



KILKEEL PRIMARY SCHOOL

**Policy for Promoting
and
Sustaining Positive Behaviour**

Reviewed October 2021

Ratified

Review Date

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 Killeel Primary School.

Introduction

The focus of this policy is the promotion of good behaviour. A well-ordered environment is essential for fulfilling the personal, social, emotional and safety needs of the children, and in facilitating effective learning.

Core Values

To establish a school community where positive behaviour is promoted and each person is valued so that they can achieve their maximum potential.

There are certain values which we want to encourage in our pupils:

- Self-respect, self-discipline and self-confidence
- Respect for others and their property
- Respect for the environment
- Tolerance and appreciation of the opinions of others and other cultures
- Good manners and politeness
- Taking pride in their work

Aims

- To ensure a safe and secure environment
- To promote learning for all pupils
- To allow teachers to teach effectively
- To enhance pupils' self-esteem and foster self-respect and respect for others
- To encourage pupils to develop independence by accepting responsibility for their own behaviour
- To develop pupils' resilience, interpersonal skills and their ability to work co-operatively with others to resolve problems
- To have the endorsement and active support of parents

Outcomes

- All children will learn in a safe and happy environment
- Teachers will be able to teach in a safe and happy environment
- Pupil's self-esteem and self-respect will be raised, along with respect for others
- Pupils will develop independence by accepting the need for self-discipline along with self-control and to take responsibility for their own behaviour
- Pupils will develop resilience, interpersonal skills and the ability to work co-operatively with others to resolve problems and potential or actual conflict
- Parents will actively support school staff by the implementation of this school policy

KPS SCHOOL RULES AND ROUTINES

Pupils are responsible for their own behaviour and will respect and obey all members of staff at all times.

At KPS we believe that pupils should be encouraged to behave and work hard to fulfil their potential. All parties involved in school life should be aware of how they are expected to behave to ensure that a calm and orderly environment is created to enable maximum learning.

KPS Whole School rules

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property
- We keep our hands, feet and objects to ourselves
- We follow adult instructions quickly
- We show good manners at all times

Rewards will be given for keeping the rules and appropriate consequences will be followed for breaking the rules.

Within the Classroom

At the beginning of each academic year the class teacher will discuss and agree behaviours that help us learn and behaviours that stop us from learning and achieving. Each class has an agreed set of classroom rules negotiated at the outset of the year and which broadly reflect the following:

- We will treat everyone with respect.
- We are attentive to the teacher and other pupils.
- We will always try our best.
- We are always prepared for the school day.

Learning

Pupils will be encouraged to always try their best and to follow the school motto '**Keep Pursuing Success**'

- Be in school on time
- Listen to instructions and explanations
- Do your best at all times
- Present work in an acceptable standard
- Ask for help when you need it
- Bring a note or message via Class Dojo to explain non-presentation of homework, non-participation in PE or swimming lessons or absences from school (absence slips are available from the main office)

Respect

Pupils should:

- Be polite, respectful, tolerant, kind, thoughtful and considerate to everyone. Children must learn to tolerate and respect children with disabilities, from different religions, different cultures and different countries of origin
- Keep hands, feet and objects to themselves
- Look after books, equipment and all other aspects of school property and the property of others
- Put litter in the bin

KPS School Routines

In Kilkeel Primary School, the day begins at 9am. Children should arrive in school **no earlier** than 8.45am as supervision begins at this time. Parents allowing their children to be on the school grounds before 8.45am must be aware of this.

Movement In and Around School

Pupils should:

- Walk in single file on the left hand side within the school building
- Keep to the left when walking up and down stairs
- Greet visitors politely.

The Playground

In dry weather, pupils will play outside at break time and lunch time.

- Play safely in the playground at break and lunch times
- Use equipment properly and treat it with respect
- Enter and leave school in a sensible manner
- Follow the PATHS rules for behaviour in the playground

On wet days, pupils will remain in the classrooms at break and lunch time and will be supervised by classroom assistants and / or lunch time supervisors. The children will respect and obey teachers, assistants and supervisors at all times.

