

# **Positive Behaviour Policy**

### **Mission Statement**

At Olderfleet Primary School we value, nurture and develop all of our pupils to reach their individual potential and provide a welcoming atmosphere which creates a sense of belonging amongst families.

We encourage challenges and opportunities to equip our children with resilience and determination in a safe environment of respect, tolerance and inclusivity.

### **Vision Statement**

To enable every individual regardless of ability to achieve their full potential, to prepare for future life and to become lifelong learners, developing a thirst for learning and to become good citizens.

We believe that every child should enjoy their education and be happy, healthy and safe at school. We will value our children for their individuality, culture and diversity.

We are committed to providing a place of high quality learning experiences and maintaining educational standards.

### **Rationale**

In order to help individual children enjoy their time in school and to make the most of the opportunities provided for their development, it is important to maintain an environment that is safe and settled and an ethos that is based on self-control and respect for others.

Olderfleet Primary's approach to discipline is positive, with the emphasis being on praise and reward rather than punishment. We encourage, expect and achieve good behaviour from our pupils. Confidence and independence are fostered and pupils are encouraged to take responsibility for their actions. Consequently, levels of self-discipline are good. Children are expected to behave in a courteous and responsible manner towards each other, to staff and to all visitors. The children are taught to respect school property and they are encouraged to keep the building and grounds tidy.

Our discipline policy is flexible. It allows teachers to deal with each situation within context. Rules and regulations are kept to a minimum, but they are applied fairly and firmly as necessary. In rare cases where pupils continue to misbehave, parents are consulted and kept fully informed of the measures taken.

In some cases it is appropriate to support children with emotional and behavioural difficulties through our policy for Special Educational Needs.

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### **Aims Relating to Discipline and Good Behaviour**

The successful implementation of this policy is intended to:

- 1 allow children to come to school, enjoy their day and return home safely; conditions in which each child may reach his/her maximum potential;
- 2 create among all staff and pupils positive attitudes that promote self-esteem and which encourage mutual respect, co-operation and due regard for property;
- 3 promote an understanding of individual responsibilities and encourage partnerships among children, parents and staff that will develop the school as a caring and supportive community; and
- 4 develop and maintain standards of behaviour, rules, rewards and sanctions that are related to the ages and abilities of individual children.

We encourage children to :

- Play and work amicably together
- Respect other people's feelings and opinions
- Respect their own belongings and those of others and help to take care of school property
- Move quietly and carefully around the school, respecting the wishes of others and ensuring a safe and secure environment
- Show concern for each other at all times
- Respect and respond positively to members of staff and visitors to the school

### **Standards of Behaviour**

High expectations are held for every child's development. These require children to trust the teacher's judgement and to do as asked. Children and staff will refrain from shouting, will listen when someone speaks and generally co-operate politely, showing care and consideration for others.

Children should do their best and try to finish work. They will put their hands up to get help or volunteer answers. Homework should be of a high standard, signed by parent or guardian to show it has been supervised and handed in on time.

Pupils are expected to act in a considerate manner. They are taught to believe in themselves, to co-operate, to share ideas and to allow other members of the class to make contributions. These may be achieved through:

- the rotation of line and group leaders;
- Circle Time;
- the encouragement of all pupils to contribute to group work; and
- the raising of self esteem through praise.

### **Rules and Procedures**

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To ensure uniformity between classes the following basic rules and procedures will be maintained:

- children answering questions should do so by raising their hands; not by shouting out;
- when a visitor is in class pupils are expected to carry on working or to read quietly;
- children will be expected to respond to trust with honesty and responsibility;
- during wet break/lunch times pupils remain settled and follow classroom rules;
- children should walk quietly along corridors; and
- good manners are encouraged. Children are expected to say 'Excuse me', 'Sorry', 'Please' and 'Thank you' and to allow adults through doors first.
- At the start of each academic year, a class code is discussed.

### **Roles**

The Principal:

The principal will take an active role in the daily life of the school, promoting the ethos and ensuring that it is run efficiently to meet the needs of children, teachers and parents. The principal is ultimately responsible for discipline and will be available to assist other members of staff as necessary.

Vice-Principal:

The vice-principal will deputise for the principal whenever required. He will offer the principal advice and support and liaise with other members of staff as necessary.

