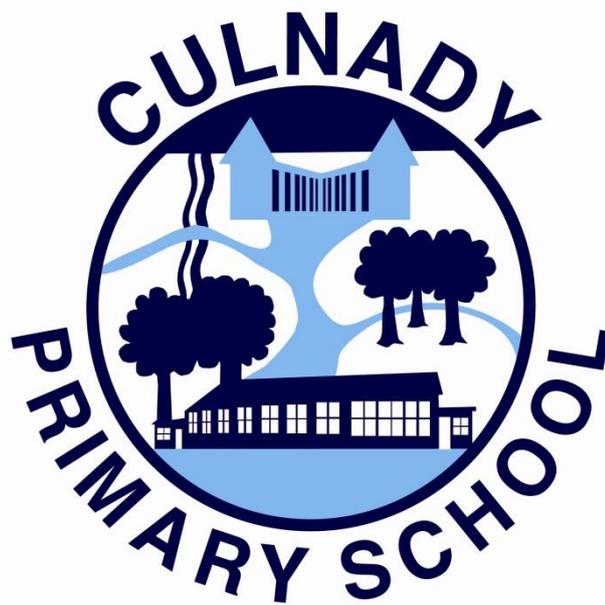


CULNADY PRIMARY SCHOOL



Positive Behaviour Policy

POSITIVE BEHAVIOUR POLICY

At Culnady Primary School we have a responsibility for the care, welfare and safety of all our pupils. We do this through our pastoral care policies, which promote a caring, supportive and safe environment in which children feel secure, are valued and are encouraged in their learning, growth and social development. Pastoral care is central to the ethos of our school. Our Positive Behaviour Policy supports the pastoral care of pupils and staff.

AIMS OF THE POLICY

1. Create an acceptable level of order and behaviour so that optimal learning can take place.
2. Identify the rights of the pupils, parents and teachers.
3. Set down the responsibilities of pupils, parents and teachers.
4. Establish a clear set of rules.
5. Enable teachers, pupils, support staff and parents to communicate with each other calmly and in a quiet manner.
6. Allow the most efficient delivery of the curriculum possible.
7. Provide opportunities for the development of children's self-esteem, self-respect, respect for others and willingness to accept personal responsibilities.
8. To develop among staff, children and parents the sense of 'belonging' to the school community by reinforcing the idea that more can be achieved by everyone working together.
9. Maintain a regular evaluation and review of the policy.

RIGHTS

A **child** has the right to be educated in a safe and stimulating learning environment in which they are valued and respected. They should be listened to and treated fairly.

Members of Staff have the right to be respected, their judgements valued and to have their opinions listened to. As professionals they have the right to be treated as such and be given the support of other members of staff and parents. They should be able to carry out their job in a stress-free and productive working environment, without harassment or physical/verbal abuse. All staff members have the right to privacy outside of work.

Parents have the right to be respected and have equality of treatment regardless of social background. They have the right to have their child educated to the best possible standard in a professional manner. They should be kept informed of both their child's academic progress and social development. They have a right to confidentiality.

RESPONSIBILITIES

A **child's** responsibilities are to be well behaved both in and out of the classroom. They should not engage in behaviour which will disrupt a productive learning environment or which impinges on their own or on the safety of others. They should take care of their own personal belongings; have respect for school property and property belonging to the teacher or other children.

Members of Staff have the responsibility to provide a positive, safe, secure and stimulating learning environment in which the curriculum is delivered in a professional manner and where

children are rewarded for good behaviour and achievement. Children should be treated fairly, listened to and valued as individuals in order to enable them to achieve their full potential. Teachers should inform parents of their child's academic and social progress and aim to create a partnership, in which teachers and parents work together. Parents have the right to confidentiality.

A **Parent's** responsibilities are to ensure regular attendance, punctuality and that their child comes to school clean, tidy, well rested and ready to learn. The child should be provided with either a school dinner or a packed lunch and have with them any books and equipment that may be needed. Parents should ensure that homework is completed and produced on time and that any information regarding their child or family circumstances is communicated effectively to the teacher and / or Principal. Parents should support the school to the best of their ability in all aspects of school life.

PROMOTION OF POSITIVE BEHAVIOUR

At Culnady Primary School we expect high standards of behaviour. To achieve this end, it is essential to have the co-operation of all parents. We believe that good behaviour is important because it benefits the whole school community in many ways. The establishment of a secure and happy environment ensures the best possible teaching and learning.

Discipline in Culnady Primary School is based on the promotion of Positive Behaviour and assertive response to inappropriate behaviour.