KPS Dining Hall Rules

Dining Hall rules will be reinforced by being displayed in the canteen and assembly hall.

- Walk sensibly in the dinner hall
- Treat all adults with respect
- Listen to instructions carefully
- Wait for your turn in the line
- Sit properly at your table
- Use your indoor voice
- Always show good manners
- Clean up after yourself by putting your plate and cutlery away

Pupil of the Week / Class of the Month / Principal's Award

For Pupil of the Week, one pupil per class will be chosen, the criteria being behaviour, academic achievement or effort, outstanding achievement or effort in other areas eg sport, music, drama, courtesy etc. Certificates will be presented in assembly, their photograph displayed on a school notice board.

A 'Behaviour Cup' for Class of the Month will be awarded to a class in each Key Stage by the Principal. This will be presented in assembly and a class photograph will be displayed as referenced above. The winning class will have an afternoon treat with the Principal.

There will also be a monthly cup for class attendance per key stage.

For Sport's Day, P4-7 are sorted into three house teams (Mawhinney, Rutherford and Sleith). There is a House Trophy for the winning team at the annual prize giving assembly in June.

Behaviours that facilitate learning	Behaviours that block learning
<ul style="list-style-type: none">• Demonstrating a positive self-image and the confidence to engage successfully in activities• Showing respect for the views, ideas and property of others• Recognising that everyone has a right to share in and contribute to the lesson• Co-operating with the teacher and with their peers on shared activities• Applying themselves to the task and working to the best of their ability• Adhering to the accepted conventions of courtesy and good manners• Responding positively to opportunities to act independently of the teacher and to show initiative	<ul style="list-style-type: none">• Being unkind to their peers, including engaging in any form of bullying behaviours• 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• Being unwilling to abide by the accepted conventions of courtesy and good manners• Defacing or destroying other peoples' belongings or school property• Directing abusive language at other pupils or staff• Acting aggressively or with violence towards other pupils or staff

RIGHTS AND RESPONSIBILITIES

Rights	Responsibilities
<p>PUPILS:</p> <ul style="list-style-type: none"> • To be valued as members of the school community • Get help when sought, with work or with personal worries, and to have a sympathetic audience for concerns • To be treated fairly, consistently and with respect • To be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon • To be treated with respect and dignity • To be in a safe environment • To hear and be heard – to express opinion • To experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met • To develop and extend their interests, talents and abilities 	<p>PUPILS:</p> <ul style="list-style-type: none"> • Respect the views, rights and property of others, and behave safely in and out of class • Co-operate in class with the staff and with their peers • Work to their full potential • To know and follow school rules • To be equipped and ready to learn • To treat staff and peers with respect • Accept ownership for their own behaviour and learning, and to develop the skill of working independently • Allow others the right to feel safe and to learn with us
<p>STAFF:</p> <ul style="list-style-type: none"> • Work in an environment where common courtesies and social conventions are respected • To express their views and contribute to policies which they are required to reflect in their work • To have opportunities for professional development • Support and advice from senior colleagues and external bodies • To have adequate and appropriate accommodation and resources • To job satisfaction / to enjoy their work • To be heard • To be treated with respect and dignity • To have a safe, clean, healthy environment in which to work • To have support from the SLT, Board of Governors and EA 	<p>STAFF:</p> <ul style="list-style-type: none"> • To deliver the NI Curriculum in a way that is accessible to all pupils • To show interest and enthusiasm in their pupils' learning • To listen to the pupils, value their contributions and respect their views • To be sympathetic, approachable and alert to pupils experiencing learning difficulties • To identify and seek to meet pupils' special educational needs through the SEN Code of Practice • To share with parents / carers any concerns that they have about their child's progress or development • To expect high standards and acknowledge effort and achievement • To pursue opportunities for personal and professional development • To ensure quality teaching and learning

