



# Positive Behaviour Policy

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Name of person responsible for this policy	S Lindsay Board of Governors
Other related policies	T&L, SEN, Pastoral Care, Safeguarding, Anti-bullying, e:Safety, Attendance
Issued to	Staff and Parents

# Clare Primary School

## Positive behavior Policy

### Definition of Terms

AfL – Assessment for Learning  
SEN – Special Educational Needs  
FS – Foundation Stage (P1 & P2)  
KS1 – Key Stage 1 (P3 & P4)  
KS2 – Key Stage 2 (P5 – P7)  
BoG - Board of Governors

### Mission Statement

We welcome all children into a learning environment where they will feel valued, happy and safe. Where the pupils will gain knowledge, develop their interests, talents and abilities which will hopefully allow them to reach their full potential and become the citizens of tomorrow.

### Purpose

This policy is based on the school mission, values and vision. It reflects the School Development plan and supports the principles of self and mutual respect and self - control. The purpose is to create a safe, happy and secure environment in which children learn consideration and respect for others while understanding their own responsibilities.

In all of this, strong emphasis is placed on fostering caring, positive relationships between staff and pupils. It also recognises the importance of parental co-operation and support as the attitude of parents towards school can have strong influence on the pupil's response to authority, rules and attainment.

#### The purpose of the policy is to:

- Create a learning environment conducive to promoting and instilling good behaviours and good choices with the pupils;
- Encourage and praise good pupil behaviour;
- Prevent and discourage inappropriate pupil behaviour;
- Deal with inappropriate behaviour in a fair and consistent manner;
- Develop behavioural skills and attitudes in the pupils that will benefit themselves, the school and the community in which they live and learn.

## Aims

### The aims of the policy are:

- To develop in our pupils a sense of community, while understanding their responsibilities and rights within the school community;
- To create an orderly school community in which effective learning can take place;
- To include staff/pupils in the decision making process;
- To reinforce behaviour as a whole school matter - a corporate responsibility of staff, in partnership with parents and pupils themselves;
- To ensure that class and school rules, rewards and consequences are clearly displayed at all times in order to be a constant reinforcement and reference point for all pupils;
- To support staff as they implement the procedures consistently and fairly;
- To support positive pupil/pupil/teacher relationships as the key to classroom management and a positive teaching and learning environment;
- To support a 'tension free' school discipline system;
- To help raise and sustain exemplary standards of behaviour.
- To effectively communicate the policy to all pupils and parents;
- To ensure that the school takes a positive view of its pupils at all times;
- To support the school ethos and policy on Pastoral Care and other named policies;
- To support the element of the school curriculum that actively involves pupils in their learning, in planning their learning and in their engagement in school life.
- To maintain regular contact with external support staff in the E.A. Region and other bodies as required;
- To ensure that behaviour patterns are monitored and regularly assessed to identify and address any particular needs/trends;
- To support the Special Educational Needs policy and ensure that pupils with specific needs are given appropriate consideration;
- To regularly review and implement the policy;

## Procedure

### 'Tension Free' Discipline

One of the ways in which staff can encourage good behaviour and prevent inappropriate behaviour is by modelling a calm and fair approach to discipline. By encouraging tension free discipline we work to ensure that there is clarity and consistency in all classes and to provide a framework that is explicitly known to all children and their parents.

It is vital that the class teacher takes prime responsibility for the standards of discipline within their own class, models these and applies the school standards consistently. By so doing, we lower the stress levels for staff as the procedure is clear. We also lower the stresses for pupils by engendering a calmer, more positive learning environment.

It is also vital that we all take responsibility of general standards of discipline all around the school-: in the corridors, in the playground etc. Again, with a consistency

of approach, all children will realise that all the rules apply to them equally at all times.

### **Classroom Management**

Good discipline requires good classroom management. The attitude of all staff is crucial, since it is they who determine the environment in which positive teacher/pupil relationships can develop. All staff in school should consider themselves responsible at all times for the behaviour of all pupils within sight and sound, whether teaching them or not.

### **Strategies to encourage positive behaviour will include:**

- Classrooms operate a rocket/traffic light system to encourage good behaviour conducive to learning;
- Classroom rules are agreed and displayed in each classroom at the start of each year;
- School rules are displayed in classrooms and corridors;
- Information is shared with parents who are encouraged to be involved in the process of policy making;
- Marking for improvement/differentiated work/extension tasks are used throughout the school to promote successful learning;
- Every classroom displays a Diary/Picture of the Day/Visual Timetable, to focus efforts, support SEN and maintain high expectations;
- Success notes are sent home as appropriate - (a note home to inform parents of good behaviour/success);
- SEN/specific learning targets are used to promote sustained effort and achievement for those with SEN/under achievement.

