

Positive Behaviour and Discipline Policy



Author: G Walker (Principal)	Adopted by Governors on:	Signed: CHAIR	Signed: PRINCIPAL
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POSITIVE BEHAVIOUR AND DISCIPLINE POLICY

I. AIMS AND ETHOS

Our approaches to teaching, managing and monitoring behaviour and discipline at Crawfordsburn Primary School are guided by our overall ethos and the aims of our school.

Our Ethos - The Three Cs of Crawfordsburn

Caring

Crawfordsburn has a true family ethos within a friendly and welcoming environment. Children are taught to care for themselves, their peers and the wider world.

Creative

Creativity is celebrated in Crawfordsburn Primary School. We encourage children to be independent problem solvers. We actively promote their development in all areas of the curriculum. We recognise and reward all their achievements, both inside and outside of school.

Confident

Crawfordsburn is a place where children's confidence is developed and where they learn skills that will be with them for life.

Our Aims

Who we are

Crawfordsburn Primary is a school where children are valued and respected. They are listened to, nurtured and made to feel safe and secure. The staff are enthusiastic, welcoming and innovative. It is a school where everybody is involved, appreciated and supported.

What we want

We want children to be well-rounded, confident and independent individuals who are able to reach their full potential. We want learning to be a positive and fun experience for all children. We want all parents / guardians to feel involved in the school and supported in all aspects of education.

What we do

We do this by understanding, supporting and encouraging children as individuals. We deliver a high quality curriculum designed to develop a wide range of skills and abilities. We create an environment where learning, creativity and hard work are recognised and rewarded.

2. RIGHTS AND RESPONSIBILITIES:

Every member of the school community has a role to play in the effective deliverance of this policy and must be aware at all times of the need to protect the rights of others around them.

TABLE I

School Member	Rights	Responsibilities
Pupils	<ul style="list-style-type: none"> • To be treated with respect and dignity • To be safe in the environment • To hear and be heard – freedom to express own opinion • To learn in a safe, secure and stimulating environment • To be developed to meet their full potential. • To have incidents fully investigated by the class teacher 	<ul style="list-style-type: none"> • To know and obey school rules • To be equipped and ready to learn • To treat staff and peers with respect • To learn and continue to learn • To take responsibility for their behaviour and actions and to be honest about their involvement in any incidents • To not prevent the learning of others • To understand that all actions have consequences • To be aware of how their behaviour is perceived by and impacts on others both in school and out of school
Staff	<ul style="list-style-type: none"> • To enjoy their work and experience job satisfaction • To be heard • To be treated with respect and dignity • To have a safe, clean, healthy environment in which to work • To support from management and the EA 	<ul style="list-style-type: none"> • To deliver the NI Curriculum effectively to all • To ensure quality of teaching and learning • To have a consistent, firm but fair approach when managing pupils' behaviour • To fully investigate an incident • To identify problems pupils may be having e.g. learning and behavioural needs and

		<p>to help to provide solutions</p> <ul style="list-style-type: none"> • To liaise and cooperate with parents effectively
Parents	<ul style="list-style-type: none"> • To be kept informed by school of decisions made in regards to their child • To receive regular updates and reports • To have access to and be consulted in the process of creating of policies • Invited to parent/ teacher meetings • Give permission for trips 	<ul style="list-style-type: none"> • Ensure good attendance of their children at school • Work in partnership with the school and to cooperate with school rules and endorse them • To liaise and cooperate with teachers effectively • Attend meetings • Equip their child properly • To monitor the progress of their child • Promote positive behaviour and attitudes

3 POSITIVE VALUES EDUCATION

3.1 We teach positive values through our Personal Development and Mutual Understanding element of the curriculum, and model the same behaviours in our everyday interaction with each other and with the pupils in our care. We have selected to teach important personality traits and behaviours by focusing on a specific area each month (see below).

SEPTEMBER	Friendship
OCTOBER	Giving
NOVEMBER	Respect/Anti-Bullying
DECEMBER	Caring
JANUARY	Perseverance
FEBRUARY	Love
MARCH	Honesty
APRIL	Tolerance
MAY	Responsibility
JUNE	Recap on all themes

(PDMU Coordinator: Miss J Twamley)

3.2 We teach our pupils strategies that will help them to develop their emotional intelligence so that they will be:

1. Self-aware
2. Self-regulatory
3. Self-motivated
4. Empathetic

3.3 We teach our pupils the skills and strategies that enable them to better deal with difficult social situations and conflicts and how to resolve them independently e.g. arguments and peer pressure.

3.4 We believe that when positive behaviour and attitudes are promoted, and each person within the school feels valued then there is greater potential for everyone to achieve their potential.

5 RULES AND ROUTINES

5.1 Rules and routines are necessary in our school to provide structure and order, so that children feel assured that their right to learn in a safe and secure, yet happy and stimulating environment is being protected at all times.

