**MAGHERA**

**PRIMARY**

**SCHOOL**



**Positive Behaviour Policy**

JANUARY 2019

**This policy has been devised in conjunction with Governors, Staff, Pupils and Parents. The policy is part of the school’s Pastoral Care Suite of policies and is linked with other policies such as the Child Protection Policy, The Anti-Bullying Policy, the Personal Development & Mutual Understanding Policy and Special Educational Needs Policy.**

**Mission Statement**

***‘As a caring, friendly, community school, Maghera Primary School will educate and develop each child to their full potential and equip them to meet the challenges of life.’***

**Maghera Primary School Core Values**

This policy reflects the school mission statement with a view to providing a safe and enriched environment, where achievement is celebrated and potential is realised. We aim to foster values of tolerance and mutual respect and value the voice of all members of the school community. We recognise that bullying is a concern for us all, including pupils, teaching and non-teaching staff, parents/carers and governors.

**Aims**

1.To foster a desire for and enjoyment of learning through a broad and balanced curriculum relevant to their needs.

2.To enable pupils to fulfil their intellectual, spiritual, physical, social and emotional potential. Central to creating this environment is a commitment to Christian values.

3. To create an environment which promotes Teaching and Learning.

4. To establish a caring, supportive community built on mutual respect.

5. To support each child to achieve their full potential and meet the high expectations of staff.

6. To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions.

**Statement of Principles of the Board of Governors with regards to Behaviour**

We, the Governors of Maghera Primary School:

* Adopt and support Maghera Primary School’s values, safeguard its rights and follow its rules.
* Respect and value all members of Maghera Primary School’s community and are committed to providing a caring, friendly and secure environment for all pupils, so that they can learn and achieve success in a safe and happy environment.
* Value the strong relationships that exist in Maghera Primary School which lead to mutual respect, and we encourage positive behaviour.
* Have high expectations of everyone, and we will actively promote equality with regards to ethnicity, gender, age, sexuality, religion or disability.
* Seek to eliminate all forms of discrimination, harassment and bullying.

This statement will be applied with consistency and fairness with regards to each individual situation

The Governors have legal responsibility for the school’s Positive Behaviour Policy and it is their role to maintain a policy for the school which is current, being implemented, positive in nature and reflective of the school ethos.

**Rationale**

At Maghera Primary School we believe that a well-established, positive discipline

policy will give clear guidance in this area to the children, staff and parents. This

policy will facilitate the smooth running of the school, thereby promoting the child’s right to receive his/her education.

At Maghera Primary School it is important that pupils are provided

with a secure and ordered environment which will allow for their spiritual, emotional

and intellectual growth. To this end the Governors aim to work with both the staff and

parents for the benefit of every child in the school. Our school’s Positive

Behaviour Policy focuses on the well-being of all the pupils, staff and visitors and seeks to provide an orderly community where pupils learn to take responsibility for their own decisions and actions. The school views parents as partners in this process and recognises that the support, encouragement and co-operation of parents is crucial in implementing this policy.

**Outcomes for Learners**

* Every member of the school community feels valued and respected.
* All members of our school community can work together in an environment that is happy, safe and secure and where effective learning can take place.
* Teaching and Learning is enhanced through the building of good relationships

based on mutual respect and consideration for others.

* Learners are positive, responsible and independent members of the community.
* Good behaviour is rewarded and pupils are encouraged and stimulated.
* All children are treated fairly and this policy is applied in a consistent way.
* The school community is aware of the school and classroom rules.
* Core Values and Positive Attitudes are taught alongside Knowledge and Skills to promote responsible behaviour, self-discipline and respect for self and others.