### **Positive Reward**

Since the aims of this policy will best be achieved in a safe, calm and happy learning environment, the emphasis will always be on the positive approach of encouragement and praise, rather than on the more negative one of criticism and punishment. Criticism of the behaviours should always include advice on how to improve.

### **Rewards and sanctions all centre around the school Golden Rules:**

Kind and helpful to all  
Listen well and work hard school  
We play fairly with others  
Be honest  
When we make mistakes we learn from them  
We respect everyone and everything in our school

### **Praise can be given in many ways. It may be but not only:**

- By giving a quiet word of encouragement;
- By writing a positive comment in an exercise book, either in general terms (“Well done”) or in a more detailed way (picking out specific points or ideas that deserve mention - AfL)
- By using the school Star Pupil award;
- By displaying pupil photographs/achievements/work on notice boards.
- Through public acknowledgement – individual class rewards and assembly presentations;
- By giving responsibility such as P7 ‘Buddy’ systems;
- By sending home school reports/praise notes.

### **Parental involvement**

Parental involvement is a critical factor in establishing the school ethos and standards of behaviour. It is the legal responsibility of parents to ensure that their child behaves responsibly and appropriately whilst in school. The school takes its responsibility to inform, encourage and support positive behaviour in its pupils at all times working in close partnership with parents and guardians. Teachers have the right to expect parental support, and parents have a moral duty to reinforce the efforts of teachers in establishing and maintaining good classroom discipline. Parents cannot simply choose to resign from their continuing responsibility for their children when at school.

### **Inappropriate Behaviour**

Behaviours that may incur a sanction are listed below: (this is not a definitive list as there may be occasions where other behaviours need to be dealt with).

1. Disruptive behaviour in class that has impact on a pupil’s own or others’ learning;
2. Breaking school rules during break time and or lunch time;
3. Using abusive or offensive language to any pupil or staff member or visitor;
4. Deliberately injuring another pupil or staff member;
5. Deliberately damaging school or individual property;
6. Failing to present homework(s) or schoolwork to an acceptable standard;
7. Breaking school rules while coming into or leaving from school grounds;
8. Breaking school rules when representing school or in the community
9. Unauthorised or inappropriate use of mobile phones/other devices in school;
10. Misuse of the internet or social media in school;
11. Misuse of social media at home in relation to other current pupils of Clare Primary School (see e:Safety Policy)
12. Regular failure to conform to the uniform code;
13. Regular late arrival to school (see Attendance Policy).

### **Significant Incident**

A significant incident may include but is not only – hitting/scrabbing/slapping to the head, prolonged fighting, putting other pupils in harm’s way, abusive language used at a pupil or member of staff, hitting or pushing or threatening to hit or push a member of staff, running away or threatening to run away from class/staff/school, deliberately damaging school property, sustained non-compliance and any other incident that the Principal may deem to be significant.

### **Mobile Phones**

Parents and pupils are informed that mobile phones should not be brought to school. If there are exceptional circumstances then a parent must complete the required form and if permitted by school then they will be stored safely in the school office. The phone will be signed in and out of the office and will not be accessed during school hours. Clare Primary School accept no responsibility for phones brought to or stored in school at any time for any reason.

### **Reasonable Force**

Where necessary, reasonable force will be used to restrain a child if there is a perceived danger to the child or to another child or a member of staff and or school property. There is more detail on reasonable force outlined in the Pastoral Care and Safeguarding policies.

### **First contact**

The school will inform parents about inappropriate behaviour as soon as low level behaviours persist and the normal classroom strategies have been exhausted. If there is a **significant incident** parents will be contacted immediately by the Principal.

Should a parent wish to contact school about matters of discipline they can write a note or phone the school office to make an appointment to speak to a class teacher. The Complaints Policy and its procedures can be found on the school website or in the school office upon request.

### **Classroom Good to be Green**

Each classroom teacher will use 'Good to be Green' within their classroom, in conjunction with the school Golden Rules, to try and prevent inappropriate behaviours from occurring or persisting and also to reward appropriate behaviours. Green means the pupil is behaving as expected. Stop and Think cards are displayed when a warning has been given regarding inappropriate behaviour and the pupil has opportunity to change their behavior. An amber Warning card means they have persisted to behave in an inappropriate manner. A red consequence card means the pupil will then lose golden time or face another appropriate consequence. The Good to be Green will be used in line with other rewards and encouragements as outlined in this document. If a pupil's inappropriate behaviour persists beyond the Good to be Green system, the pupil will be removed from their class setting to a partner teacher's room for 5 minutes initially, increasing in time if it is necessary to be removed repeatedly within the same day.

