

# POSITIVE BEHAVIOUR POLICY

## **RATIONALE**

Our Positive Behaviour Policy is an intrinsic part of our overall Pastoral Care Programme and aims to ensure that children in St. Colmcille's Primary School are educated in a safe, secure and caring environment.

We accept that:

- each child is an important person and entrusted to us by their parents;
- every staff member is an important person and a professional, entitled to the support and respect of children and parents.

We also believe that good discipline is based on good relationships between pupil and teacher and high expectations of pupils in terms of behaviour and work. St. Colmcille's seeks to promote its aim of being a 'listening school' in the development of friendly relationships at all levels.

## **PRINCIPLES**

Positive behaviour management promotes the core values of the school as expressed in our mission statement, "Be the Best you can Be".

This Policy is based on a whole school approach, and will be widely disseminated and readily understood by staff, pupils and parents through a process of consultation.

It is dependent on a shared understanding of what is acceptable behaviour among members of the school community. It will have effective links with different school policies including Pastoral Care, Anti Bullying, Child Protection, PDMU and SENDO policies.

This policy is designed to promote good behaviour, rather than merely deter unacceptable behaviour.

## **PURPOSES**

In our whole-school positive behaviour policy, we are seeking to:

- create an ordered and caring environment in which teachers can teach and pupils can learn;
- develop the pupils' sense of responsibility, self-esteem and foster self-discipline and respect for others and themselves;
- provide guidelines to promote positive behaviour in all areas of school life;
- provide guidelines to deal with unacceptable behaviour;
- have the endorsement and active support of parents.

## **PRACTICES**

- The creation of a positive behaviour policy is based on the development of caring relationships among pupils, parents, teachers and non-teaching staff;
- It is also the result of consultation, careful planning, widespread support and is used by all;
- Staff will have training and development in line with the school's strategic plan;
- This policy will be monitored, evaluated and reviewed annually by the Senior Leadership Team and Board of Governors.

**ROLES AND RESPONSIBILITIES**  
( supplemented by Appendix A)

**1. The Role of Governors**

Governors will:

- have overall responsibility for ensuring a positive behaviour policy is in place;
- set down general guidelines on standards of discipline and behaviour;
- review their effectiveness;
- support the Principal in carrying out these guidelines.

**2. The Role of the Principal**

The Principal is responsible for:

- implementing the school positive behaviour policy consistently through out the school;
- reporting to governors on the effectiveness of the policy;
- ensuring the health, safety and welfare of both staff and pupils in the school;
- keeping records of all reported serious incidents of misbehaviour;
- giving fixed-term suspensions to individual children for serious acts of misbehaviour;
- expelling a child for repeated or very serious acts of unacceptable behaviour.

In the case of suspension or expulsion, these actions are only taken in accordance with the employing authorities guidelines and after the school governors have been notified.

**3. The Role of the Leader of Pastoral Care**

The leader of Pastoral Care is responsible for:

- supporting the principal in ensuring this policy is implemented consistently by all staff members;
- advising all staff members of their roles and responsibilities with regards to supporting the school's positive behaviour policy;
- monitoring the pupil behaviour records at the end of each term;
- reviewing the effectiveness of this policy and setting fresh goals if required as part of the Leadership Team.

**4. The Role of the Class Teacher**

Teachers will:

- provide a challenging, interesting and relevant curriculum;
- set tasks that enable all pupils to regularly achieve success;
- maintain high, realistic expectations of pupils;
- be consistent and fair;
- treat all children with respect and understanding;
- liaise with external agencies to support and guide progress of each child e.g. SENCo, Psychologist, Behaviour Support Team, etc.;
- establish a purposeful listening environment in their classroom;
- enforce the classroom rules;
- praise pupil's achievement as often as possible;
- reward good behaviour in and out of the classroom.

## 5. **The Role of all Staff** – teaching and non-teaching

Staff will:

- be good role models;
- create a safe and pleasant environment both physically and emotionally;
- form positive relationships with all stakeholders;
- recognise and value the strengths of all children;
- treat all children fairly and with respect;
- use positive rather than negative language to communicate expectations and feedback to pupils;
- praise or reward disrupting pupils as soon as acceptable behaviour is observed.