**Guidelines**

Pupils, parents and staff have rights and responsibilities. These

responsibilities will help to ensure that positive behaviour is promoted throughout the

school:

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| **Pupil Rights** | **Pupil Responsibilities** |
| • To be treated with respect  • To be educated in a safe and  stimulating environment  • To be listened to and have problems  taken seriously  • To be happy and have work and  efforts valued honestly | • To treat other children and property with respect  • To treat all staff with respect  • To work to the best of their ability  • To obey class and school rules  • Develop self-discipline and honesty |

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| **Staff Rights** | **Staff Responsibilities** |
| • To be treated with respect by all the  members of the community  • To work in a safe and healthy  environment free from confrontations  and abuse.  • To be informed and consulted on  matters associated with the school.  • To receive support from management  at EA.  • To be encouraged to develop  professionally and have job  satisfaction. | • To prepare well, teach thoroughly  and continually assess pupils’  progress.  • To inform parents of children’s  progress.  • To create a stimulating and happy  learning environment.  • To develop children’s confidence and  self-worth through positive  acknowledgment.  • To endeavour to meet the needs of  individual children.  • To listen to and try to establish a  positive relationship with the children. |

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| **Parents’ Rights** | **Parents’ Responsibilities** |
| • That their children will have the  opportunity to learn in a safe and  secure environment.  • To be consulted on matters  concerning their child.  • To be kept informed of their child’s  progress and perceived difficulties.  • To be kept informed of the  mechanisms the school uses for day to day issues.  • To be listened to and have their  concerns dealt with fairly. | • To ensure that their child attends  school regularly, are punctual and  fully equipped to learn.  • To ensure the children are dressed  smartly in the agreed school uniform.  • To promote good manners, routines  and socially acceptable behaviour at  home and at school.  • To support the school by fostering a  positive attitude to school.  • To provide a suitable environment  where homework can be completed  to the agreed standard with  supervision and guidance.  • To ensure homework is checked and signed. |

**School Rules**

* Get to school on time.
* Always do your best.
* Do what the teachers say.
* Be truthful.
* Use kind words.
* Be helpful.
* Look after your things.
* Never litter.
* Be sensible in the toilets.
* Corridors have a 1 mph speed limit.

**Dinner Hall Rules**

* Order sandwiches on time.
* Respect all staff at lunchtime.
* Walk to the hatch.
* Always say please and thank you.
* Don’t touch each other’s food.
* Never talk with your mouth full.

The School Council drew up these rules and they are continually reinforced by our school staff.

**Classroom Discipline**

It is accepted by the teaching staff that effective teaching practice and positive teacher/pupil relationships are major contributors to good classroom discipline. Good discipline facilitates effective learning, and in order to achieve this goal the following strategies will be implemented: -

* Encouraging pupil involvement through appropriately differentiated tasks.
* Recognition and encouragement of children’s individuality and the importance of self – esteem.
* Making lessons enjoyable and challenging with a multi-sensory approach which is sufficiently flexible to encourage children’s contributions.
* Using positive language to communicate expectations and feed back to pupils.
* Giving regular praise and encouragement to all pupils when positive behaviour is observed.
* Involving pupils in establishing classroom rules which will be displayed in the classrooms leading to a better ownership of their learning environment. Each class from P3 up will discuss and agree on behaviours which help them learn and achieve and behaviours which hinder learning and achieving.

**Rewards For Positive Behaviour**

We use a system of individual and whole class rewards.

- Verbal praise and encouragement.

- Positive comments in books.

- Displaying good work in class or corridor noticeboards.

- Informal referral to the principal or other teachers.

- Using stars/smiley faces/stickers or stampers on charts, books etc.

- Praise note home

- Friday Roll of Honour for every year group – with regard to specific class targets.

**Primary 1&2**

* **Star Jar** – The class has 12 stars to put on the chart which are a reward for whole class good behaviour eg. Everyone played nicely at lunchtime. When the jar is filled then the children have a whole class reward.
* Certain pupils who need more motivation to stay on task will have an individual target chart.

**Primary 3/4**

* **Table Points** – Each table can be awarded points at various times throughout the day. At the end of the week the points are totalled and the winning table is rewarded. However, table points can also be removed if a table is found to be misbehaving.
* **Kindness Tree** – leaves are added with individual names and comments on them for good behaviour, showing kindness and good effort.