Teachers:

Teachers will be responsible for discipline within their own classrooms and will support colleagues in maintaining discipline that is consistent and in line with the school ethos.

Supervisory Assistants / Classroom Assistants:

Supervisory assistants will be responsible to the principal and will ensure that all children are dealt with consistently according to the school ethos and rules.

Volunteers:

Volunteers should follow the School's Code of Conduct. They will be informed by the class teacher of what is expected. They should report any instances of an incident to the teacher in charge of the event.

Children:

Children will be kept informed about expected behaviour, rules and routines. They will be given opportunities, appropriate to their ages, to discuss these and the underlying reasons. Children will be praised whenever possible and given opportunities to explain calmly and honestly any behaviour which is unacceptable. They will be expected to accept any related sanction. In all matters where a sanction is involved, the children will be made aware that it

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is the bad decisions, the inappropriate habits or the carelessness that has been unacceptable, not the children – the child is never the problem. Upon completion of a sanction, good behaviour and early success will be sought and reinforced positively in order to bring the child back into a situation of trust and self-esteem.

Occasionally children will present patterns of behaviour that indicate special educational needs. Such children will be dealt with sympathetically within the policy for special needs.

Parents:

Parents will be kept informed about school policy and the general behaviour of their children. They will be advised about major successes and improvements and their support will be sought following any serious instance of misconduct or uncharacteristic behaviour.

### Rights and Responsibilities

Pupils have a right to

- Be valued as members of the school community.
- Get help when they seek it, whether with their work or with bullying or other personal worries and to have a sympathetic audience for their ideas and concerns.
- Make mistakes and learn from them.
- Be treated fairly, consistently and with respect.
- Be consulted about matters that affect them and have their views listened to and as far as it is reasonable, acted upon.
- Be taught in a pleasant, well-managed and safe environment.
- Work and play within clearly defined and fairly administered codes of conduct.
- Experience a broad, balanced and suitable differentiated curriculum, and to have any special learning needs identified and met.
- Develop and extend their interests, talents and abilities.

Pupils have a responsibility to

- Come to school on time, with homework done, and suitably equipped for the lessons in the day ahead.
- Respect the views, rights and property of others and behave safely in and out of class.
- Co-operate in class with the teacher and with their peers.
- Work as hard as they can in class.
- Conform to the conventions of good behaviour and abide by school rules.
- Seek help if they do not understand or are in difficulties.
- Accept ownership for their behaviour and learn to develop the skill of working independently.

Teachers have a **right** to:

- Work in an environment where common courtesies and social conventions are respected.
- Be consulted about matters that affect them and have their views listened to and as far as it is reasonable acted upon.
- A suitable career structure and opportunities for professional development.
- Support and advice from senior colleagues and external bodies.

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- Adequate and appropriate accommodation and resources.
- Teachers have a responsibility to:
- Behave in a professional manner at all times.
- Ensure that lessons are well prepared, making use of available resources and that homework is appropriately set and constructively marked.
- Show interest and enthusiasm in the work in hand and in their pupils' learning.
- Listen to the pupils, value their contributions and respect their views.
- Be sympathetic, approachable and alert to pupils in difficulty or falling behind.
- Identify and seek to meet pupils' special educational needs through the SEN Code of Practice.
- Share with the parents any concerns they have about their child's progress or development.
- Expect high standards and acknowledge effort and achievement.
- Pursue opportunities for personal and professional development within the boundaries of financial provision and time.

Parents have a right to:

- A safe, well-managed and stimulating environment for their child's education.
- Reasonable access to the school and to have their enquiries and concerns dealt with sympathetically and efficiently.
- Be informed promptly if their child is ill or has an accident, or if the school has concerns about their child.
- Be informed about their child's progress and prospects.
- Be informed about school "rules and procedures".
- A broad, balanced and appropriate curriculum for their child.
- Be involved in key decisions about their child's education.
- A suitable resourced school with adequate and well-maintained accommodation.

Parents have a responsibility to:

- Ensure that their child attends school regularly and arrives in good time, with homework done, and suitably equipped for the lessons in the day ahead.
- Be aware of school rules and procedures, and encourage their child to abide by them.
- Attend planned meetings with teachers and support school functions.
- Act as positive role models for their child in their relationship with the school.
- Show interest in their child's classwork and homework, where possible, provide suitable facilities for studying at home.
- Provide the school with all the necessary background information about their child, including telling the school promptly about any concerns they have about school, or any significant change in their child's medical needs or home circumstances.