Mutual respect between pupils, staff and parents is expected.

WHAT IS A POSITIVE ASSERTIVE APPROACH?

A positive assertive approach is about creating a consistent learning environment that encourages and supports good behaviour and promotes self-esteem and self-confidence. In this positive 'climate' children will become more self-aware and self-disciplined and are able to take responsibility for their own actions. They will be developing such qualities as independence, consideration, respect, and tolerance. Inappropriate behaviour that disrupts the learning environment, offends or harms others, is assertively dealt with by applying suitable sanctions.

As teachers we can create this environment by

- Creating a stable atmosphere where children feel they belong;
- Attaching value to children's work e.g. displaying good work, positive comments on work;
- Recognising and celebrating children's achievement;
- Sharing achievement with others e.g. parents or other teachers;
- Creating an exciting, attractive, meaningful environment;
- Praising good behaviour;
- Developing positive relationships e.g. people who help us;
- Learning the importance of rules;
- Listening to and valuing children;
- Caring for others;
- Caring for living things e.g. plants
- Having responsibility for things around school e.g. school garden
- Showing appreciation e.g. thanks;
- Developing "positive" feelings and actions e.g. a smile;

A positive approach is not just aimed at disruptive or difficult children but is for ALL children.

WHAT DO WE MEAN BY APPROPRIATE BEHAVIOUR?

After consultation among teachers, parents, classroom and supervisory assistants, pupils and school governors we agree that appropriate behaviour in Culnady Primary means that the children:

- Show consideration to others
- Are polite, honest and friendly to all
- Are patient, helpful, kind and co-operative
- Are attentive and work to the best of their ability
- Have respect for themselves, other people and living things
- Have respect for their own property and that of others
- Have respect for their environment
- Tolerate and appreciate the opinions and rights of others
- Work in harmony with teachers, classroom and supervisory assistants and other children

WHAT ARE THE BENEFITS OF GOOD BEHAVIOUR?

FOR THE CHILDREN

Children will be happy to come to school. They will enjoy a happy, secure and settled environment, which facilitates the building of confidence and self-esteem. More time is available for learning and the children will become more receptive to what they are taught. They will become more self-disciplined and learn to take responsibility for their actions. Bullying is less likely to be a problem.

FOR THE STAFF

Good relationships mean that staff are able to enjoy their job and therefore will be more effective both in and out of work. Teachers can achieve their goals in an improved teaching-learning environment and try more stimulating and challenging approaches.

FOR PARENTS

Parents will be happier because their children will be more willing to come to school. Improved motivation should mean fewer problems in coping with homework. Communication between parents, children and teachers will be enhanced.

HOW DO WE ENCOURAGE APPROPRIATE BEHAVIOUR?

We encourage a positive social 'climate' mainly by explaining and demonstrating the behaviour we wish to see and by giving supportive feedback and verbal recognition when good behaviour occurs. We try to ensure that all children are praised and rewarded individually or collectively for behaving well.

The impact of a positive school discipline plan comes largely through being clear, teaching appropriate behaviour and giving positive feedback when children behave appropriately. When this occurs the social "climate" will inevitably be a positive one.

We recognise work related activities which have been well achieved and highlight good behaviour as it occurs through some/all of the following

1. Non-verbal praise

- smiles, thumbs up, attention, clapping

2. Verbal praise

- a quiet word
- marking of work
- positive feedback session

A high rate of praise is very important when trying to establish new behaviour. Once established, only intermittent praise should be required to maintain it.

3. Social rewards

- feedback to parents through notes home, verbally, certificates
- visits to other teachers, Principal
- public recognition in class, assembly
- public display of achievement on the school notice boards

4. Privileges and rewards

- extra time on preferred activity e.g. computer
- extra playtime
- homework pass
- Golden Time
- Token Rewards
- Marks, stars
- badges and stickers
- prizes
- certificates for special achievement
- pupil of the week

These support verbal and non-verbal praise. They may relate to behaviour as well as work so that all children have opportunities for success.