## 6. **The Role of Pupils**

Pupils have the right to be taught effectively in a proper environment, to experience a well balanced curriculum and to be treated positively and fairly.

We expect our pupils to:

- be the best they can be;
- be co-operative and well mannered;
- respect others and to contribute positively to school life;
- to consider the effects of their actions on others;
- be familiar with the Code of Conduct – school rules, class rules and the Golden Rules - and the implications of above codes for their behaviour.

## 7. **The Role of Parents**

Parents have the right to adequate information, to be listened to and to know that their children will be safe, secure and properly taught.

In return we expect parents to:

- be aware of the Code of Conduct;
- ensure their child attends school regularly and punctually;
- show an interest in all their child does in school/see that all homework is completed;
- encourage independence and self-discipline;
- meet with staff when necessary;
- support the school policies;
- ensure their child is in proper uniform.

## 8. **Responsibilities of all**

Everyone should:

- work together and focus on the positive rather than the punitive side of discipline.

## **Policy Review**

Parents, pupils and staff views are welcome on this policy which is reviewed annually by the Senior Leadership Team and Board of Governors to ensure it is fit for purpose.

## **CODE OF CONDUCT**

### **GOLDEN RULES**

- |                           |  |
|---------------------------|--|
| • We are gentle           | We don't hurt others                   |
| • We are kind and helpful | We don't hurt anybody's feelings       |
| • We listen               | We don't interrupt                     |
| • We are honest           | We don't cover up the truth            |
| • We work hard            | We don't waste our own or other's time |
| • We look after property  | We don't waste or damage things        |

### **SCHOOL RULES**

- Wear our school uniform with pride
- Arrive and leave school on time
- Line up quickly and quietly when the bell rings
- Walk quietly at all times in the school building

### **CLASS RULES**

Each class will work together to produce their own class rules which allow the classroom to operate effectively within a safe, happy and busy learning environment.

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### **Ways of Reinforcing Positive Behaviour**

At St. Colmcille's, we believe that children should be encouraged to behave well and work hard. We use a number of positive consequences to do so. Whilst our aim is that children should work and behave well for the pleasure of the task, we recognise that rewards are sometimes necessary and appropriate. Listed below are some examples of the types of positive rewards used in school:-

- Verbal praise(individual, group, class, school);
- Positive written comment in book;
- A quiet word of encouragement;
- Special mention in class or in assembly;
- Star of the Month;
- 'Golden Time'.

We believe it is essential that all children are able to receive positive encouragement and have a fair chance to enjoy the positive rewards listed above. Children's success, both in their work and behaviour, should be measured against their previous performance rather than against that of other children in their class.

### **Negative Consequences (Sanctions)**

There may be occasions when a sanction 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 child. It must be noted that a one-off lapse in conduct will not be dealt with in the same manner as a continuation of persistent, unacceptable behaviour. Listed overleaf are some examples of misbehaviour and the range of consequences that can be implemented to deal with them.

## Making Consequences appropriate to Misbehaviour

Examples of <b>Low Level</b> Misbehaviour	Range of Consequences
Talking out of turn Shouting out Leaving seat at the wrong time Not doing homework Not listening Not paying attention Distracting others Making noises Failing to keep on task Leaving work area untidy Pushing in the line Running in the corridors	Verbal warning Moving seat Clean up mess Complete homework the following night
Examples of <b>Moderate Level</b> Misbehaviour	Range of Consequences
Persistently talking out of turn Persistently shouting out Persistently leaving seat at the wrong time Persistently not doing homework Persistently not listening Persistently not paying attention Persistently distracting others Persistently making noises Persistently failing to keep on task Persistently leaving work area untidy Hitting / pushing / fighting Refusal to co-operate	Shadowing staff in playground Time out at play-time  <u>Step 1:</u> Sent to a teacher within the year group – record action in behaviour report record (Appendix B). <u>Step 2:</u> On being sent to the year group teacher for a 2 <sup>nd</sup> time the parent is contacted and made aware both the reason for this action and subsequent actions. <u>Step 3:</u> Sent to a member of the Leadership Team and the parent is invited to a meeting with class teacher and Senior teacher.  Daily Behaviour Report initiated Consider putting child on the SEN Register for behavioural problems  Record action in the class and central behaviour report record
Examples of <b>Serious Level</b> Misbehaviour	Range of Consequences
Disregarding adults within the school Stealing Physically/emotionally hurting someone Serious physical/verbal threat made to staff Displaying violence Leaving school without permission	Sent to the leader of Pastoral Care / Principal Parents are invited to a meeting Consider referral to Educational Psychologist Consider suspension/expulsion  Record action in central behaviour report record