**Primary 5/6**

* **Golden Time Rewards** – Golden Time is 30 minutes of free play each week. However, if pupil misbehaves, he/she loses 5 minutes of golden time. This is limited to a maximum of 10 minutes to ensure every child gets some play time.
* **Marble Jar** – The teacher puts a marble in the jar each time she sees a pupil exhibiting a behaviour which promotes learning within the classroom. Eg. I’m putting a marble in the jar because I see John getting his homework diary out and copying in his homework the minute he comes into class. Rewards for full jar were agreed with the pupils and they are given a choice of 5 rewards to choose from.

**Primary 6/7**

* **Cookie Jar –** The whole class reward system has 20 cookies which the children need to get into a jar before a reward is secured.Anyone who knows the P7 Class, will not be surprised to learn that their reward scheme revolves around food! When asked to suggest class rewards, the children were unanimous in their desire to have food treats to celebrate their successes.

Each class has individual class rules and discuss which behaviours allow them to learn and achieve and which behaviours hinder their learning and that of others.

**Curriculum activities designed to promote positive behaviour**

**Circle Time**

During Circle Time, pupils engage in a variety of activities, some of which will be

connected to promoting positive behaviour. Circle Time has a set of rules which

develop as the children get older. An object is usually passed around the circle and

only the person holding the object is allowed to speak. The topics for discussion can

be many and varied: classroom rules; things that are fair and unfair; bullying; 'staying

safe'; showing respect for others etc.

**PDMU (Personal Development and Mutual Understanding)**

In Maghera Primary School we value the diversity of our pupils' backgrounds. Children are taught to respect the views and attitudes of others. They are taught to demonstrate tolerance, to 'love thy neighbour as thyself' and to find peaceful means to resolve their conflicts.

**Communication & Drama**

Pupils have opportunities to express their thoughts and feelings through role play, creative writing, poetry, discussions, debates and group tasks. In junior classes, a large picture book can often be the stimulus for discussion. In senior classes, pupils may be given a topic to discuss in groups, then be asked to make a presentation to the rest of the class. Positive behaviour is promoted through all subjects within the Northern Ireland Curriculum as and when appropriate.

**Outside the classroom**

Visitors to our school often comment on the family atmosphere they experience. In order to sustain such an atmosphere, we are very clear about our expectations for pupil conduct in and around the school. We expect pupils to be polite and courteous to each other, to teachers, to other adults working in the school and to all visitors. Simple courtesies such as holding a door open for others to pass through, saying 'good morning' and the appropriate use of ‘please’ and ‘thank you’ ensure a positive impression. Teachers and other adults will endorse and reward such behaviour.

**Uniform**

We encourage pupils to wear full school uniform at all times and to respect

regulations regarding jewellery and footwear. We believe that pride in personal

appearance is conducive to good behaviour, to making a positive identification with

the school and to maintaining the school's excellent reputation.

**Inappropriate Behaviour**

We expect pupils to engage in non-violent, non-aggressive behaviour at all times.

We exercise a policy of zero-tolerance towards bullying of any kind. Use of foul or

abusive language is unacceptable. Racist remarks, slurs or comments are unacceptable. ('I was only joking' is not accepted as a defence.) Pupils are expected to play in the playgrounds in a non-aggressive, non-threatening manner.

It is explained clearly to children that if someone does hit them or verbally abuse

them, they must **not** retaliate. They must inform a supervisor, a teacher or other

appropriate adult. We endeavour to teach children non-violent, non-aggressive means to resolve conflicts. Pupils are informed that retaliation may well lead to a sanction against them, even if they were not the instigator of the problem.

**Sanctions and Procedures**

‘While rules and procedures protect rights and define responsibilities, rewards and

sanctions are necessary to encourage and maintain the rules in class and throughout the school’ (DENI Pastoral Care in Schools: Promoting Positive Behaviour paragraph 51). While we aim to manage behaviour positively there will be times when it is necessary to employ sanctions.

