

Stewartstown Primary School's



Behaviour Management/ Promoting Positive Behaviour Policy

May 2022

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Parents play the most important role in teaching and modelling good behaviour. It is expected that parents will have taught their children to respect the feelings and property of others. In this school we reinforce the attitudes and discipline which begins at home but acknowledge that everyone within our school community has a role to play in order to create a positive learning environment and promote good manners and discipline. Good relationships between staff and children, setting high expectations and having agreed strategies for encouraging good behaviour, all have a bearing on the way children behave. An organised, attractive and welcoming classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

This Policy has been developed within the context of current legislation, policy and guidelines;

- Health and Safety at Work (NI) Order (1978)
- Children (NI) Order (1995)
- The Education (NI) Order (1998)- Articles 3&4
- Human rights Act (1998)- came into force in NI in 2000
- Education (NI) Order (2003)
- Special Educational Needs & Disability (NI) Order (2005)
- SEND Act (NI) 2016
- Northern Ireland Anti Bullying Forum www.NIABF.org.uk
- Addressing Bullying in Schools Act (Northern Ireland) 2016

Rationale

The school is committed to creating a culture of mutual respect, to equip pupils with inter-personal skills e.g. empathy, respect, co-operation, tolerance. The school therefore endeavours in practice and in its ethos to develop a sense of self-discipline in pupils and an acceptance of responsibility for their own behaviour and actions. We believe that a well-ordered school is essential for effective teaching and learning. We nurture a culture of recognising positive behaviour/attitudes, both informally and through a formal reward system. The school's pastoral care system emphasises encouragement and praise rather than criticism and punishment. Behaviour management throughout the school is the corporate responsibility of all members of the school community – staff, pupils and parents.

This policy links with our Pastoral Care, Anti Bullying, Special Needs, Physical Education and Healthy Eating Policy.

Purposes

Our Behaviour Management/Promoting Positive Behaviour Policy supports the school ethos which:

- fosters self-discipline and self-awareness in pupils to prepare them to be good citizens
- promotes independence and a sense of responsibility
- provides a positive climate in which effective learning can take place
- encourages positive relationships among all members of the school community

The best results in terms of promoting positive behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement. We also know it is important to strike a balance between recognising positive behaviour and having appropriate consequences which are seen by all to be fair and just and applied consistently when standards are not maintained.

Through the example which adults who care for them set in school and through well-developed planned and stimulating learning opportunities, we believe that children can accept learning challenges and develop self-discipline. It is the responsibility of parents and carers to work with the school in helping to foster positive attitudes and behaviour.

We believe that good behaviour means that everyone in school is;

- Careful, kind and nurturing
- Polite and friendly
- Helpful to each other
- Hardworking and conscientious
- Respectful and tolerant

Guidelines

- Behaviour management is a corporate responsibility. Each teacher is responsible for behaviour management in his/her own classroom. Concerns are referred to the principal.
- Pupils are encouraged to solve problems through negotiation and compromise. Individual and group work is used to promote conflict resolution and positive behaviour management strategies.
- The support of parents is actively encouraged in promoting good behaviour in their children e.g. parent-teacher interviews, telephone consultations and informal meetings with parents if necessary.
- External agencies may be used to support pastoral staff in promoting positive behaviours and attitudes and finding agreed solutions to persistent inappropriate behaviour.
- The school has agreed procedures for: rewarding positive behaviour; sanctioning unacceptable behaviour; maintaining records

Encouraging Positive Behaviour

We support positive behaviour and a positive environment through;

- A consistent approach by the whole school community.
- Monitoring pupil attendance and taking action where necessary.
- Constructive whole school planning for PDMU, circle-time.
- Providing calm areas and strategies to reduce anxiety e.g. breathing exercises, sensory breaks
- Developing the voice of the child, through for example the School Council,
- Appreciating and following the agreed Code of Conduct
- Encouraging our children to see themselves as part of a whole school community and recognising their responsibility within this.
- Developing the skills of co-operation and discussion.
- Encouraging everyone to take pride in the school environment.
- Having a positive and consistent approach to playtimes and lunchtimes.
- Creating a stimulating classroom environment.
- Providing clear and positive learning experiences fairly and consistently.
- Offering a broad and balanced curriculum that is well planned, prepared and stimulating.

- Ensuring that the curriculum issues concerning organization, methods of teaching and learning, content and differentiation are addressed.
- Use of rewards and other incentives and motivational tools.
- Playground Buddies
- Prefects
- Pupil involvement in events e.g. Open morning, greeting at door, taking assembly
- Parental involvement– volunteers, PTA events, school events (coffee mornings)
- Community links

At Stewartstown Primary School, we believe it is vital that positive behaviour is rewarded through sets of rules, both in the classroom and around the school, and a reward system that is transparent to the pupils is seen and applied consistently and fairly.