PARENTS:

- To a safe, well managed and stimulating environment for their child's education
- To reasonable access to the school, and to have their enquiries and concerns dealt with courteously and efficiently
- To be informed promptly if their child is ill or has had an accident, or if the school has concerns about their child
- To be informed about their child's progress and prospects
- To be informed about school rules and procedures
- To a broad, balanced and appropriate curriculum for their child
- To be involved in key decisions about their child's education
- To have access to all school policies

PARENTS:

- Ensure their child attends school regularly and arrives in good time, with homework completed, and suitably equipped for lessons in the day ahead
- To be aware of school rules and procedures, and encourage their child to abide by them
- To show interest in their child's classwork and homework, where possible, provide suitable facilities for studying at home
- Act as positive role models for their child in their relationship with the school
- To attend planned meetings with teachers and support school functions
- To 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
- To be courteous and respectful to all members of staff, pupils and other parents
- To support teachers with regards to agreed decisions on behaviour

Environmental Risk Analysis

Each school has to undertake an environmental risk analysis identifying any areas around the school which may be vulnerable. Staff are made aware of these vulnerable areas when supervising outside.

- Two members of staff are on duty to supervise pupils entering the school building each morning from 8.45am – 9am.
- Class teachers are in their classrooms from 8.45am each morning.
- Classroom assistants are in the playgrounds at break and lunch times.
- Two teachers are on duty in both the senior and junior playgrounds at break time.
- Lunch time supervisors are on duty in all playgrounds at lunch time.
- Staff accompany their class to the school entrance at the end of the day and ensure that each child is collected or have gone to catch the bus.
- A rota is in place for staff to accompany P1-3 pupils to the 2pm school bus. A staff rota is also in place for the 3pm bus, but the pupils make their own way to Knockchree Avenue.
- School gates are kept closed throughout the day. Visitors must report to the main office on arrival to school.
- Pupils ask for permission to use the toilets at break and lunch time.

Travelling To and From School

Parents are responsible for the behaviour of their children to and from school. We encourage children to behave well, particularly when in school uniform. Doors will open at 8.45am with the school day commencing at 9am.

SANCTIONS

Sometimes it is necessary to discourage children from displaying inappropriate and negative behaviours and to teach them positive behaviours instead. If a child misbehaves, staff will ask him / her to stop the behaviour and remind them of the following principles:

- ***We all have the right to feel safe***
- ***Speak out if you are concerned about something***

Whenever possible, staff will encourage pupils to try to resolve disputes themselves using our PATHS strategies. ***Promoting Alternative Thinking Strategies (PATHS)*** is our school-based social and emotional learning (SEL) curriculum that aims to help primary aged children to manage their behaviour, understand their emotions and work well with others.

It is our aim to change attitudes and to teach pupils appropriate behaviour so that they are better informed to make appropriate choices in how they behave. The pupils will reflect on how their undesirable behaviour has a negative effect on another person, the class, the school environment or themselves.

Minor misdemeanours will be dealt with, as they occur, by the class teacher, who will decide on appropriate action. Incidents will be recorded (at the teacher's discretion) in the Behaviour Logs and / or SIMS. Issues arising at break or lunch times must be reported to the teacher at the end before the children return to class. Parents may be consulted at any stage during the sanction

procedure, and we will endeavour to contact parents early on should unacceptable behaviour be presented.

In Kilkeel Primary School, staff will endeavour to ensure that sanctions are:

- Constructive
- Where possible, be related to the inappropriate behaviour
- Be specific to the person displaying the inappropriate behaviour and not applied to a whole group

These are not designed to punish the child, but to encourage him / her to choose more appropriate behaviour next time. If appropriate, teachers will consult SENCo regarding Code of Practice and involvement of other agencies.

Following consultation with staff and pupils, the following list of consequences have been formulated. These will be used when appropriate.