## APPENDIX A

<b>Rights of Pupils</b>	<b>Responsibilities of Pupils</b>
To feel safe and secure within the school environment.	To come to school on time and to be suitably prepared.
To be valued equally and to be treated with respect.	To show respect for people and property – both inside and outside the school.
To receive an appropriately planned and resourced curriculum.	To behave in a safe and responsible manner.
To be acknowledged for effort and achievement in their classwork and homework.	To co-operate with teaching and non-teaching staff and with peers.
To be positively affirmed for abiding by the school's code of conduct.	To ask for help when experiencing difficulties.
To be listened to sympathetically.	
To have opportunities to pursue and develop interests, talents and abilities.	

<b>Rights of Parents</b>	<b>Responsibilities of Parents</b>
Parents are entitled to expect that:	Parents have a responsibility to:
Their child will be educated in a safe and caring environment.	Ensure that their child attends school regularly and punctually.
Their child will be provided with a broad, challenging and appropriate curriculum.	Support school staff by encouraging their child to abide by the school rules.
They will be informed about school rules and procedures.	Ensure that necessary books/equipment are brought to school.
They will be informed about their child's physical and emotional well-being.	Ensure homework is completed satisfactorily.
They will be regularly informed about their child's academic performance.	Show interest in school work, meetings and functions.
They will be involved in key decisions about their child's education.	Inform school of changes in home circumstances where they impact on their child's ability to perform well at school.
Their child will be taught in a well resourced and well maintained classroom.	Inform the school of their child's special medical needs.
They will have reasonable access to school and staff.	Encourage independence in their child.

<b>Rights of Non-teaching Staff</b>	<b>Responsibilities of Non-teaching Staff</b>
To be valued as members of the school community.	To come on time, well-prepared for the day ahead.
To be treated fairly and with respect by pupils and all members of the teaching staff.	To co-operate with colleagues and teaching staff.
To have adequate facilities and resources to enable staff to perform their duties effectively.	To act in ways which aim to secure the safety of all pupils at all times.
To be well informed about school rules and procedures.	To share with teaching staff and Senior Leadership Team any concerns they have about pupils.
To have opportunity to contribute ideas and have them taken into consideration when decisions concerning the smooth running of the school are being taken.	To be aware of school rules and procedures.
	To handle sensitive information in a confidential manner at all times.
	To seek support from colleagues and Senior Leadership as and when required.

<b>Rights of Teachers</b>	<b>Responsibilities of Teachers</b>
To work in an environment where the rights of all are respected.	To behave in a professional manner at all times.
To play a constructive role in policy making.	To prepare and resource lessons thoroughly, taking the ability and aptitude of pupils into account.
To express their views freely.	To show interest and enthusiasm in pupils' work and learning.
To have adequate and appropriate resources and accommodation.	To expect high standards and to acknowledge effort and achievement.
To have a suitable career structure and opportunities for professional development.	To ensure that class work and homework are appropriately marked.
To provide positive support and advice from senior colleagues and external bodies.	To share with parents any concerns about their child's progress and development.
To feel valued.	To recognise the individuality of each pupil.

## CLASS BEHAVIOUR REPORT RECORD

Name of Child: \_\_\_\_\_ Teacher: \_\_\_\_\_

[illegible]