Sanctions are used to help the child’s change their behaviour and attitude.

It is important that the children should be in no doubt as to why they are reprimanded.

We agree that the sanctions should:

* be immediate or as soon as possible and where possible discrete.
* be consistent.
* be fair.
* be appropriate to the child’s personal stage of development.
* keep self-esteem intact.

Below are lists of sanctions, which all staff will use in response to incidents of

misbehaviour:

1. A simple look.

2. A gesture or signal.

3. A rule reminder.

4. Speak to the pupil or a warning.

5. Removal from the group in the classroom – can be for safety reasons.

6. Related sanction-tidying up mess on floor/table if appropriate.

7. Loss of table points or up to 10 minutes from Golden Time

8. Time out from activity.

9. Lunchtime thinking sheet.

10. Internal referral to the principal, Mrs Winters, if necessary.

11. Parent informed verbally or through Incident Slip

12. Daily catch-up with parent at home time

13. Informal interview with Parent and Teacher.

14. Formal interview with Parent, Teacher and or

Principal.

15. Involvement from school Learning Support Co-Ordinator or outside agencies in terms of advice and support.

16. Suspension.

17. Expulsion 1986 and 1989 Education Orders – (NI) also Education Authority Procedures for Suspension and Expulsion.

Parents may be consulted at any stage throughout the sanction procedure if felt appropriate.

Teachers will complete an incident form if the level of behaviour is deemed to be of a serious nature, by Teacher and Principal.

Non-teaching staff should refer all incidents to the class teacher of the child concerned.

It is then the responsibility of the class teacher to apply the appropriate sanction. Non-teaching staff should report all inappropriate behaviour to the class teacher of the child or children concerned.

**Link with Code of Practice (Special Education Needs Policy)**

It is our intention to assist pupils who may experience emotional or behavioural difficulties in our school. Within our Special Educational Needs Policy all teachers are aware of the role they play in assessing, targeting and drawing up an Individual Behaviour Plan, depending on their stage on the Code of Practice. If, when a teacher recognises inappropriate behaviour and after having used normal classroom management strategies, the behaviour does not improve,

is causing concern or is affecting the learning and teaching in the classroom, then the child will be placed on an Individual Behaviour Plan. This will be reviewed half termly for a minimum of two terms. If this does not help the child, THEN, following consultation with the Learning Support Co-ordinator and parents, the child may be referred to Behaviour Support Services at Thornberry and advice sought from our Educational Psychologist Miss Stacey Mellon.

**Staff In-Service Training**

Each member of staff will receive general training on the Policy and Procedures. The

Principal and the Designed Child Protection Teachers and Learning Support Co-ordinator will avail of courses offered by The Education Authority, RTU and other multi-disciplinary agencies such as RISE NI and Autism Support. Eg. Empower Training, ADHD Training, Attachment Issues & Adverse Childhood Experiences and Woman’s Aid ‘Helping Hands’ training.

**Monitoring and Evaluation**

The Governors will seek the views of all Staff, Pupils and Parents when carrying out a

review of the policy and procedures. The Staff, Pupils and Board of Governors contributed to the policy and parental feedback on viewing a draft policy, was also filtered into the policy.

This policy will be reviewed bi-annually or sooner as considered necessary to meet

changes in school circumstances, Education Authority/DENI guidelines or new legislation.

**Signature/Date**

Principal: Date:

Chair of BOG: Date:



**Maghera Primary School Positive Behaviour Policy**

**Incident Form**

**Child’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Class Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date and time of incident:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Nature of incident and action to be taken: |

**Class Teacher signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_**

**Parent signature (If applicable): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:** \_\_\_\_\_\_\_\_\_



**Maghera Primary School Positive Behaviour Policy**

**Concerns Form**

**Child’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Class Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Teachers Concerns:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| ***Details:*** |

**Class Teacher signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Learning Support Co-ordinator’s signature (If applicable)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_**

**Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_