### **Rewards**

Good behaviour will be encouraged primarily through positive reinforcement:

- spoken words of praise
- written comments on work that shows effort, progress and/or quality

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- class rewards
- a visit with the principal or other member of staff for special praise
- praise in class or assembly
- contact with parents
- written praise or display in public place
- exemption from a homework
- a special task or job

### **Sanctions**

There may be occasions when a punishment is necessary to focus a child's thinking and to demonstrate to others that certain behaviour has been unacceptable. Appropriate sanctions will be applied according to the nature of the offence, the age of the child and any pattern of behaviour displayed by the individual. The range of sanctions available includes:

- discouragement and reprimands
- "Time Out" from play.
- Work may be finished within break or lunch time.
- removal of privileges, including free time at break or lunch
- supervised isolation within the classroom (Children will not be placed unsupervised outside a classroom.)
- parents are notified by phone or letter if misbehaviour continues
- referral to the principal or vice-principal
- supervised isolation within the school
- parental interview
- suspension (Education Authority (EA) guidelines will be followed. EA Education Welfare will be involved in the follow-up support and liaison between home and school.)
- expulsion (Only in exceptional circumstances and when all else has failed will a pupil be expelled. The principal and governors will follow EA guidelines.)

It is school policy not to punish a whole class for the offence of one child or a group of children, however a teacher may decide that an activity is no longer appropriate for the class, for example, if the children are unsettled on a wet day.

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A child may be referred to the Education Authority's Psychology Department. This may lead to support from the Behaviour Support service.

### **Outdoor Play**

Every effort is made to ensure that play is active and enjoyable but not dangerous. Children are expected to show consideration for others and play well together.

Certain rules and regulations are necessary to ensure order when outside:

- Wrestling, punching, kicking, spitting, head-butting, etc. are not permitted.
- Fighting, attacks and bullying are dealt with severely.
- Swearing, vulgar language, name-calling and discriminatory language are not acceptable.
- School uniforms are not to be used as play objects.
- Outdoor shoes must be worn unless otherwise specified.

Unacceptable behaviour will be checked immediately. Any child behaving in a manner that is dangerous or anti-social will be withdrawn from the playground and given "time out" at the side of the playground, or at the principal's office.

When the bell signals a return to class, children are expected to line up quickly and stand in an orderly manner before moving into the school building.

During wet breaks and lunch times children will remain in their classroom and be expected to act sensibly. Teachers and supervisors will permit children to visit the dining hall and toilets in groups.

### **Moving Through the School**

Children are expected to walk quietly along corridors. When in class lines they will be escorted by teachers to their destination. Individuals are expected to visit the toilet or deliver messages as quickly as possible before returning to class.

### **In Assembly**

Classes are expected to enter and leave orderly and to participate in a manner appropriate to an act of worship.

### **In the Dining Hall**

With large numbers of children sharing the hall, an orderly line, basic manners and a tolerable noise level will be considered normal.

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### **Educational Visits**

For reasons of safety, learning and school reputation, exemplary behaviour will be expected on any trip outside the school. Where there are concerns about obedience or general discipline a child may be detained in school.

### **On the Journey to or from School**

Children are expected to behave sensibly and safely on the way to school or home. Parents will be contacted whenever children cause serious problems for other people.

### **Exceptional Circumstances**

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

This paragraph has been included within our policy in response to advice from the Education Authority (formerly North-Eastern Education & Library Board - March 2002).

The Board of Governors of Olderfleet Primary School reserves the right to impose sanctions on pupils for incidents directly related to school, which occur off the school premises or outside of school hours.

Incidents of this nature may include :

- Bullying of other pupils or fighting on the way to school or on the way home from school
- Verbal abuse to pupils, parents/carers, governors or other adults on the way to school, or the way home from school
- Cyber bullying of pupil, staff or governors during or outside school hours
- An attack on the property of a member of staff or school governor after school hours
- Verbal abuse or physical abuse of a member of staff or school governor after school hours.

