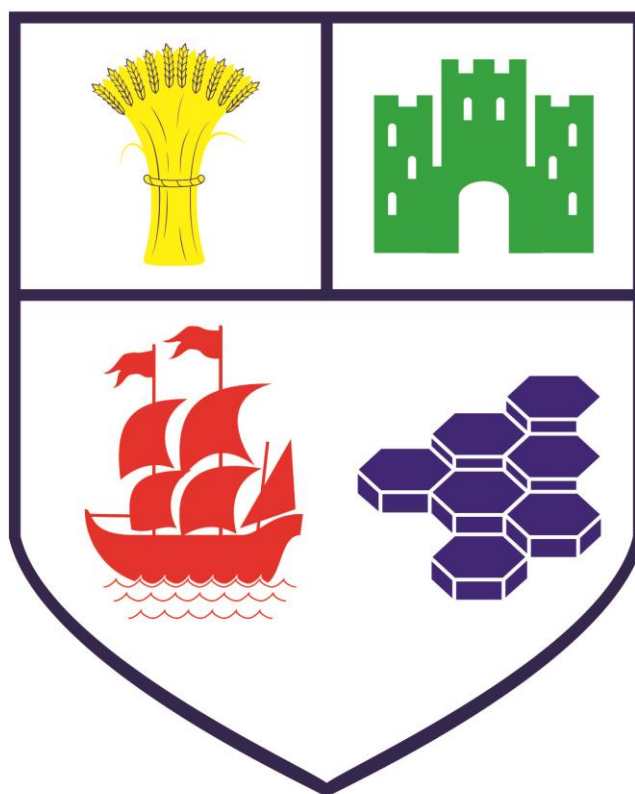


Dunseverick Primary School



Positive Behaviour Policy

This policy was reviewed & adopted by the BOG

November 2022

Signed by the Principal

Signed by the Chair of the BOG

Review Date

November 2024

Policy Statement

At Dunseverick Primary School, we believe that positive behaviour is an essential condition for effective learning and teaching to take place. We also believe that all children and staff have the right to be respected and feel valued in a safe, friendly and secure environment.

Each child will encouraged to fulfil his intellectual, spiritual, physical, social, aesthetic and emotional potential. Central to the creation of this environment is a commitment to Christian values, the recognition of the worth and value of each child and the cultivation of self-respect so that the child may accept his appropriate responsibilities and show respect for others.

We value the need for clear expectations, rules and procedures, which encourage pupils to take responsibility for their own actions. We value the relationships we have established with our parents and the whole school community.

Aims of the Policy

- To create a positive environment which promotes respect for one another and creates an effective learning environment
- To establish rules and routines which are supported by the whole school community
- To encourage children to take responsibility for their own behaviour
- To work in partnership with parents
- To foster close links between home, school and the wider community

Rights and Responsibilities

Pupils have a right to	Pupils have a responsibility to:
<ul style="list-style-type: none">• 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 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 suitably differentiated curriculum, and to have any special learning needs identified and met;• Develop and extend their interests,	<ul style="list-style-type: none">• 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 own behaviour and learning, and to develop the skill of working independently.

talents and abilities.	
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Teachers have a right to:	Teachers have a responsibility to:
<ul style="list-style-type: none"> • Work in an environment where common courtesies and social conventions are respected; • Express their views and to contribute to policies which they are required to reflect in their work; • A suitable career structure and opportunities for professional development; • Support and advice from senior colleagues and external bodies; • Adequate and appropriate accommodation and resources. 	<ul style="list-style-type: none"> • 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.

Parents have a right to:	Parents have a responsibility to:
<ul style="list-style-type: none"> • 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 well informed about their child's progress and prospects; • Be well informed about school rules and procedures; • A broad, balanced and appropriate 	<ul style="list-style-type: none"> • 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; • Show interest in their child's classwork and homework, where possible, provide suitable facilities for studying at home; • Act as positive role models for their child in their relationship with the school;

<ul style="list-style-type: none"> curriculum for their child; • Be involved in key decisions about their child's education; • A suitably resourced school with adequate and well-maintained accommodation. 	<ul style="list-style-type: none"> • Attend planned meetings with teachers and support school functions; • 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.
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Role of the Behaviour Coordinator

- To identify staff training needs in the area of behavior
- To liaise with NEELB support staff and to organize relevant school based training (if required)
- To attend relevant courses and share information as appropriate
- To offer support and guidance to all staff relating to behavior issues
- To mediate with parents and staff when concerns are of a serious nature
- To update the Behaviour policy

What is Good Behaviour?

Characteristics of Good Behaviour

- Being considerate towards other people and property: politeness, kindness, patience, helpfulness, caring, friendliness, respect, attentiveness, good manners, obedience.
- Making an extra effort to make life better: preferring others, letting others go first, helping others who need.
- Responding obediently and politely to all requests and rules.