### **Behaviour Monitor**

Once a child has received all warnings, parents will be contacted and a behaviour monitor will be put in place lasting 1 week for FS/KS 1 and 2 weeks for KS2. The teacher and Principal will decide what strategies will be put in place to modify the behaviour. This monitor allows the Principal to assess the daily/weekly behaviour of the pupil. The Principal will inform the **pupil/parents/guardians** when they have finished the behaviour monitor and the pupil will sign the monitor. When the child has completed the duration of the monitor they return to a 'clean slate'. Teachers will keep the Principal informed about any further inappropriate behaviours of a child on a behaviour monitor during this period. During the time of the behaviour monitor if

the child has another incident of inappropriate behaviour then a formal parental meeting will be requested.

### **Final warning**

If an additional incident occurs while a pupil is on a behaviour monitor, then the Principal will phone the **parents/guardians** requesting a formal interview. At this meeting behaviours will be discussed. The Principal will discuss further sanctions (1 – 8) to be employed to help the pupil modify their behaviour and the monitor will be extended accordingly.

Parents may be asked to pay the repair or replacement costs of any property deliberately damaged by their child. If the behaviour does not improve to a satisfactory standard subsequent to this meeting, further serious sanctions may be applied (see list below).

### **Sanctions**

At all times examples of good behaviour are praised, encouraged and rewarded, but at times sanctions have to be used as a result of inappropriate behaviour, to ensure a safe, calm and happy learning environment for all.

We operate a traffic light system for low level minor classroom behavioural infringement such as being inappropriate during learning time, minor disruption, or not completing work to a satisfactory standard. For more serious and persistent infringements of school rules we have the aforementioned system.

All sanctions are based on the School Rules as explained above. Sanctions are to be used in accordance with the procedure outlined above. They are mostly sequential but can also be reasonably repeated or lengthened at the discretion of the teacher in conversation with the Principal.

### **Sanctions to be used in conjunction with 'Good to be Green.**

#### **1 – 4 to be used by classroom teacher/leadership and assistants**

1. 'Good To Be Green used and reminder of rules and expectations;
2. Loss of Golden Time/privilege in the classroom or in part (short term).
3. Completion of learning tasks in an alternative location (short term);
4. One Break time/lunch time detention.

#### **5 – 8 to be used by Principal**

5. Series of detentions;
6. Undertaking tasks to benefit the school including sharpening pencils, tidying the school library etc;
7. Withdrawal of privileges including badges, responsibilities, afternoon clubs or after school activities but not curricular activity;
8. Withdrawal of participation on school trips;
9. Reduced daily timetable;
10. Classroom monitoring/behaviour monitor;

11. Removal from classroom to Principal;
12. Completion of learning tasks for longer periods in alternative location in school;
13. Withdrawal from representation of the school in music or sports etc.;
14. Barring from school during lunchtime;
15. Suspension. Proceeded by written notification/formal invitation to meeting regarding reasons for and duration of suspension in line with E.A. regulations. A pastoral meeting with parents, staff and pupil will take place prior to the pupil concerned returning to school to establish a clear home school agreement and outline expectations in line with the school Positive Behaviour Policy;
16. Permanent exclusion. Actions taken in line with the E.A. policy.

### **Break time/Lunch time detentions**

At break time pupils who have received a detention will sit in the school resources area and be supervised or in the Principal's office. At lunchtime, children will be sent to Miss Lindsay's classroom and, if applicable, will have to undertake something useful for the school - e.g. sharpening pencils, tidying books etc.;

### **Break time/Lunch time sanctions in the playground**

If children misbehave at break time or lunch time in the playground they will be placed in a Time Out Thinking Zone by the member of staff on duty for an appropriate duration lasting no longer than 5 minutes. The length of time out from playing will be determined by the member of staff on duty. The child's teacher will be informed by the member of staff dealing with the incident if it is deemed sufficiently serious so that the behaviour need be recorded.

### **Special Educational Needs and Newcomer pupils**

As a mainstream school we expect the highest standards of behaviour from all our pupils. We recognise that there will be occasions when some of our pupils with SEN (including Newcomer pupils) may break a rule or behave inappropriately as a direct result of their condition or inability to communicate and access necessary information. We will continue to expect high standards and will implement procedure as outlined above, whilst making reasonable and appropriate accommodations for these pupils.

## Appendix 1

### Anti-Bullying Policy

#### Purpose

Bullying is unacceptable behaviour at all times. It can happen in any school and many young people can be involved at times. Clare Primary School is committed to creating a safe environment where young people can learn and play, talk about their worries, confident that an adult will listen and offer help.