Rewards

In Stewartstown PS we want our pupils to feel secure, valued and special.

We want them to have good self esteem, be socially and emotionally well adjusted and to realise their full potential.

To promote these qualities a system of praise and reward operates throughout the school. Children are rewarded for good work and for trying hard. This is done in a positive and supportive atmosphere.

Rewards may include:

- Verbal praise, positive affirmation and smiling at children
- Verbal or written praise to parents about their child
- A simple word of thanks
- Sticker, badges or stamps
- Boy / Girl of the Week
- Certificates
- Sending the child to another teacher, staff member or to the Principal for praise.
- Star/ Reward Charts
- Golden Time and other individual programmes
- Recognition at whole school assemblies and in the School News sheet
- Children's work is marked in a positive and supportive way in line with the school's marking policy
- A night off homework
- An occasional treat e.g. Friday sweet, movie, extra playtime / Golden Time.

SCHOOL CODE OF CONDUCT

- Wear our school uniform with pride;
- Show respect to everyone and everything in school;
- Treat others how we would like to be treated;
 - Be truthful, well-mannered and kind;
 - Always try our best;
 - Keep work neat and well-presented;
- Move sensibly and quietly around school;
 - Take pride in our school building;
 - Look after our belongings;
 - Keep books graffiti free;
 - Keep our school litter free;
- Act responsibly and set a good example to others;
 - Exercise self-control;
 - Sit properly on chairs;
- Do not eat sweets or chew gum in school;
- Take responsibility for our actions in school, on trips and online;

Although the emphasis of this policy is on encouraging and rewarding positive behaviours and attitudes, we at Stewartstown Primary School recognise that it may be necessary to employ a number of sanctions to enforce our Code of Conduct and Classroom Rules to ensure a safe learning environment. As with matters relating to reward, consistency and fairness are vital in the application of sanctions which should be appropriate to each inappropriate behaviour.

When dealing with all forms of inappropriate behaviour, staff should employ the following strategies;

- Be calm- all children must be dealt with in a calm yet firm manner, referring to which behaviour is not acceptable and the action being taken.
- Make clear that it is the behaviour which is being punished and this is not a personal matter.
- Make good choices- remind the pupil they need to make good choices.
- Fresh start- although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.

Sanctions

There are occasions when a pupil's behaviour or attitude may challenge our agreed standards for good behaviour in school.

Sanctions:

- reflect the seriousness of an individual offence
- are applied as soon as possible after a school rule is broken
- are applied in a fair and consistent manner.

Sanctions are not:

- applied to entire classes or groups of pupils when the pupils responsible have not been identified
- used to degrade pupils
- used to cause pupils public or private humiliation

School sanctions may include:

- Verbal warnings
- Moving to sit in a quiet place within the classroom
- Time out
- Moving to another classroom for a short time
- School Rules
- Shadowing supervisory staff at break / lunch times
- Forfeiting break or lunch time
- Missing out on golden time
- Daily Reports
- Detentions
- Confiscation of prohibited items
- Suspension: Suspension is used for more serious misbehaviour. Parents/guardians will be notified by telephone (when possible) or in writing of the reason for and length of suspension.
- Permanent exclusion from school.

Damage to Property

The cost of damage to school property, whether it be to the fabric of the building such as a broken window or to items such as books which are lost, defaced or damaged will be required to be met by parent(s)/guardian of the children concerned, who will be informed of the incident with a request for payment.

Reasonable Force/ Safe Handling

The Education (NI) Order 1998 (part II Article 4 (1)) states;

“A member of the staff of a grant aided school may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely:

- Committing any offence
- Causing and injury to, or damage to the property of, any person (including the person himself); or
- Engaging in any behavioural prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether the behaviour occurs during a teaching session or otherwise.”

Based on this legal framework the working definition of “reasonable force” is the minimum force necessary to prevent a pupil from physically harming himself/herself or others or seriously damaging property, but used in a manner which attempts to preserve the dignity of all concerned.

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

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

Lunch Time Supervision

At lunchtime, supervision is carried out by the supervisory assistants. They will be issued with a copy of the school’s behaviour policy so that the carrying out of the policy is consistent throughout the school. Most incidents can be dealt with by the people on duty but supervisors should inform the class teacher and principal(s) of those children who continually misbehave.