**Gortin Primary School**

**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 Gortin 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. Gortin Primary School seeks to promote its aim of being a ‘listening

school’ in the development of friendly relationships at all levels.

**PRINCIPLES**

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

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between pupil and teacher and high expectations of pupils in terms of

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aim of being a ‘listening school’ in the development of friendly

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Bullying, Child Protection, PDMU and SENDO policies.

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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 biannually by the 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 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/golden rules;
* praise pupil’s achievement as often as possible;
* reward good behaviour in and out of the classroom.

4. **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 pupils displaying challenging behaviour as soon as

acceptable behaviour is observed.

**5. Team-Teach Techniques**

This technique would be used solely with a named pupil who is assessed and referred by the SEBD Team. Two members of staff, Mrs. Dixon and Mrs. Tuohey, have successfully completed Team Teach training on 13/03/15. Team Teach methods will only be used by named staff. Team Teach techniques seek to avoid injury to the service user (pupil), but it is possible that bruising and scratching may occur accidently, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of using that the service user (pupil) remains safe.

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/class contract 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 regarding this policy which is

reviewed biannually by the 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**

* Look good coming to and leaving school.
* For safety reasons, no jewellery is to be worn in school.
* Walk in single file on the left in corridors, taking care

NOT TO RUN.

* Line up in an orderly fashion when requested.
* Behave appropriately in cloakroom, toilets and classrooms.
* Be polite, respectful and show good manners to all staff, visitors and each other.
* Play outside at break and lunch.
* Keep playground rules, value supervisors, be caring and play fairly.
* Make the best effort, taking pride in all that you do.
* Understand and keep all classroom rules, working together with your

teacher and classroom assistants.

* Look after the building and its equipment as it is our school.
* Treat others and their property as you would like to be treated yourself.
* Educational games/items may be brought into school ONLY for Golden Time or when requested.
* Be proud of **Gortin Primary School.**

**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.

**Ways of Reinforcing Positive Behaviour**

At Gortin P.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, we recognise that rewards are sometimes necessary and appropriate. Listed below are some examples of the typesof 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;
* Circle Time;
* Good Citizen Award;
* Pupil of the Day/Week;
* ‘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.

**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 could be implemented

to deal with them.

**Monitoring and Evaluating the Policy**

Our policy will be reviewed biannually and/or in the light of changes in legislation or practice following consultation with all staff members, parents and external agencies.

*Policy Date*

*Signature of Principal*

*Signature of Chairperson of Board of Governors*

*Review Date*

**Appendix A**

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| Examples of  **Low Level** 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 – two verbal warnings children are placed on the amber traffic light.  Moving seat.  Clean up mess.  Complete homework the following night. |
| Examples of  **Moderate Level** 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  Step 1: Placed on red traffic light  Step 2: Loss of 5 minutes of golden time.  Step 3: After 10 minutes deduction of golden time pupil should be sent to Principal at break/lunch.  Step 4: Child’s parent is informed of child’s behaviour.  Step 5: Daily Behaviour Report initiated.  Consider putting child on the SEN  Register for behavioural problems.  Record action in the class behaviour report record. |
| Examples of  **Serious Level** 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 Principal.  Immediately moved up to red traffic light/loss of golden time.  Parents are informed.  Consider putting child on the SEN  Register for behavioural problems.  Consider referral to Educational  Psychologist.  Consider suspension/expulsion.  Record action in central pupil record. |

**Appendix B**

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| **Date** | **Nature of Misbehaviour** | **Action Taken** |
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**Class Behaviour Report Record**

**Name of Child: Teacher**

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| **Rights of Pupils** | **Responsibilities of Pupils** |
| To feel safe and secure within the school  environment.  To be valued equally and to be treated  with respect.  To receive an appropriately planned and  resourced curriculum.  To be acknowledged for effort and  achievement in their classwork and  homework.  To be positively affirmed for abiding by  the school’s code of conduct.  To be listened to sympathetically.  To have opportunities to pursue and  develop interests, talents and abilities. | To come to school on time and to be  suitably prepared.  To show respect for people and property –  both inside and outside the school.  To behave in a safe and responsible  manner.  To co-operate with teaching and nonteaching  staff and with peers.  To ask for help when experiencing  difficulties. |
| **Rights of Parents** | **Responsibilities of Parents** |
| Parents are entitled to expect that:  Their child will be educated in a safe and  caring environment.  Their child will be provided with a broad,  challenging and appropriate curriculum.  They will be informed about school rules  and procedures.  They will be informed about their child’s  physical and emotional well-being.  They will be regularly informed about  their child’s academic performance.  They will be involved in key decisions about  their child’s education.  Their child will be taught in a well  resourced and well maintained classroom.  They will have reasonable access to school  and staff. | Parents have a responsibility to:  Ensure that their child attends school  regularly and punctually.  Support school staff by encouraging their  child to abide by the school rules.  Ensure that necessary books/equipment  are brought to school.  Ensure homework is completed  satisfactorily.  Show interest in school work, meetings and  functions.  Inform school of changes in home  circumstances where they impact on their  child’s ability to perform well at school.  Inform the school of their child’s special  medical needs.  Encourage independence in their child. |
| **Rights of Teaching Staff** | **Responsibilities of Teaching Staff** |
| To work in an environment where the  rights of all are respected.  To play a constructive role in policy  making.  To express their views freely.  To have adequate and appropriate  resources and accommodation.  To have a suitable career structure and  opportunities for professional  development.  To provide positive support and advice  from senior colleagues and external  bodies.  To feel valued. | To behave in a professional manner at all  times.  To prepare and resource lessons thoroughly,  taking the ability and aptitude of pupils into  account.  To show interest and enthusiasm in pupils’  work and learning.  To expect high standards and to  acknowledge effort and achievement.  To ensure that class work and homework  are appropriately marked.  To share with parents any concerns about  their child’s progress and development.  To recognise the individuality of each pupil. |
| **Rights of Non-teaching Staff** | **Responsibilities of Non-teaching**  **Staff** |
| To be valued as members of the school  community.  To be treated fairly and with respect by  pupils and all members of the teaching  staff.  To have adequate facilities and resources  to enable staff to perform their duties  effectively.  To be well informed about school rules and  procedures.  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 come on time, well-prepared for the day  ahead.  To co-operate with colleagues and teaching  staff.  To act in ways which aim to secure the  safety of all pupils at all times.  To share with teaching staff and Senior  Leadership Team any concerns they have  about pupils.  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. |