



BALLYNURE PRIMARY SCHOOL

Positive Behaviour Policy

1.0 Mission Statement

We aim to create a warm, welcoming school where each child feels happy, safe, self-confident and valued; and strives, with the help of caring, committed staff, to fulfil his or her potential. Ballynure Primary School is a rural, child-centred school with a family atmosphere. High standards of pastoral and academic provision are both important and integral parts of the school's daily routines, curriculum and extra-curricular activities, and provide each child with a holistic education, by developing their social, spiritual, moral and personal values alongside their academic and physical development.

1.1 AIMS

Our school aims which reflect the general ethos of the school are

1. To create a happy, caring and secure learning environment
2. To provide a broad and balanced curriculum which will develop in each child the skills, attitudes and dispositions required for life and his/her responsibilities and opportunities
3. To teach each child to be a safe and responsible user of technology
4. To encourage the personal qualities of self-confidence, self-discipline, perseverance, resilience and independence
5. To encourage each child to develop self-respect, respect and concern for others, tolerance, integrity and moral courage
6. To take responsibility for themselves in what they do and how they behave
7. To enable each child to appreciate the environment and his/her opportunities and responsibilities for its conservation
8. To promote good relationships with parents, other schools and the wider community

1.2 Objectives

1. To praise and reward good behaviour.
2. To create an atmosphere in which pupils respond positively in class, take a pride in their work and show both interest and attention so that each pupil may fulfil his/her potential.
3. To encourage pupils to have mutual respect for the rights and property of others.
4. To encourage pupils to develop positive attitudes to resolving differences.
5. To promote good relations with parents so that concerns may be discussed and resolved in the best interests of all concerned.

1.3 Golden Rules

Golden Rules



1. Do be kind
2. Do be gentle
3. Do be honest
4. Do be polite
5. Do be on time
6. Do listen
7. Do work hard
8. Do share
9. Do homework
10. Do look after property

* Copies of these golden rules are displayed around the school and in every classroom

* Additional rules/reminders may also be displayed around the school

1.4 Expected Conduct and Behaviour

Movement

1. Walk quietly in the corridor 2. Come to school on time	3. Always line up quickly and quietly when asked by a member of staff
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Learning

1. Listen to and obey the teacher 2. Do not speak when your teacher is talking 3. Listen when someone is speaking 4. Put your hand up if you wish to speak – <i>so that everyone does not speak out at the same time</i>	5. Always do your homework 6. Remember your books, P.E. kit, lunch etc. 7. Always do your best work as neatly/tidily as you can 8. Let others learn – listen and work quietly 9. Work hard
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Communication

1. Be polite - always say please, thank you and excuse me 2. Always tell the truth 3. Do not be cheeky 4. Do not interrupt	5. Don't answer back to teachers and ancillary staff 6. Don't use bad words 7. Always bring a note to explain absences 8. Do not use negative body language/disdainful looks
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Respect

1. Be kind to others- don't fight 2. Don't say hurtful things 3. Help each other 4. Be fair and share 5. Wear your school uniform 6. Don't bully 7. Put your name on your uniform and equipment 8. Look after school property	9. Only eat in the proper places 10. Keep the school tidy - put your rubbish in the bin 11. Do not take other people's belongings 12. Don't leave school without permission 13. Say sorry and forgive others 14. Do not possess, misuse, or supply illegal drugs on school premises 15. Be honest
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1.5 Examples of Rewards

Verbal	Non verbal	
well done, good, great, super I like the way... congratulations I am pleased that Other verbal praise private praise whole class praise praise by other staff	smiling thumbs up stickers, stars, stamps sweets, certificate well done gift e.g. pencil/bookmark etc. note to parent seeing a DVD homework tokens	best table/class award boy/girl of the week assembly certificate honourable mention: individual / whole class giving responsibility choosing golden/free time activity Best Ted Award

1.6 Levels of Unacceptable Behaviour and Related Sanctions

It is our intention at Ballynure Primary School to be fair and consistent when employing sanctions. However, the school may decide to impose any sanction that it deems appropriate.

Examples of Unacceptable Behaviour	Sanctions
<p style="text-align: center;">Low level</p> <p>talking out of turn shouting out leaving seat at the wrong time not having pencil/pen not doing homework not listening not paying attention distracting others not doing best work making noises not following instructions</p>	<p>the look / hand signal rule reminder / warning 1 2 3 moving seat / extra work related sanction e.g. completing work, repeating work, doing homework during play time, cleaning up mess etc. issue of yellow or red cards – traffic light system loss of privileges i.e. not attending school trip, reduced playtime, loss of place on a school team, treat or fun activity time out at Pit Stop</p>
<p style="text-align: center;">Moderately serious</p> <p>hitting/pushing persistently: talking out of turn, shouting out leaving seat at the wrong time not listening, not paying attention, distracting others, not doing best work, making noises regularly: not having pencil/pen, not doing homework</p>	<p>time out of playground activity verbal and/or written apology extra work at home time-out with another member of staff e.g. in another classroom confiscation of property shadowing staff in playground sent to principal barred from playground parents/guardians contacted put on daily report</p>
<p style="text-align: center;">Very serious</p> <p>deliberately telling lies stealing rudeness/insolence to adults hurting others - physically or emotionally bullying swearing dumb insolence wilful damage to school/others property truancy aggression/malicious allegations against staff telling lies about a member of staff persistent/deliberate lateness drug related incidents – possession, use or supply wilful spitting on, coughing on, sneezing on or touching others or other related acts to harm or induce fear regarding spread Coronavirus (Covid-19)</p>	<p>suspension / expulsion All drug related incidents will be treated with the utmost seriousness and the sanctions employed will reflect this.</p> <p>→ Any of these acts or related acts regarding spread of Coronavirus (Covid-19) will incur the sanction of immediate suspension and/or expulsion.</p>

1.7 Rights and Responsibilities

Rights	Responsibilities
Pupils	
<ul style="list-style-type: none"> • to be treated with respect • to be safe and secure • to learn in an enjoyable environment • to have the opportunity to be developed to full potential 	<ul style="list-style-type: none"> • to know and follow school rules • to treat staff and peers with respect i.e. listen, demonstrate good manners i.e. use please , thank you, excuse me, hold doors • put your hand up when you want to speak • to take responsibility for their behaviour inc. telling the truth • to come to school properly equipped and with completed homework • to be responsible for their belongings • not to infringe the right of other pupils to learn or teachers to teach by not distracting others i.e. be quiet and let other people listen and learn • be in charge of my behaviour and deal with the consequences • follow rules to be safe i.e. walk in corridors
Staff	
<ul style="list-style-type: none"> • to teach the curriculum in a trouble free environment • to be treated with respect by children, parents/carers and visitors • to have a safe, clean, healthy environment in which to work • to support from management/EA 	<ul style="list-style-type: none"> • to deliver the revised curriculum • to provide quality teaching and learning • to create a stimulating, happy learning environment • to prepare and mark work • to provide appropriate pastoral care • to inform parents, when the school thinks it appropriate, of problems or difficulties their child may be having
Parents	
<ul style="list-style-type: none"> • to be kept informed of their child's progress in school • to have access to school policies • that their child will be taught in accordance with the N. Ireland curriculum • that their child will feel safe and secure • that they may arrange to discuss any concerns with a member of staff 	<ul style="list-style-type: none"> • to support the teacher and the school in relation to the school rules • to support the teacher and the school in relation to the child's learning • to ensure that the child is punctual, attends well and does homework • to equip their child properly • to promote good behaviour and manners • to keep school informed of changes in circumstances and problems or difficulties their child may be having
Governors	
<ul style="list-style-type: none"> • to be kept informed about relevant matters associated with the school and if a child has been suspended/expelled 	<ul style="list-style-type: none"> • to assist the principal as is reasonably necessary to enable her to control the internal organisation, management and discipline of the school • to establish an effective behaviour policy

1.8 Behaviour Management Strategies Employed by Staff

- * effective, positive teaching strategies
 - ~ work set is appropriate to the pupils' abilities
 - ~ clear goals are set for each work activity and all pupils understand them before an activity begins
 - ~ pupils receive appropriate positive reinforcement for their efforts and behaviour
 - ~ role modelling
 - ~ seating arrangements
 - ~ sufficient materials for class/group
- * teach a routine
 - ~ gain the children's attention
 - ~ explain carefully and simply what you want the children to do
 - ~ tell them how you expect them to do it
 - ~ demonstrate and/or use visual cues
 - ~ get the children to practice; use prompts
 - ~ remind the children of your expectations each time before they carry out the routine
 - ~ withdraw prompts gradually
- * common class rules/charter displayed in the classroom
- * When carrying out corrective action the member of staff should
 - ~ maintain eye contact
 - ~ minimise embarrassment and hostility
 - ~ utilise positive language when correcting
 - ~ use respectful but assertive tone of voice
 - ~ avoid unnecessary argument
 - ~ encourage positive behaviours
 - ~ give clear choices to maximise pupil's responsibility
 - ~ be consistent and follow through
 - ~ watch spatial proximity/body language
- * common disciplinary strategies
 - ~ tactical ignoring (where appropriate)
 - ~ non-verbal reminders
 - ~ simple brief directions
 - ~ rule reminders
 - ~ simple choice
 - ~ casual or direct question
 - ~ redirect
 - ~ make consequences clear
 - ~ time out
 - ~ restraint (if danger to him/herself or others)
 - ~ use sanctions as agreed in this policy
- * record keeping (Use of Sims Behaviour Module / Traffic Light System)
- * a system for the early identification of pupils presenting behavioural problems and the inclusion of such pupils on the Special Needs Register.
- * circle time

* in-service training for school staff

1.9 Behaviour Management and the Code of Practice for Special Educational Needs

At present we will use the Special Educational Needs Code of Practice (2016) and elements of the Education Order (2016) to support children with emotional and behavioural difficulties.

This procedure does not preclude the school from using any sanction deemed appropriate (as detailed in section 1.6) or from entering the Code of Practice at any stage. The Principal, in consultation with staff and when considering suspension or expulsion the Chair of Governors, where appropriate, makes the final decision.

The following stages relate to the Special Educational Needs and Disability Act (NI) 2016:

Stage 1: School delivered special educational provision relates to the management of special needs within the ordinary classroom. This is the stage where unacceptable behaviour becomes persistent and a plan is put into place to address and reduce it as far as possible. The class teacher will complete a stage 1 Personal Learning Plan (PLP) which will set out the reasonable adjustments and additional strategies and approaches aimed at meeting the child's SEN. The PLP will be kept in the 'Special Needs Register'. Parents are invited to discuss the action plan with the class teacher. Often a child makes progress in response to school delivered special educational provision at Stage 1.

Stage 2: School delivered special educational provision plus external provision e.g. EA or HSC Trust. This is the Stage where the child does not make adequate progress and continues to experience significant difficulties despite the school fully implementing a wide range of provision at Stage 1. The class teacher and SENCO will complete a Stage 2 PLP. The plan should include the reasonable adjustments, additional strategies and approaches plus resources, advice, support and training through EA SEN support which the school proposes to employ in order to manage the pupil's behaviour and the arrangements for monitoring and reviewing them. The PLP is discussed with parents and the pupil by the class teacher and SENCO.

If a child does not make suitable progress, despite the external support from the EA at Stage 2, the child may require consideration for a statutory assessment. If the EA agree to carry out a statutory assessment and then decide to issue a statement, the child will then move to Stage 3 of the Code.

At **Stage 3:** The child has a Statement of SEN. A statement of special educational needs is made and maintained by the EA. The statutory assessment confirms that the pupil has special educational needs, which cannot be met without additional resources, which are not normally available to schools.