5.2 Crawfordsburn Primary School has established an assertive approach to discipline, through which teachers positively manage behaviour by:

- Teaching rules and routines actively and reinforcing them regularly throughout the year
- Recognising and rewarding positive behaviours
- Teaching pupils to recognise that they have a personal choice in and responsibility for how they behave
- Teaching pupils to recognise how their behaviour impacts on themselves and those around them
- Teaching pupils to understand how negative actions have a negative impact on others
- Teaching pupils how to avoid these actions.

5.3 There is a general consensus throughout the school as to the rules that should be followed, rewards given and the sanctions that should be undertaken. The variations between the key stages are outlined below in Table 2.

TABLE 2

	KEY STAGE 1	KEY STAGE 2
SCHOOL RULES <i>Clearly displayed in the classroom, and children are actively taught what they mean and referred to regularly</i>	Listen to your teacher and do as they ask. Keep your hands, feet and objects to yourself. Use kind words.	Follow ALL instructions. Keep your hands, feet and objects to yourself. Speak appropriately to others.
REWARDS	Praise Stickers and stampers Table points Golden Time House points Certificates or notes sent home Phone call to parents Pupil of the Week award Praise from another teacher Praise from Mrs Montgomery or Dr Walker Class treats	Praise Stickers and stampers Table points Golden Time House points Certificates or notes sent home Phone call to parents Pupil of the Week award Praise from another teacher Praise from Mrs Vance or Dr Walker Class treats

5.4 In Crawfordsburn Primary School it is our aim to be consistent, firm and fair in the giving of sanctions for negative behaviour and to provide the children with as many opportunities as possible to think about and take responsibility for their own behaviour. It is important that children learn to be self-aware, self-monitor and self-regulate their behaviour. Sanctions are put in place to help with this learning process (see Table 3).

TABLE 3

	KEY STAGE 1	KEY STAGE 2
SANCTIONS FOR INITIAL INFRACTIONS	<ol style="list-style-type: none"> 1. Reminder of rule given 2. A verbal warning about the next stage. 3. 10 minutes time out (away from task) 4. 15 minutes in another class 	<ol style="list-style-type: none"> 1. Rule reminder 2. A verbal warning about the next stage. 3. 10 minutes away from group 4. 20 minutes away from class with another teacher
	<p><i>These sanctions will be followed in numerical order on the first instance of an infraction but may vary in order after that e.g. if reminders and warnings have been given on days 1 and 2 for the same offence then the consequence for the same offence on day 3 will mean that the sanction is a period of “time out” straight away.</i></p>	
CONTINUED INFRACTIONS	Class teacher and pupil meet with Mrs Montgomery to decide further sanctions.	Class teacher and pupil meet with Mrs Vance to decide further sanctions.

<p>FURTHER SANCTIONS</p> <p>These sanctions will not be followed in numerical order but will vary according to the age of the child, the severity of the offence or how often the offence has occurred before.</p> <p>At this stage actions will be discussed with the parents and it is important that parents work in partnership with the school.</p>	<ol style="list-style-type: none"> 1. Withdrawal from playground time (break and/or lunch) 2. DETENTION: will usually have a written activity to be completed e.g. a letter of apology (See Appendix) 3. Withdrawal from educational visits outside of school 	<ol style="list-style-type: none"> 1. Withdrawal from playground time (break and/or lunch) 2. DETENTION: will usually have a written activity to be completed e.g. a letter of apology (See Appendix) 3. Withdrawal from educational visits outside of school 4. Withdrawal from events where pupils are representing the school e.g. sports tournaments, choir performances 5. Withdrawal from residential trips (a full refund will be provided if necessary)
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5.5 All judgements will be made after investigations have taken place and sanctions will be given on a case by case basis. The school will take into consideration information around the incident e.g. the pupils that are involved; their propensity for not following school rules and routines; the individual and/or Special Educational Needs of the child; personal and emotional circumstances etc. (*not a definitive list of considerations*). These considerations will not be used to excuse the negative behaviour but will be remembered when determining the severity/time period of the sanction given.

5.6 Some behaviours are deemed unacceptable (see Table 4) and will have immediate sanctions from the FURTHER SANCTIONS category of Table 3.

TABLE 4

UNACCEPTABLE BEHAVIOURS	<ul style="list-style-type: none"> • Refusal to follow instructions • Refusal to complete work • Bullying (see Anti-Bullying Policy) • Fighting • Dangerous physical contact • Stealing • Deliberately telling lies • Rudeness/insolence/defiance to any adult who works in Crawfordsburn Primary School • Aggression or acts of violence towards pupils and/or members of staff • Persistent use of bad language (profanities) • Use of inappropriate sexual or racial language and gestures. • Running out of school • