



WALKER MEMORIAL
PRIMARY SCHOOL

Positive Behaviour Policy

W: working together

A: to Achieve

L: happy Life, long learners
nurturing

K: Kindness

E: Excellence

+

R: Respect

THE NEED FOR DISCIPLINE

Discipline is the system and ethos which aims to cultivate in pupils an acceptance and recognition of responsibility for their own decisions, their action and their consequences. Good discipline practices create the conditions for effective learning and help to develop in children responsible attitudes and values for life.

It is the view of The Board of Governors of Walker Memorial Primary School that effective learning can only take place in an atmosphere where standards of good behaviour are set as pre-requisites. Good behaviour is that conduct which assists the school to fulfill its function, namely THE FULL DEVELOPMENT OF THE POTENTIAL OF ITS PUPILS. Unacceptable behaviour is conduct which prevents this, either when an individual prevents his/her own development by behaving badly or when unacceptable conduct disrupts the development process for other members of the school community. It therefore follows that good behaviour is that which:

- i. conforms to the reasonable expectations and requirements of the school
- ii. is based upon mutual respect for the needs and aspirations of all in the school and upon care for its environment, including the behavior of pupils with a diagnosis(ASD, ADHD, Behaviour etc)

AIMS OF DISCIPLINE

Discipline is a system of rules for good behaviour which aims to create conditions for an orderly community in which:

- i effective learning can take place
- ii self-discipline, self-respect and good personal relationships can be developed
- iii there is mutual respect among all members.

A system of discipline should have at its centre a concern for the safety and wellbeing of the pupils

Discipline should not be seen as 'punishment' but as being concerned with the training of children to behave in a socially acceptable fashion while in the care of teachers and others in the education process. It may well be that 'punishment' - in the form of some sanction - is part of this training, but generally discipline should aim to be positive.

RESPONSIBILITIES OF PARENTS

Standards of behaviour are well established in children before they come to school. The accepted standards of behaviour will vary from home to home and family to family but conflict arises when the expectations of school are different from those of home. Often in a smaller community such as the home, individual needs can largely be accommodated without undue disturbance, but a school is a much larger community where the interests of each individual have to be subsumed in the greater good for the greater number.

It is quite clear that a pupil's acceptance of any system of rules for behaviour is determined by the attitudes of home and local society e.g, there is little point in striving to train children not to throw litter if cigarettes or sweet papers are regularly thrown from the family car. Therefore parental acceptance of the school's expectations and active co-operation with the staff is absolutely essential if an acceptable standard of discipline is to be achieved. Although parents are not in school with the children their influence is still greater than that of a class teacher.

Parents have a duty to ensure that their children do not cause injury or damage to others or to any property and they, therefore, have an obligation to promote the general policy and rules of discipline as laid down by the school.

THE CO-OPERATION OF PARENTS IS SOUGHT IN RELATION TO MAINTAINING HIGH STANDARDS OF PUPIL ATTENDANCE, PUNCTUALITY, PERSONAL APPEARANCE, THE WEARING OF SCHOOL UNIFORM, CARING FOR LEARNING MATERIALS, PARTICULARLY THOSE WHICH BELONG TO THE SCHOOL, AND THE SUPERVISION OF HOMEWORK

RIGHTS AND RESPONSIBILITIES OF THE PUPILS

We would expect our children to enjoy their education at this school, to be able to learn in a safe and secure environment and to have their needs met. At the same time we wish to encourage children to see that other children deserve and must enjoy the same treatment as they do.

To ensure that we maintain our Golden Rules the children are required to adhere to the following:

SAFETY

- Children must walk in the classroom, corridors or dining room in an orderly manner with no undue haste
- Children must never leave their room without their teacher's permission.
- Children must never leave the school premises without a request from their parents, preferably in writing, and permission from the principal
- Children must not bully or hurt other children
- Jewellery should be limited to a watch. When children are engaged in physical activities the teacher will ask the children to remove all items of jewellery or may withdraw the child from the activity.
- Management are not responsible for the loss or damage to jewellery
- Plimsoles must be worn by Foundation Stage children, trainers by the rest of the school during PE
- When a child is being bullied or annoyed he/she should immediately report the incident to the teacher or supervisor

EDUCATIONAL VISITS/SWIMMING

Where children are outside school on education or sporting visits they are expected to behave as if they are on the school premises. They are reminded that their behavior will be seen as a reflection of the school

PLAYGROUND

In the playground children should abide by the following rules

1. In dry weather children should be outside at break and lunchtime except in cases of illness, supported by a note from home.
2. Pupils must have due regard for others in all play and playground activities.
3. Pupils must not engage in any play or activity which endangers their own safety or the safety of others- throwing stones, climbing fences, standing on water tank.