How we encourage Good Behaviour

Example and Expectations

- All staff will set an example in their own behaviour
- All staff will have high expectations for good behaviour

Teaching and Learning

Good behaviour in the classroom will be greatly enhanced through the provision of high quality teaching that meets the needs of the individual learner.

School Rules

In order to encourage good behaviour, Dunseverick Primary School have agreed a set of school rules which is further simplified in our 'Golden Rules', these provide the guidance for positive behaviour and therefore create an environment conducive to effective teaching and learning.

Movement Rules

- We walk quietly throughout the school and grounds.
- We walk with hands by our side and on the left handside.

Talking & Listening Rules

- We listen carefully to teachers, other adults and each other.
- We are polite and always tell the truth.

Learning Rules

- We keep our work, books, table and classroom neat and tidy.
- We always try our best and are prepared to have a go.

Caring & Sharing Rules

- We care for and look after each other both in class, moving around the school and in the playground.
- We share classroom equipment and playground games fairly.

Golden Rules

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|---------------------------|--|
| • 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 others' time |
| • We look after property | We don't waste or damage things |

Copies of these rules are displayed in the school and distributed to children.

Other Rules

Classroom

Each teacher works with his/her pupils to produce a set of classroom rules. These rules are prominently displayed in the classroom.

Dining Hall

Rules to encourage a calm and positive atmosphere are displayed in the dining hall.

Playground

Rules for positive playground behaviour are displayed in the playground.

The Positive Side of Discipline

We at Dunseverick Primary School not only promote and teach positive behaviour and attitudes with our children; we also greatly value and reward them. The emphasis of this policy is on the positive and consistent reward of positive behaviour and attitudes.

All members of staff will recognise and celebrate positive behaviour and attitudes at all times around the school through informal praise. Wherever appropriate, children's best efforts will be celebrated through display and performance.

Each teacher will have their own system of class rewards which may be agreed across each year group.

Any of the following methods would be appropriate:

- a quiet word of encouragement;
- a positive written comment in a book;
- a public word of praise in front of the child's class or in assembly;
- a visit to another member of staff, the senior teacher, or Principal for commendation, signature, stickers or certificate;
- a system of merit cards, star charts in the classrooms or at whole school level, which celebrate good work or good behaviour;
- pupil of month at whole school level (monthly stars);
- use of a positive behaviour strategies e.g., 'Golden Time'
- parents informed by letter, newsletter, end of year school report etc., of specific special action or achievement deserving praise;
- use of the end of year school report to comment on behaviour and general attitudes.

Monthly Star Award

At the end of each month each teacher will chose a pupil to be the class's Monthly Star. This award will be given right through all the classes from P1-7.

The criteria used for Monthly Stars are as follows;

Children who show positive attitude towards;

- Work – remembering class routines, homework, etc. making good progress.
- Uniform – keeping neat and tidy. Respect for our school name.
- Class and School Rules – adhering to these rules and encouraging a good example to others.
- Behaviour – not requiring more than one reminder to maintain a high standard. Self-discipline – evident.
- Peers/staff – making efforts to be a good example and friend to others. Showing kindness and helpfulness.
- *own Special Needs – trying ones best to improve at an expected rate.

*Only applies to pupils where these apply.

The pupil does not have to fulfil all these criteria to be the chosen monthly star but rather the teacher will use these criteria to choose the pupil who, in their opinion, has made a significant contribution in one or more of these areas.

Monthly Star awardees will be presented in last assembly of the month and their photograph will be displayed in the school entrance hall. Their names will appear in the Wednesday letter

A record will be kept of those children who have achieved Monthly Star and this record will be passed from teacher to teacher as the pupil proceeds through school. In that way, each teacher will be able to identify those pupils who have never achieved a Monthly Star. The teacher will work with the pupil/s concerned to identify areas of improvement to hopefully have them achieve the Award before they leave Dunseverick Primary School.

Sanctions

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

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

- **Be calm** – children should be dealt with calmly and firmly referring to why the behaviour and the action being taken.

- **Logical consequences** – a logical consequence is a sanction that is proportional to and fits the misdemeanour. The first step is to stop the behaviour and the second step is to provide an action that recalls the rules, reinstates the limits and teaches alternative behaviour.
- **Fresh start** – although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.

Breaktime and Lunchtime Supervision

Children are aware of the agreed rules when they are in the playgrounds. A daily duty rota is in place for teachers and the classroom assistants. The classroom assistants are asked to report incidents of misbehaviour to the relevant teacher on duty, or the relevant class teacher. They are encouraged to offer praise for good behaviour.