The purpose of the the policy is to:

- Communicate information and procedure at every stage clearly to pupils, staff, parents and governors.
- To ensure that when bullying happens we will work as a school community in accordance with the policy set out in this document to help both the people who are harmed and the perpetrators.
- To ensure the safety of the victim and do our best to support improved behaviour from the bully.

#### This policy outlines two quite separate responses to bullying.

1. Prevention – the work we plan to do to reduce the frequency of bullying.
2. Reaction – the strategy that we will use when bullying happens.

#### Definition of terms

Bullying can be described as being;

‘a deliberate, persistent act, or series of acts, done to cause harm, pain and or distress.’

Bullying is committed solely in order to give a feeling of power, status or other gratification to the bully. It can range from ostracising, name calling, teasing, threats and extortion, through to physical assault on persons and/or their property.

#### Procedure

##### Prevention – A Whole School Approach

The staff member will model the following:

- Follow the Positive Behaviour Policy and Procedure to ensure a safe, calm and happy learning environment;
- Never misuse a position of power to dominate the students in this school;
- Avoid:
  - Using sarcastic comments;
  - speaking inappropriately of students in a public forum;
  - Using derogatory comments or nicknames;
  - Using dominating and humiliating behaviour.
- Listen to students when they are willing to talk about bullying;
- Be sensitive to a student’s need for privacy and respect;

- Follow the recommendations of this policy.

### **What we expect of the pupils:**

- To follow the Golden Rules
- To respect each other's rights to:
  - Be physically safe;
  - Keep their own possessions and money;
  - Be free of insult, name calling and teasing;
  - Be able to associate with other young people for company and friendship.
- To take responsibility for:
  - Physical safety of others;
  - Security of everyone's personal possessions and money;
  - Ensuring that everyone is free from hurt by name calling and teasing;
  - Including all pupils in play and learning activities where possible.

### **In the day to day life of school**

The values outlined in this policy will be maintained by a continuing reference of rights, respect and responsibility in the curriculum and in the day to day life of the school (see T&L policy). This programme will include:

- A school day focusing on activities and learning about bullying each year;
- Regular sessions of discussion/Circle Time relating to relationships in PDMU;
- Drama activities relating to relationships (including bullying) presented by pupils or by outside agencies/visitors;
- Displays in school focusing on pastoral care, rules and anti-bullying;
- Primary 7 Bully Playground Buddies in operation to support school ethos;
- Active classroom environments encouraging discussion, group work and cooperative learning;

### **Reaction – dealing with incidents of bullying**

#### **The two aims of any interventions will be:**

1. To make the victim feel safe.
2. To encourage better behaviour from the bully, colluders or observers.

In all reported incidents (whether by parents or pupils) staff should listen, accept and respond accordingly. This may involve a discussion with the victim and the perpetrator. If a staff member feels that there is an issue that they cannot resolve or that the incidents are reoccurring they will inform the Principal.

At this point the Principal may, with the relevant parent's permission, introduce the 'No Blame Approach' (a small group discussion to explore how children think and feel).

This approach acknowledges that bullying is an antisocial behavior. Therefore we must respond in a manner that encourages them to behave more appropriately. Increasing their anxiety and alienation from us is not likely to work. To express

sympathy with the victim and anger towards the perpetrator does not change behaviour and does not achieve the best outcome for the victim.

The seven steps used in the **No Blame Approach** are outlined below.

1. Talk with the victim – allow them to express their thoughts and feelings. Discuss the possibility of using the No Blame Approach.
  - Ask the victim to suggest names of children who could participate. It should include those accused of bullying and also friends of the victim.
  - If appropriate invite the victim to produce a piece of writing or a picture that will illustrate their unhappiness (they will not be part of the group unless they wish to attend).
  - Offer the victim the opportunity to talk again at any time during the procedure if things are not going well.
2. Meet with the group of pupils – A group of 6 – 8 works well
3. Explain the problem – Use the piece of writing or picture to explain how the victim, eg John is feeling. Do not allocate blame.
4. Share Responsibility – State explicitly that no-one is in trouble but that we all have a responsibility to ensure that 'John' is safe and happy and that is why the group has been brought together.
5. Ask the group members for their ideas – How could they help 'John to feel more a part of the class? What could they do to help him? E.g. play with him in the playground at lunch time.
6. Leave it up to them – Place the responsibility on the group to solve the problem and arrange to meet them the following week.
7. Meet with the pupils again – Discuss how it has been going individually with each group member. Spend time with the victim.

Parents will be kept informed of any progress and we will reassure the victim that they can talk at any time if they have any further problems. If the above approaches are unsuccessful then sanctions will be invoked as set out in the discipline procedure.

As with each school policy, if you have any questions please contact school.