The following types of behaviour are what the staff of Culnady Primary School mean by INAPPROPRIATE BEHAVIOUR:

MILDLY INAPPROPRIATE BEHAVIOUR	MODERATELY INAPPROPRIATE
<ul style="list-style-type: none"> • throwing pencils on the ground/things around the room • snatching/grabbing things • not looking after things • interrupting • humming, whistling, tapping • shouting out • shouting in the corridor • avoiding tidying up • forgetting homework • not having the correct books • touching things on the teacher's desk • borrowing other children's belongings without asking • using nicknames • swinging on chairs • hogging materials/not sharing • talking instead of listening • fiddling with things while an adult is talking • not doing what they are told first time • no manners/rude • telling fibs • running inside • raising voices at inappropriate times • hurting other children's feelings • child not doing his/her best • annoying other children • messing around • ignoring a member of staff 	<ul style="list-style-type: none"> • pushing/shoving in the line • kicking/hitting/biting/pushing/spitting/nipping other children • being cheeky, rude or answering back • bullying behaviour (nasty, dominating, excluding others) • not telling the truth • using a bad word/swearing • no consideration for others • blatantly breaking of rules <p style="text-align: center;">SEVERELY INAPPROPRIATE BEHAVIOUR</p> <ul style="list-style-type: none"> • swearing at others • leaving school without permission • deliberate destruction of school property or that of another child • stealing • abusive behaviour • causing deliberate injury to another • attacking another child or adult • compulsive blatant lying • biting other children <p>Any of those behaviours in the mild category, which happen repeatedly become moderate and can become in some instances severe. Some moderate behaviours can be considered mild depending on the age of the child and possibly if the child is a SEN child.</p>

We recognise no positive feedback system will be effective with all of the children all of the time. If the system does not work for the majority, we look for ways to adapt or amend the system.

OUR SYSTEM TO DISCOURAGE INAPPROPRIATE BEHAVIOUR

Staff in our school use the Positive Assertive Discipline approach which focuses on the behaviour not on the child. Children are encouraged to take responsibility for how they behave and they are given an opportunity to respond through the use of Think Sheets. Children themselves are involved in drawing up the class rules and agreeing consequences for inappropriate behaviour. If a child misbehaves inappropriately it is often enough to remind the child of how to behave. Sometimes, depending on the situation, it may be necessary to deal with misconduct by applying sanctions.

Each teacher is responsible for devising his/her own reward and sanction system. Sanctions will be issued using a system of increasing consequence, as devised by the class teacher. Sanctions will be defined by the teacher and altered if deemed necessary. The final class sanction will be referral to the Principal who will initiate the procedure of a moderate behaviour referral.

FOR MILDLY INAPPROPRIATE BEHAVIOUR

Key stage 2

- a. Immediate checking of behaviour and reminding the child of appropriate behaviour.
- b. Stepped consequences as follows (see appendix 4)
 1. Look - no consequence applied
 2. Asked- no consequence applied
 3. Warned- no consequence applied
 4. Consequence 1- Time out e.g. 5 mins break-time
 5. Consequence 2- Time out e.g. 10 mins break-time
 6. Consequence 3- Time out e.g. 20 mins lunch-time

Staying in at break or lunch time means Completion of a 'Think Sheet' – Appendix 3

- c. Final step of consequences is referral to Principal and if mild behaviour is persistent it is therefore deemed moderate (see below).

FOR MODERATELY INAPPROPRIATE BEHAVIOUR

Referral of the child to the Principal

Referral of a child will initiate the following procedure:

1. The Principal will meet the child to discuss the consequences of their inappropriate behaviour and the child will be issued with a 5 day behaviour record card to be completed by playground supervisor/class teacher. They will be made clear of the higher stages of consequences if they choose not to modify their behaviour.
 - o **Failure** to successfully complete the 5 day behaviour record card will result in progress to stage 2.
 - o **Successful** completion of the behaviour record card will result in a record of completion and a 1 month probation period applied. If another referral to the Principal is made within the probation period then this will be deemed as failure to fully modify behaviour and stage 2 will be implemented.

2. A preliminary warning letter or telephone call is sent/made to the pupil's parents by the Principal outlining the child's persistent inappropriate behaviour and also indicating that the issue of a 2nd behaviour record card has been made and that the next step in the procedure will be a negotiated detention*. The child will be issued with a 2nd behaviour record card. The parent will sign this card daily.
3. Failure to successfully complete the second 5 day behaviour record card will result in a negotiated detention being issued to the child by the Principal. 1 months probation after the detention will be applied and failure to modify behaviour in this period will be treated as severely inappropriate behaviour.

A record will be kept of all discipline matters referred to the Principal and an entry made in SIMS.