Low level misbehaviour	Range of sanctions
Talking out of turn or at inappropriate times Leaving seat at the wrong time Not completing homework Not listening / paying attention Distracting others Not doing best work Making noises Annoying others Telling tales (inappropriately) Sulking Cheekiness Arguing Disobeying school rules and / or instructions Occasional use of bad language Lying Not sharing Making unkind remarks Running in the corridors	<ol style="list-style-type: none"> <u>The look</u> <ul style="list-style-type: none"> • Hand signal/visual cue <u>Rule reminder</u> <ul style="list-style-type: none"> • Read class rule and consequences <u>Moving to a different area.</u> <ul style="list-style-type: none"> • Seat move in classroom • Time out area • When lining up <u>Thinking time</u> <ul style="list-style-type: none"> • Reflection of behaviour to include a discussion with teacher about making good choices. • Reflection sheet if appropriate • Verbal or written apology. <u>Talk with senior management</u> <ul style="list-style-type: none"> • Repeated low level behaviour • Referred to Head of Key Stage/Vice Principal <u>Talk to parents</u> <ul style="list-style-type: none"> • Repeated low level behaviour • Phone call or message via Class Dojo

Moderately serious behaviour	Sanctions may include any of the above as well as the following strategies:
<p>Hitting / pushing (on a low or moderate scale) Aggressive behaviour persistent / serious eg biting, hitting, nipping, kicking, deliberate coughing or spitting Regularly talking out of turn Regularly shouting out / arguing back Persistently leaving seat at wrong time Regularly not completing homework Regularly not listening / paying attention Regularly not doing best work Refusal to work / general defiance Rudeness to peers Leaving classroom / hall / playground without permission Being disrespectful to adults Intimidating peers (verbally or physically) Persistent name calling / teasing Damaging property with intent (teacher discretion) Offensive gestures and language Deliberately telling lies Regularly distracting others</p>	<ol style="list-style-type: none"> 1. <u>The look</u> <ul style="list-style-type: none"> • Hand signal/visual cue 2. <u>Rule reminder</u> <ul style="list-style-type: none"> • Read class rule and consequences 3. <u>Moving to a different area.</u> <ul style="list-style-type: none"> • Seat move in classroom • Time out area • When lining up • Miss outdoor/indoor playtime • Withdrawal of privileges or responsibilities • Withdrawal to another member of staff 4. <u>Thinking time</u> <ul style="list-style-type: none"> • Reflection of behaviour to include a discussion with teacher about making good choices. • Reflection sheet completed and signed by parents • Verbal/written apology. 5. <u>Talk with senior management</u> <ul style="list-style-type: none"> • Referred to Head of Key Stage /Vice Principal • Detention where appropriate • Daily report card for a week where appropriate 6. <u>Talk to parents</u> <ul style="list-style-type: none"> • Parent contacted via phone call • Meeting arranged if necessary with teacher and/or SENCO/SLT/VP

Very serious behaviour	Sanctions may include any of the above as well as the following strategies:
<p>Stealing Physical assault on teacher / adult / child Verbal abuse to teachers / staff / peers Persistently disobeying school rules Rudeness / insolence to adults Hurting others physically or mentally (high scale) Bullying (persistently annoying another child) Persistently swearing and using bad language Deliberate damage to school property Inappropriate sexual language / actions or related behaviour Substance abuse Major disruption of class activity Leaving school premises without permission Dangerous refusal to follow instructions</p>	<ol style="list-style-type: none"> 1. <u>The Look – N/A</u> 2. <u>Rule reminder – N/A</u> 3. <u>Moving to a different area.</u> <ul style="list-style-type: none"> • Miss outdoor/indoor playtime for a period relative to the behaviour. For more serious offences this may last up to 5 days. • Withdrawal to another member of staff 4. <u>Thinking time</u> <ul style="list-style-type: none"> • Reflection of behaviour to include a discussion with teacher about making good choices. • Reflection sheet completed and signed by parents • Verbal/written apology 5. <u>Talk with senior management</u> <ul style="list-style-type: none"> • Referred to Head of Key Stage /Vice Principal/ Principal • Detention where appropriate • Daily report card for a week where appropriate • Payment to replace or repair damaged property • Reduced school day – when agreed by parent and school for a set period of time • Suspension in accordance with the EA scheme • Expulsion in accordance with the EA scheme 6. <u>Talk to parents</u> <ul style="list-style-type: none"> • Formal meeting arranged with teacher and Vice Principal/Principal

Detention

Will be decided in accordance with class teacher and Head of Key Stage/Vice Principal/Principal.