4. Pupils must not engage in play or activity where clothing or property may be damaged.
5. Bullying and physical or oral intimidation are forbidden.
6. Kicking, spitting, nipping, biting and fighting will not be tolerated.
7. Pupils must not use bad/unacceptable language.
8. Pupils must always obey directions and instructions of the playground supervisors.
9. When it is time to return to class after breaks the children must line up in an orderly fashion.
10. Where a child is the victim of any kind of abuse or maltreatment, the child should immediately report to the supervisor or teacher on duty and must not retaliate.
11. Children must tidy and return all play equipment to where it is stored

We feel that it is important in our school to encourage good manners

COURTESY

1. Children must not use foul or abusive language.
2. Children should use the words 'excuse me' 'please' and 'thank-you' appropriately.
3. Children must not interrupt adults who are speaking until invited.
4. Children should knock before entering a room.
5. Children must not take, without permission, things belonging to others.
6. Children must not drop litter other than in an appropriate place.
7. Children must not deface their own property, or the property of others, including that of the school.

USE OF BUILDINGS

1. Children must walk in an orderly manner inside the school buildings and between the main building and the mobile
2. Children must move about the rooms and corridors quietly with no undue noise.

SAFETY AND DISCIPLINE WHILST TRAVELLING ON THE SCHOOL BUS

The management of the school are not responsible for children travelling to and from school on SELB transport, in taxis and private cars. Complaints regarding transport should be made to the operator.

Children are encouraged to keep safe when travelling by adhering to the following rules

1. Children are not allowed to stand or walk around whilst the bus is in motion.
2. Children must not distract the driver
3. Children must remain in their seats until the bus has come to a stand-still.
4. Children must wait at the road edge or footpath until the bus has moved off.
5. Children must not litter the bus with papers or cans.
6. Children must not put their feet on bus seats.
7. Children must not open emergency exit doors unless instructed by an adult to do so.
8. Children must not lean out of bus windows.
9. Children must wear seatbelts, if they are provided.

CLASSROOM DISCIPLINE

Good teaching practice and positive teacher/pupil relationships are major contributors to good classroom discipline. Good discipline enables effective learning to take place and in order to achieve this goal the following strategies should be implemented:

- the recognition and encouragement of children's individuality and the importance of self-esteem
- attempting to make lessons enjoyable and challenging with an approach which is sufficiently flexible to encourage children's contributions
- the use of positive rather than negative language to communicate expectations and feedback to pupils

- giving regular praise and encouragement to pupils, particularly to disruptive pupils as soon as acceptable behaviour is observed
- Continuous referral to The Golden Rules which are displayed in each classroom.

REWARDS - THE POSITIVE SIDE OF DISCIPLINE

In any disciplinary system the emphasis must always be on the positive approach of encouragement and praise, rather than on the negative one of criticism and punishment. In any case criticism should always include advice on how to improve and should be constructive in its approach. It is part of the school policy to emphasise positive approaches to maintain and improve discipline.

PRAISE: Praise can be given in many ways and, without any attempt to put this into a value order, might include the following:-

- Weekly Star pupil Certificate-Public acknowledgement at Assembly-photograph on noticeboard
- Attendance Awards, half-termly
- given a special responsibility
- a quiet word or encouraging smile
- a written comment on pupil's work, or in a more detailed way, picking out specific points or ideas that gave pleasure
- a public word of praise in front of a group, a class, or the whole school
- use of school reports to comment favourably, not only on good work and academic achievement, but on behaviour, on involvement and on general attitudes
- a letter to parents informing them specifically of some action or achievement deserving praise
- a visit to another teacher for commendation
- "golden time"
- reward chart
- stamper system
- incentive stickers

Most children respond to this positive approach where their efforts are seen to be valued, and make considerable efforts to improve their work, and, where necessary, their behaviour.

SANCTIONS IN DISCIPLINE

Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up. A Positive Behaviour Policy must state these boundaries firmly and clearly.