**Negotiated detention – a period of detention for the pupil that is outside the normal school sanctions recommended by the Principal negotiated and agreed with the parents/guardians of the pupil. The Board of Governors will be informed and may be required to mediate in the event of Parental non-cooperation.*

FOR SEVERELY INAPPROPRIATE BEHAVIOUR

- a. A telephone call followed by a formal letter arranging an immediate parental interview with the class teacher and/or Principal in order to discuss how the child may be immediately helped to improve his or her behaviour will be made.
- b. If behaviour is not rectified the class teacher will consult with the Special Educational Needs Co-ordinator. A behaviour modification and/or an individual education plan will be drawn up. This will indicate the strategies being used to manage the pupil's behaviour and how these will be monitored and reviewed. The plan will be discussed with parents and, if appropriate, the child.
- c. Consultation with and/or referral to agencies outside the school such as The Education Authority, Behaviour Support Team, the Education Welfare Officer/or the Educational Psychological Service with a view to forming a new education plan. This will always be done in consultation with parents.
- d. The Board of Governors will be informed and may be required to mediate in the event of Parental non-cooperation.
- e. Statutory Assessment, Suspension, Expulsion – as per Board Guidelines.
- f. Alternative provision such as a Special School or a Behavioural Unit.

SANCTIONS

Sanctions focus on the behaviour not on the child. The child should understand why a particular behaviour is unacceptable. The Principal keeps a dated record of incidents of a severe or moderate nature. Incidents of mild persistent misconduct; late homework; homework not handed in may be recorded by the class teacher. Children can be made aware that the teacher is noting such incidents. Incidents of particularly good behaviour may also be noted.

POSSIBLE SANCTIONS IN THE CLASSROOM

- 1.** Gates/Traffic Lights
- 2.** Uncompleted work can be finished at break time or sent home with a covering letter/note in the child's homework notebook to explain why the work is to be done at home.
- 3.** Reward the class for good behaviour by giving them an extra few minutes doing something they particularly enjoy. Those who have been misbehaving are excluded.
- 4.** When appropriate a child may be asked to write a short paragraph explaining their behaviour.
- 5.** Detention at lunch time for children in Key Stages 1 and 2 (Year 3 - Year 7).

POSSIBLE SANCTIONS IN THE PLAYGROUND

Incidents of a serious or persistent nature, including reports of bullying will be recorded. Class teachers also need to be informed of any such incidents.

- 1.** The child is asked to complete 'Time Out'. (Cool off for five minutes. When you're ready to conform to the rules/apologise you may join in again.)
- 2.** If a child displays moderate inappropriate behaviour or persistently displays mildly inappropriate behaviours the child will be sent to the Principal after time-out has been applied. The procedure for moderate inappropriate behaviour will be applied by the Principal.
- 3.** If a very serious incident occurs the child is sent immediately to the Principal and the procedure for severe behaviour will be implemented.

A STEPWISE APPROACH TO BEHAVIOUR MANAGEMENT

Enables a teacher to plan ahead for appropriate strategies so that they can respond more effectively (rather than react) to student disruptions.

1. Tactical Ignoring of Behaviour (TIB) A step for low level disruptions
TIB means **tactically** ignoring (a decisive choice not to notice) such behaviour.

With TIB you are deciding:

- Which behaviours you can appropriately ignore
- How long you are prepared to ignore
- What will you do next if TIB is not achieving its aim

While you are using TIB you also notice, reinforce and praise on-task behaviour. TIBBING' is exceptionally effective for low-level attention seeking such as the few who persistently call out

2. Simple Directions(SD)

A simple direction should express our intent clearly and simply rather than getting involved in long-winded discussions e.g. "David (Tapping) put that pen down now thanks". Always use the student's personal name

When using simple directions:

- Speak to the behaviour you want to see ("Wendy, Melissa face the front and listen, thanks" rather than "Oi!! You two, I'm trying to explain this question, what's wrong with you? Do you want to share it with the whole class?")
- Establish eye contact
- Speak clearly, firmly, briefly
- Repeat if necessary
- Expect compliance

3. Rule Restatement – Rule Reminders (RR)

The teacher simply restates the rule to the students or quietly reminds them of the relevant rule (safety, communication, learning, movement, manners, treatment, conflict etc.) e.g. "Melissa you know the rule for calling out – use it thanks".

4. Question and Feedback (See Glasser 1969)

Move alongside the student and ask "What's happening here?" or "What's going on?" or "What are you doing?" The voice is not sarcastic or threatening, just appropriately firm.

A 'What' question is an attempt to get some feedback from the student and put a bit of responsibility their way.

Avoid 'Why' questions – these are better used when taking the student aside on a 1-1. If the reply to a 'What' question is 'nothing' simply inform the student about what you saw or heard (your feedback to the student) and follow up with a secondary question (re-direction) "What should you be doing?" or "What are you supposed to be doing?" Again if the student avoids responsibility re-direct to the required task or behaviour

5. Diffusion

Appropriate humour can often take the heat out of a problem so that the student has been distracted and the heat defused.