P1-P3

- Lunchtime or withdrawal from morning play activities/ABL.

P4-P7

- Lunchtime or Wednesday afternoon 2:15-3pm and will include completion of Reflection Sheet

Behaviour Logs

Each teacher has a class behaviour log into which notable events of indiscipline and immediate action taken are recorded. The purpose of this report is to monitor and manage behaviour. More serious incidents are recorded on SIMS. Specific incidents may be noted on an Incident Report Sheet and a copy is forwarded to the principal with further action taken if needed. It may be used at some stage in his / her primary school career to substantiate a report on unacceptable behaviour or in interviews with parents, other members of staff, or outside agencies. The SLT and Principal monitors these files on a regular basis.

Procedure for Dealing with Serious Situation Involving the Need for Restraint

The staff present or on duty will deal with these situations. Prevention of situations escalating is preferable, but, if physical restraint cannot be avoided, the procedures set out in the Use of Reasonable Force Policy must be adopted.

Under our Duty of Care, staff may use physical intervention and when they do they should be clear that the action was:

- ***In the child's best interest***
- ***Necessary***
- ***Reasonable and proportionate***
- ***Last resort (where possible)***

MANAGEMENT OF CHALLENGING BEHAVIOUR

The understanding and management of challenging behaviour may require more than just de-escalation techniques employed by staff. Safe Handling techniques may be required as part of a holistic de-escalation approach, in order to encourage the promotion of socially acceptable behaviours for all concerned. Please refer to the school's Safe Handling and Use of Reasonable Force Policy.

Sanctions are not designed to punish the child, but rather to teach him / her to choose more appropriate behaviour next time

Parents Contacted

- Parents will be invited to talk to the class teacher. This will allow the teacher to gain a better understanding of any other factors what might be affecting the pupils (eg marital breakdown, bereavement or if the child is unhappy in school).

Intervention

- The teacher will then discuss how school and home might help the pupil to improve his / her behaviour. This might involve extra encouragement or a short chat with parents and / or the pupil to reiterate the elements of the classroom management scheme.

Progress

- The pupil begins to co-operate to enable learning to take place for themselves and their peers around them.

It is hoped that the pupil will make progress, but sometimes the behaviour that is giving concern continues and more support is required.

SENCo

- The teacher will discuss ways of helping the pupil improve their behaviour with the Special Educational Need Co-ordinator (SENCo) / Head of KS / VP/ Principal

SEN Code of Practice

- Where there are significant concerns about a pupil's behaviour, particularly where normal classroom management strategies have not had any effect, it may be necessary to implement the SEN Code of Practice

Stage 1

- Stage 1 on the SEN Code of Practice: the teacher will complete a Record of Concern for the pupil involved.

Stage 2

- If there has been no improvement, Stage 2 will be implemented, and an Education Plan (EP) will be written in consultation with the SENCo. This Education Plan will be implemented, monitored and reviewed termly. Withdrawal support will be considered by the SENCo.

Tracking progress

- After a period of monitoring and evaluation, if there has been progress the pupil may continue with the plan at Stage 2, or it may be decided to revert back to Stage 1 or it may be withdrawn.

Management Plan & Risk Assessment

- This may be completed for a pupil presenting with challenging behaviours prior to moving to Stage 3.

Stage 3

- If progress has been limited or a deterioration in behaviour is noted by the school, then a referral may be made to the Educational Psychologist with the parent's permission.