Depending on the seriousness of an incident, classroom assistants will give a verbal warning with an explanation of the consequences of future misbehaviour. If the child continues to misbehave they will be issued with a warning card which means they will lose five minutes of Golden Time. If the incident is more serious or there is a recurrence by the same pupil the matter will be referred to a member of staff. If appropriate pupils may be removed from playing with other pupils for a period of time in order to reflect on their behaviour or calm down.

Levels of Unacceptable Behaviour and Related Sanctions

It is our intention at Dunseverick Primary School to be fair and consistent when employing sanctions. However, the school may decide to opt for any sanction which it deems appropriate.

Levels of Unacceptable Behaviour	Sanctions
LOW LEVEL	CLASS TEACHER
<ul style="list-style-type: none"> • Fidgeting / fiddling • Telling tales • Late for school • Dropping litter • Noisy e.g. talking/shouting • Failing to keep on task • Leaving seats without permission • Unkind remarks • Time wasting • Telling lies (one off) • Running in corridors • Pushing in line • Chewing gum • Borrowing without permission • Leaving work area untidy 	<p>All sanctions to be age appropriate and agreed with the pupils.</p> <ul style="list-style-type: none"> • Look/hand signal • Rule reminder/warning • Moving seat/extra work • Yellow card/red card • Related sanctions e.g. completing work, repeating work, doing homework at breaktime etc. <p>*Recorded in red folder*</p>
MODERATE LEVEL	MISS ESLER
<ul style="list-style-type: none"> • Consistently shouting out • Poor effort • Distracting others • Poor attendance 	<ul style="list-style-type: none"> • Verbal and/or written apology • Time out with another member of staff in another classroom • Parents contacted

<ul style="list-style-type: none"> • Unprepared for work (continuously) • Non uniform/jewellery • Fighting/kicking • Stealing • Disregarding supervisors • Threatening / aggressive behaviour • Refusal to cooperate • Telling lies (persistent) • Bad language 	<ul style="list-style-type: none"> • Sent to senior teacher • Loss of golden time • Shadowing staff in playground <p>*Recorded in Red Book – copy of entry given to parents and to be returned signed.*</p>
SERIOUS LEVEL	
<ul style="list-style-type: none"> • Serious assault • Vandalism e.g. damage to school property/graffiti • Physical / verbal threats made to staff • Use of or in possession of drugs / solvents • Violent outbursts, verbal / physical • Leaving school without permission 	<ul style="list-style-type: none"> • Parents contacted (Official Letter/phone call) • Loss of privileges • Referral to Educational Psychologist • Suspension • Expulsion <p>*Immediate implementation of daily behaviour card/report*</p>

Usually most cases of low level misbehaviour will be dealt with by the class teacher and recorded in class incident book. In cases of moderate levels of misbehaviour, the child in concern will be sent to the senior teacher and the matter will be recorded in the Red book. A copy of the entry will be sent to the parents and they are required to sign the copy and return it to school. If there is a build-up (three instances) of such behaviour the child will then be placed on a behaviour monitoring programme for 3 weeks or until there is an improvement in behaviour. This behaviour programme will help identify targets to improve behaviour and will be monitored on a daily basis by the senior teacher and signed by the principal at the end of the week. In cases of serious levels of misbehaviour parents are contacted immediately and an official letter is sent to parents. The child will be put on a behaviour monitoring programme which will be monitored by the principal on a daily basis. The child will continue on the programme until their behaviour has improved. If behaviour shows no sign of improvement then an IEP may be put in place in liaison with SENCO and class teacher. External support cases may be accessed.

Although behaviour of a serious matter is very rare in Dunseverick Primary school, suspension and expulsion procedures may need to be employed for behaviours of a serious nature. At this stage the Department of Education procedures for suspension or expulsion will be followed.

Support for Staff

We at Dunseverick Primary School believe it is vital that staff feel supported and receive the appropriate training to deal with pupils with challenging behaviour. Where appropriate the SENCO and/or a member of

the School Management Team will, in conjunction with the class teacher, ensure that an action plan/IEP is put in place to support any pupil whose behaviour reflects significant learning or personal problems.

Where appropriate, the Behaviour Coordinator, in conjunction with the Principal, will arrange for any training of staff deemed necessary in helping manage behaviour in school. The Behaviour Coordinator will ensure that all staff are familiar with the contents of this policy.

Conclusion

We acknowledge that sustaining good behaviour creates a need for continuous assessment of the effectiveness of approaches to behaviour management in our school. We will review and make changes to our positive behaviour policy, encouraging innovation and flexibility in interacting with our pupils.

It would be hoped that through the adoption of this positive behaviour policy, with the teachers, pupils and parents working together, we will provide a safe, secure, happy and structured atmosphere for effective learning within Dunseverick Primary School.