6. Blocking Statement

If a student procrastinates, argues etc. 'blocking' is a verbal strategy that reasserts a teacher's fair direction using the same words repetitively. There are two basic forms of 'blocking' – one is a simple re-direction (sometimes called a 'broken record' approach) the other is re-assertion. With a re-direction on the teacher is basically re-directing the initial direction, rule or question:

(T) "David back in your seat – thanks " (S) "But I was just getting a rubber"

(T) "Back in your seat now"

(S) "But I told you, I was just getting a rubber"

(T) "Ok back in your seat"

Remember 'blocking' is an approach to use with argumentative students: We avoid taking up verbal arms, as it were, about 'being picked on' or, 'others do it too'. With re-assertion the teacher briefly 'tunes in' to what the student is saying but re-asserts the rule, direction or appropriate question i.e.

(T) "Melissa and Wendy (two loud yakkers) what are you doing?"

(S) "Nothing I" (aggrieved)

(T) "Actually you're talking loudly (tune-in) and I'm trying to work over there. What should you be doing?"

(S) "Other people talk - you don't pick on them"

(T) "Other people do, what should you be doing?" (tune-in but reassert).

(S) "Our work"

(T) "Ok back into it thanks"

7. Giving simple Choices

Empty threats are pointless

Let the student choose the responsible alternative

Choices enables the student some measure of self-control

If – when "If you continue to call out, David, I'll have to ask you to stay back and explain why you won't work by our fair rules" (deferred option).

8. Exit Procedures

When a student's behaviour is so disruptive that other students'/the teacher's rights are being infringed.

Any exit procedure will have to be preceded by steps aimed at enabling the child to manage his/her own behaviour.

The final step of exiting a pupil will require peer support between teachers and the intervention of Senior Management

When sanctions are required they should initially be the withdrawal of rewards. If a behaviour requires punishment this should be appropriate to the offence, be explained to the pupil and be seen to be fair. A punishment should end the incident.

HOW WE MAKE OUR SCHOOL A HAPPY SCHOOL

Each class has its own set of rules, drawn up and agreed on by the teacher and class. These rules include the five rules which relate to the children's learning.

The following rules give all the children in our school guidance as to how we expect them to behave. All members of our school community have agreed this set of rules.

THE GOLDEN RULES**AT ALL TIMES**

- We are kind, helpful and polite
- We are honest
- We have good manners

LEARNING TIME

- We work quietly
- We work really hard
- We listen carefully
- We allow other children to work
- We are kind to each other

IN THE PLAYGROUND

- We are always polite, kind and friendly
- We let other children get on with their games
- We ask children on their own to join in with us
- We listen to adults when they are speaking and we treat everyone with respect
- We go to our lines when we hear the bell and stand in silence
- We never push or hurt other children
- We look after our school grounds

AT THE TOILETS

- We flush the toilet
- We wash and dry our hands
- We put our paper towel in the bin
- We respect everyone's right to privacy
- We don't waste water

IN THE CORRIDOR

- We walk quietly in the corridor
- We let adults past
- We say hello when we are spoken to

LUNCHTIME

- We have good manners
- We sit on our seats while eating

We eat and drink sensibly and allow other children to eat their food without interference
We talk softly to those sitting next to us
If we want something we put up our hands
When we have finished eating we sit quietly
When we are told we line up quietly

ON A BUS/MINI BUS/TAXI

We make sure we do not distract the bus driver while he/she is driving
We take care getting on and off the bus
We must sit on our seats
We talk quietly to the person next to us
We make the journey pleasant for the bus driver and other children

OUR ENVIRONMENT

We keep our school and classrooms tidy and litter free
We look after school property

ASSEMBLY

We walk quietly in a line to and from the assembly hall
We listen attentively
We put our hands together and close our eyes when we pray

LOOKING AFTER OURSELVES

We try to eat food which is healthy
Our school is a SMOKE FREE zone
When we go home we wait with the teacher to be collected from the Collection Point
We **NEVER** leave the school grounds without permission
We say '**NO**' to strangers
We **DO NOT** bring mobile phones into school
We handle all equipment carefully
When the fire bell rings we follow the fire drill

THINK SHEET

Pupil Name: Class:

- What rule did I break?

- Why I did it?

- What I should have done?

- To make this better I will

- Supportive comment from Parent

Signed by pupil: Date:

Date of Review _____

Date of Next Review: _____

Signed: _____ (Chair of Board of Governors)

_____ (Principal)

_____ (Designated Teacher)

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