Even with good classroom practice it will be necessary to have sanctions. These are necessary for two main reasons:

- to make the particular child and others aware of the school/teacher disapproval of unacceptable behaviour
- to protect the authority of teachers, should that be threatened

Sanctions should

- be constructive
- be applied with sensitivity, flexibility and discrimination
- where possible, be related to the misdemeanour
- where possible, be specific to the culprit and not applies to whole group

Minor breaches of discipline are generally dealt with by the, class teacher in a caring, supportive and fair manner, with some flexibility regarding age of the child, as far as sanctions are concerned

Each case is treated individually. Generally children are made aware that they are responsible for their own actions and that breaking rules will lead to punishments.

Normal sanctions include:

- a verbal reprimand and reminder of expected behaviour,
- moving to sit alone,
- loss of Golden Time,
- removed from class,
- loss of responsibility
- loss of freedom-eg breaktime or lunchtime subject to the provision that the child is given sufficient time for eating his/ her meal and toileting.

Parents will be involved if problems are persistent or recurring.

Should the behaviour persist the school will implement the Code of Practice and draw up an individual plan

If the Principal and parents see the necessity then outside agencies will be contacted.

If behaviour persists the Principal will inform the Board of Governors and the parents may be invited to attend a meeting with the governors to discuss the situation

If necessary the Board of Governors and principal will refer the matter to SELB

Major breaches of discipline include physical assault/bullying, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, offensive gestures and continual disruptive behaviour in class.

This type of behaviour is generally rare and it is the responsibility of the Principal who will deal with it severely.

Procedures for Dealing with Major Breaches of Discipline

- A verbal warning by the Principal as to future conduct
- Withdrawal from the classroom for the rest of the day
- A letter or phone-call to parents informing them of the problem
- A meeting with parents, and either a warning given about the next stage unless there is an improvement in the child's behaviour
- Referral to the Education and Welfare Officer and/or Educational Psychologist
- If the problem is severe or recurring then exclusion procedures are implemented in accordance with the terms and conditions set out in the SELB scheme of management for Suspension and Expulsion of Pupils

A very serious problem may result in the normal procedures being abandoned and a child being immediately removed from the school premises.

PROCEDURE FOR DEALING WITH DISCIPLINE PROBLEMS:

Level 1: a look of disapproval

- immediate verbal checking of misbehaviour

Level 2: a minor penalty, relevant to the offence, e.g. an apology

- repeated, or extra work, where the presentation or content of work is clearly below the pupil's potential
- LOSS OF FREEDOM eg. Break/Lunch time or Golden time, subject to the provision that the child is given sufficient time for eating his/her meal and toileting

- loss of privileges, eg. not allowed to carry out duties of posts of responsibility

Level 3: Contact with parent. Instigate Individual Education Plan for behaviour, if necessary

- If already on a daily plan and behaviour is escalating/repetitive, parents phoned to discuss options.

Level 4: Referral to Board of Governors and/or SELB

Level 5: Suspension (see next page)

PS Support may be sought from outside agencies eg. Behaviour Management Team

Suspension:

Hopefully, with parental support, this will not be necessary. However, a pupil may be suspended for a variety of reasons including:

- (a) Refusal to accept the authority of the Principal, teacher, classroom assistant or other member of staff.
- (b) Disruptive behaviour which impacts on the health, welfare and/or education of other pupils.
- (c) Aggressive behaviour (including biting, kicking, punching, nipping and/or throwing things. This is not an extensive list.
- (d) Abusive behaviour towards pupils and/or staff including name-calling, bullying, racist comments/names.
- (e) Dangerous behaviour towards self and others. This may include any form of aggression, either physical or verbal, which the Principal considers to be dangerous.

In the interest of the health, safety and well-being of the individual pupil concerned and the other children, it may be necessary to suspend the pupil initially for 1,2 or 3 days depending on the action and/or behaviour involved. It should also be noted that suspensions may exceed 5 days.

On returning to school after a suspension the pupil must come into school with a parent/parents and discuss the next steps to avoid such an incident occurring again.

Pupils returning from suspension will sit in isolation at lunchtime and will not be allowed at break or lunch time with the other pupils for 3 days. They will be given outside break with supervision at an alternative time.

The Special Educational Needs and Disability (NI) Order 2005 will be taken into account in relation to the application of this policy.

August 24th 2016