### **Use of Reasonable Force**

“The right of a member of staff to use reasonable force to prevent a pupil from:

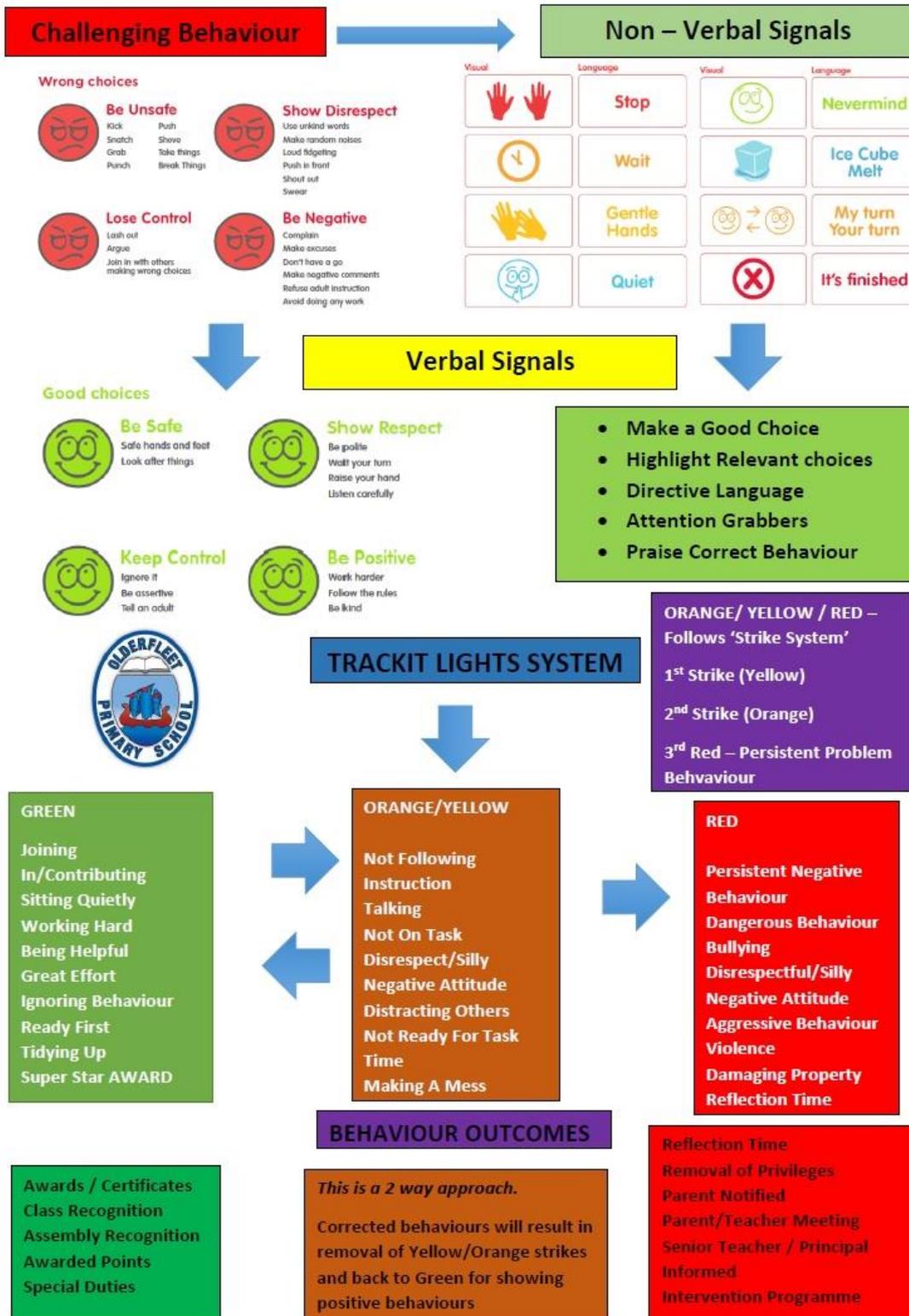
- committing an offence;
- causing personal injury to, or damage to the property of, any person (including the pupil him/herself); or
- engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils whether during a teaching session or otherwise

applies to teachers at the school and to any other members of staff, who with the authority of the principal, have lawful control or charge of pupils – this might include classroom

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assistants, midday supervisors, caretakers or voluntary helpers accompanying pupils on school visits.”

This paragraph has been included within our policy in response to advice from the Department of Education (September 1998).



(Managing Behaviour Flowchart, 2023)