School and EA deliver special educational provision plus any relevant treatment or service identified by a HSC Trust. Reasonable adjustments, school delivered special educational provision are implemented plus EA provision as set out in the statement.

Following consultation at stage 3, a new PLP will be drawn up and implemented in consultation with parents and pupil.

⇒ At any stage a risk reduction action plan and assessment may be carried out to assess the risk the child's behaviour poses to themselves, other children, staff or property. This action plan informs and works alongside the child's PLP.

⇒ In an emergency, where suspension/expulsion is being considered, referral should be to the Education Authority's Primary Officer.

1.10 Links with Other Learning Areas

There are important elements of the positive behaviour policy in all the areas of pastoral care within Ballynure Primary School. These include the following: Pastoral Care, Child Protection, PDMU including (Health Education, Drugs Education, Community Relations), Anti-bullying, Special Educational Needs, Safe Handling/Use of Reasonable Force and Religious Education.

Without good discipline, teaching and learning cannot effectively take place; therefore, good behaviour is an integral part of the whole school curriculum.

1.11 Parental Links

Parents are encouraged to develop in their child a positive attitude towards promoting good behaviour. Parents are informed of their child's progress and behaviour at parent interviews, which are held in October and February and in a written report in June. If a parent wishes to see a teacher concerning any aspect of their child's behaviour this may be arranged by making an appointment. Alternatively, if a teacher is concerned with the behaviour of a child, the teacher may request an interview with the child's parent.

1.12 Links with Other Agencies

In order to support a child with emotional and behavioural difficulties, the school may seek advice and support from the Education Authority's behaviour and curriculum advisory support staff, educational psychologists, educational welfare staff, outreach support staff, health service staff or other appropriate agencies.

1.13 Staff Training

Staff will avail of relevant training offered by EA and other agencies including MASTS.

1.14 Monitoring, Evaluation and Review

This policy will be monitored and reviewed as required to consider to what extent the policy is being implemented, its relevance, its usefulness, its management and any inset required by staff.

Pupils, parents, Governors and staff views were sought and taken into account in the review of this policy during March 2018.

Some of the views of pupils: *'It's good to have rules so you don't get hurt all of the time'* Lily; *'You should get punished if you do something wrong'* Sarah; *'Sitting on the blue chairs help you to learn your lesson'* Isaac; *'I think it is good to have yellow cards, it helps you to be good'* Abi; *'I think it is good, you don't want a yellow card and definitely not a red,'* Lucy.

Date Policy agreed by Board of Governors _____

Signed by Chair of Governors _____



Ballynure Primary School

Positive Behaviour Policy

Dear Parent/Guardian,

One of the current government initiatives is to promote good discipline in schools through developing positive behaviour. Although Ballynure Primary School has a high standard of discipline, the staff and children have recently been involved in discussing and drawing up rules to develop a positive behaviour policy.

In order to maintain our high standard of behaviour and to provide the best education for every child, it is important that the parent/guardian and the school work together. Please read the attached 'Positive Behaviour Policy' so that you are familiar with the procedures employed in the school.

Thank you for your co-operation in this matter.

Please detach, sign and return the slip below to your child's class teacher.

✂.....

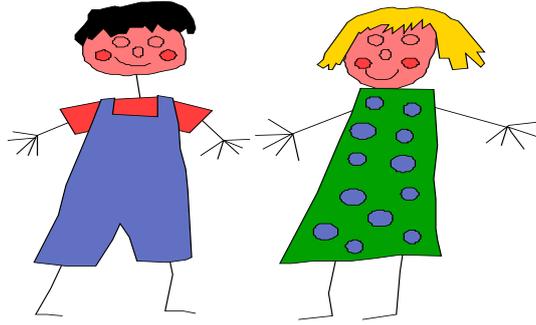
BALLYNURE PRIMARY SCHOOL

I acknowledge receipt of the school policy on positive behaviour and agree to give my support.

Parent's/Guardian's signature: Date:

Pupil's name: Primary: Room:

Golden Rules



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