at this time is unsatisfactory, the supervisory assistants will report the pupil concerned to his/her class teacher at the end of lunchtime.

Rewards which may be used in school

Emphasis will be on the positive approach of praise and encouragement rather than a negative one of criticism and punishment. We wish to acknowledge the good behaviour of all children. Pupils can be encouraged and rewarded in many ways. This may take the form of a whole school approach or be developed individually by teachers in their own classroom.

In Killeel PS we feel that encouragement can be given in many ways including:

- *A quiet word or smile
- *A written comment on pupils' work
- *Visit to other members of staff, Vice Principal or Principal for commendation
- *Public word of praise in class or assembly
- *Class reward systems including stickers, charts, certificates etc
- *Note home to parents
- *Favourable report comments.
- *Rewards and incentives from local businesses

Sanctions

The ethos of the school is to create a positive and happy environment. While all staff will endeavour to acknowledge and reward the positive behaviour of pupils, it may be necessary at times to use a range of sanctions to address inappropriate behaviour. It is essential that pupils understand it is the behaviour that is not acceptable and not the pupil him/herself. To this end the staff will use firm, consistent management, seeking to develop and maintain a positive relationship with pupils. The school will use a range of strategies to encourage positive behaviour such as the "It's Good to be Green" scheme, traffic lights, table points and strike 1, 2, 3.

All staff and pupils will know and apply both school and classroom rules. Emphasis is placed on reinforcing and praising good behaviour in order to raise and maintain self-esteem. Due cognisance of age, personality and circumstances will be taken into account in any given situation.

Sanctions and procedures will have to be employed if pupils do not respond to this approach.

Staff will use a range of sanctions employing the least to the most intrusive approach e.g.

- *A look of disapproval
- *Verbal rebuke
- *Movement of a pupil from their normal seat
- *Work sent home to be completed
- *Break time or lunch time 'time outs'
- *Withdrawal of privileges
- *Referral to Vice Principal and/or Principal
- *Involvement of parents
- *Daily report to monitor behaviour
- *Referral by the Principal to Board of Governors
- *Suspension
- *Expulsion

Parents may be consulted at any stage throughout the sanction procedure. The class teacher and/or Principal will use discretion as to whether parents need to be informed if their child has been in break time or lunch time 'time out' depending on the seriousness of the misdemeanour.

Sanctions will be applied and should:

- *Be immediate and discrete
- *Provide school with opportunities to make a low level response to pupil behaviour
- *Have a hierarchy appropriate to behaviour
- *Be fair
- *Be consistent
- *Be appropriate to meet individual needs
- *Keep self-esteem intact

Levels of Inappropriate Behaviour

Level 1 Behaviour – will normally be dealt with by the class teacher. If persistent it may become a Level 2.

Level 2 Behaviour – will normally be dealt with by the class teacher. The class teacher may involve parents either formally or informally. Senior leadership (Vice Principal and if deemed appropriate Principal) intervention may also be required. The Special Educational Needs Co-ordinator (SENCO) may be informed and the child’s name added to the SEN Register.

Level 3 Behaviour – will be dealt with by Vice Principal / Principal and parents will be contacted. SENCO involvement, engagement with the Behaviour Support Team and referral to Educational Psychology may be appropriate. Depending on the seriousness of the issue Board of Governors involvement may also be required.

If a pupil engages in an act of violence against any person or property of a member of school staff, or to an immediate relative of the member of staff’s family, disciplinary action will be taken against the pupil which may include consideration of the option to expel.

The following are *some* examples of what constitutes Level 1, 2 and 3 inappropriate behaviour.

Level 1	Level 2	Level 3
Arguing	Persistence of Level 1 behaviours	Persistent occurrence – Level 2 behaviours
Boisterous behaviour	Aggressive behaviour persistent/serious (e.g. biting, hitting, nipping etc.)	Physical assault-teacher/adults/children
Talking at inappropriate times	Refusal to work/general defiance	Wilful damage-property/school
Distracting other pupils	Consistent non-completion of homework	Verbal abuse to teachers/staff/peers
Shouting out/leaving seat	Bad language/rude noises	Major disruption of class activity
Not being prepared for school	Persistent name-calling	Abuse/threatening behaviour/subtle bullying/overt bully
Incidents of taking property of others	Name calling/teasing	Leaving school premises without permission
Lying	Damaging property	Dangerous refusal to obey instructions
Not completing homework		
Not sharing		
Making unkind remarks		
Running in corridors		
Telling tales (inappropriately)		
Talking during assembly		

Daily Report

Parents will be kept fully informed with regard to a Daily Report when a joint strategy is necessary.

Class Behaviour Logs

Each class teacher has a class behaviour log into which he/she enters notable events of indiscipline and immediate action taken. The purpose of this report is to compile a list of misdemeanours committed by pupils. It may be used at some stage in their primary school career to substantiate a report on unacceptable behaviour or in interviews with parents, other members of staff, the Principal, Education Welfare Officer and Behaviour Support.

Links with Other policies

The Code of Practice

When a teacher recognises inappropriate behaviour and uses normal classroom strategies to deal with the behaviour and finds that they are ineffective and that the behaviour is affecting the teaching and learning in the classroom, then the child should be placed at Stage 1 of the Code of Practice.

Our Positive School Discipline Policy is in agreement and integrated with other school policies currently in place:

Child Protection

Anti-bullying

Special Educational Needs

Review and Evaluation

The policy will be reviewed annually. During this review we will endeavour to evaluate the effectiveness of our provision for Pastoral Care.