



Positive Behaviour Policy

Policy Date: _____

Signature of Principal: _____

Signature of Chairperson of Board of Governors: _____

Review Date: _____

Positive Behaviour Management

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.

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.

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 accidentally, 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 types of 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 annually and/or in the light of changes in legislation or practice following consultation with all staff members, parents and external agencies.

Appendix A

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.	Verbal warning – two verbal warnings children are placed on the amber traffic light. Moving seat. Clean up mess. Complete homework the following night.

<p>Distracting others. Making noises. Failing to keep on task. Leaving work area untidy. Pushing in the line. Running in the corridors.</p>	
<p>Examples of Moderate Level Misbehaviour</p>	<p>Range of Consequences</p>
<p>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.</p>	<p>Shadowing staff in playground Time out at play-time</p> <p>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.</p>
<p>Examples of Serious Level Misbehaviour</p>	<p>Range of Consequences</p>
<p>Disregarding adults within the school. Stealing. Physically/emotionally hurting someone. Serious physical/verbal threat made to staff. Displaying violence. Leaving school without permission.</p>	<p>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.</p>

Appendix B

Rights of Pupils	Responsibilities of Pupils
<p>To feel safe and secure within the school environment.</p> <p>To be valued equally and to be treated with respect.</p> <p>To receive an appropriately planned and resourced curriculum.</p> <p>To be acknowledged for effort and achievement in their classwork and homework.</p> <p>To be positively affirmed for abiding by the school's code of conduct.</p> <p>To be listened to sympathetically.</p> <p>To have opportunities to pursue and develop interests, talents and abilities.</p>	<p>To come to school on time and to be suitably prepared.</p> <p>To show respect for people and property – both inside and outside the school.</p> <p>To behave in a safe and responsible manner.</p> <p>To co-operate with teaching and nonteaching staff and with peers.</p> <p>To ask for help when experiencing difficulties.</p>
Rights of Parents	Responsibilities of Parents
<p>Parents are entitled to expect that: Their child will be educated in a safe and caring environment.</p> <p>Their child will be provided with a broad, challenging and appropriate curriculum.</p> <p>They will be informed about school rules and procedures.</p> <p>They will be informed about their child's physical and emotional well-being.</p> <p>They will be regularly informed about their child's academic performance.</p> <p>They will be involved in key decisions about their child's education.</p> <p>Their child will be taught in a well resourced and well maintained classroom.</p> <p>They will have reasonable access to</p>	<p>Parents have a responsibility to:</p> <p>Ensure that their child attends school regularly and punctually.</p> <p>Support school staff by encouraging their child to abide by the school rules.</p> <p>Ensure that necessary books/equipment are brought to school.</p> <p>Ensure homework is completed satisfactorily.</p> <p>Show interest in school work, meetings and functions.</p> <p>Inform school of changes in home circumstances where they impact on their child's ability to perform well at school.</p> <p>Inform the school of their child's special medical needs.</p> <p>Encourage independence in their child.</p>

school and staff.	
Rights of Teaching Staff	Responsibilities of Teaching Staff
<p>To work in an environment where the rights of all are respected.</p> <p>To play a constructive role in policy making.</p> <p>To express their views freely.</p> <p>To have adequate and appropriate resources and accommodation.</p> <p>To have a suitable career structure and opportunities for professional development.</p> <p>To provide positive support and advice from senior colleagues and external bodies.</p> <p>To feel valued.</p>	<p>To behave in a professional manner at all times.</p> <p>To prepare and resource lessons thoroughly, taking the ability and aptitude of pupils into account.</p> <p>To show interest and enthusiasm in pupils' work and learning.</p> <p>To expect high standards and to acknowledge effort and achievement.</p> <p>To ensure that class work and homework are appropriately marked.</p> <p>To share with parents any concerns about their child's progress and development.</p> <p>To recognise the individuality of each pupil.</p>
Rights of Non-teaching Staff	Responsibilities of Non-teaching Staff
<p>To be valued as members of the school community.</p> <p>To be treated fairly and with respect by pupils and all members of the teaching staff.</p> <p>To have adequate facilities and resources to enable staff to perform their duties effectively.</p> <p>To be well informed about school rules and procedures.</p> <p>To have opportunity to contribute ideas</p>	<p>To come on time, well-prepared for the day ahead.</p> <p>To co-operate with colleagues and teaching staff.</p> <p>To act in ways which aim to secure the safety of all pupils at all times.</p> <p>To share with teaching staff and Senior Leadership Team any concerns they have about pupils.</p> <p>To be aware of school rules and procedures.</p> <p>To handle sensitive information in a</p>

and have them taken into consideration when decisions concerning the smooth running of the school are being taken.	confidential manner at all times. To seek support from colleagues and Senior Leadership as and when required.
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