Exceptional Circumstances

- In very exceptional circumstances a pupil may be placed on a reduced day or suspended from school. This will only be done if it is felt that he / she poses a risk to him / herself or to other pupils / staff in the school or where it would appear there is no other effective alternative.

REWARDS

In implementing our reward systems, we aim to positively recognise and reinforce good behaviour and positive attitudes to class work.

Our objectives are to:

- Make these rewards attainable for all children
- Make these rewards consistent in the classroom, used by all staff – teaching and non-teaching
- Promote positive self-esteem
- Communicate ‘good news’ to parents
- Encourage pupils to take responsibility
- Move from the need for extrinsic rewards (changing behaviour to gain compliance) towards intrinsic rewards (changing attitudes and gaining motivation)

At KPS staff will endeavour to find opportunities

To give:

- A quiet encouraging word or a public word of praise in front of the class
*Eg Well done! Good / great!
I like the way that... I am pleased that...
Congratulations Terrific!*

To give:

- Non-verbal praise or encouragement
*Eg Thumbs up Good eye contact
Smile by teachers / assistants / supervisory staff*

To give:

- Public acknowledgement of good behaviour in assembly
- Opportunities for children to praise and appreciate one another eg Pupil of the Day / Week
- Opportunities to display work in classrooms and corridors
- Opportunities for children to visit another teacher, Head of Key Stage, VP or the Principal to inform them of something deserving praise
- ‘Good news’ messages to parents via Class Dojo or a positive phone call home from the Head of Key Stage, VP or Principal

Staff will give these rewards in the form of

- Positive comments in children’s books
- Certificates
- Pupil of the Day / Week
- Class of the Month
- Principal’s Award
- Prize day awards
- Sports Day awards
- Behaviour points

EXAMPLES OF REWARDS IN KEY STAGES

Foundation and Key Stage 1 (P1-4)

- Verbal praise
- Praise given for the best work / book / group
- Motivation stars, stickers, happy faces, Class Dojo points for good work
- Showing good work to the rest of the class to be applauded
- Displaying work on the wall
- Taking work home to show parents, picture and / or message on Class Dojo
- Showing work to another teacher, Head of Key Stage, VP or Principal
- Attainment stamps on work eg excellent, good effort etc
- Treats given occasionally
- Pupil of the Week within the classroom
- Class of the Month awarded for behaviour, academic achievement or effort, outstanding achievement or effort in other areas eg sport, music, drama, courtesy etc.
- Class reward

Key Stage 2 (P4-7)

- Rewards similar to Foundation and KS1
- Public praise in front of class / assembly / another teacher
- Quiet praise, usually one to one using words like *“That is better / good etc’; “you can do this ...”;* *“Keep trying...”;* *“I am very proud of...” etc*
- Class Dojo points
- PATHS Compliments
- Notes of praise on books / homework or via Class Dojo
- Being given specific jobs / responsibility / messages
- Class of the Month awarded for behaviour, academic achievement or effort, outstanding achievement or effort in other areas eg sport, music, drama, courtesy etc.
- Treats / stickers as prizes for individual, groups or the whole class
- Class reward
- Pupil of the Week
- Golden Time

Teachers will inform parents of the positive behaviour system operating within their class.

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. Respect for oneself and consideration for others are the ideals by which pupils should be guided in all their behaviour in school, in the home and in the wider community.

The Code of Conduct is very important in ensuring that each pupil can reach his / her full potential in KPS.

Attendance

- Good attendance is essential. **All** absences should be covered by a note.
- The school day is from 9am to 2pm or 3pm. Children should be on the school premises at 8.45am at the earliest when teacher supervision begins.
- No pupil may leave school without the permission of his / her class teacher or principal, on receipt of a note. Pupils must be signed out at the main office.

Behaviour

- Pupils should have respect for themselves and others and take responsibility for their own actions.
- Pupils should be well-mannered at **all** times.
- The use of bad language and gestures is unacceptable.
- Boisterous games and activities which are liable to cause injury to the pupils or others are prohibited.
- Bullying behaviour, stealing or fighting are prohibited.
- Pupils should respond immediately and appropriately to all members of staff at all times.
- Pupils should speak respectfully to adults and peers alike.
- Respect school property and other pupils' property.

Homework

- All homework should be well presented, reflect careful effort and be submitted on time.
- Any written homework should be signed by a parent or guardian.
- A signed parental note or message via Class Dojo must be sent in if homework is not completed.

Appearance

- A high standard of personal appearance and hygiene is expected at all times
- Full school uniform should be worn every day, except on planned non-uniform days or previously arranged with the class teacher / principal. Pupils' names should be clearly marked on all clothing and articles brought to school.
- Make up is not permitted.
- For safety reasons jewellery will be restricted to a watch and stud earrings.
- Long hair should be tied back. Hair styles must be tidy, unobtrusive 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.

Movement

- Pupils should move around the school in a quiet and orderly manner as directed in the school rules.
- Toilets should be used at set times or when otherwise directed by the teacher.
- In the dining hall, pupils are expected to walk in an orderly manner when entering, exiting or moving within the hall.
- All pupils are expected to go out at break time and lunch time, unless directed by a teacher otherwise.
- Pupils may only leave the playground with the permission of a member of staff.
- Pupils are not permitted to ride their bicycles anywhere inside the school grounds, unless they are under the direction of a teacher and participating in the Cycling Proficiency scheme.

Educational Visits

Pupils on school visits are expected to abide by the aims of our Behaviour Policy and school rules. In addition, the principal and staff will reserve the right to implement any rules which they deem necessary to ensure the safety and welfare of pupils and staff and achieve the aims and purpose of the visit. A Risk Assessment will be carried out for all visits.

CODE OF CONDUCT FOR STAFF

A 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 / GUARDIANS

It is highly important that parents co-operate actively with the school by supporting their child's education at home. Parents / Guardians are also expected to 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 minimum distress to the child. Parents should contact the main office to arrange a mutually convenient time to meet the class teacher, Head of Key Stage, VP or Principal to discuss any issues. Parents must **not** enter the school playgrounds or classrooms without prior arrangement with the main office.

LINKS WITH OTHER POLICIES

This policy is an integral part of the School Development Plan and can be linked directly and indirectly with many of the other school policies.

With special reference to SEN, strategies for promoting and sustaining good behaviour and for managing behavioural difficulties are seen as part of the 5 -stage approach as set out in the Code of Practice for Special Educational Needs.

KEEPING SCHOOL INFORMED

We recognise that at times unsatisfactory behaviour can stem from personal problems or difficulties. Children can become upset about things inside or outside of school. If you are aware of what may be a difficult time for your child, please let us know, so that we are more prepared and able to help him / her cope with it.

MONITORING, REVIEW AND EVALUATION

This policy has been formulated in consultation with the Board of Governors, staff, pupils and parents as appropriate and it is the intention of the staff to review and update it annually.

Teachers will record socially unacceptable behaviour in their 'Behaviour Logs' and begin to log incidents using SIMS. Teachers should monitor whether behaviour is persistent and directed towards another child / children or not, and, if so, they should consult with the Safeguarding Team to decide whether or not to implement the Anti-Bullying Policy.

The Principal, together with the Senior Leadership Team (SLT) will monitor whole school behavioural incidents recorded on SIMS / Behaviour Logs termly, or more frequently in the case of a more pressing concern.

The Principal will review the policy annually in consultation with the School Council, Staff and Board of Governors. If any changes are made, parents will be notified of these changes. Parents are encouraged to give feedback to the school regarding this Positive Behaviour Management Policy.

It is important to remember that Governors, all staff, pupils and parents have an active role to play in the implementation and maintenance of this Policy. The Board of Governors will be presented with an annual report on the effectiveness of the current policy.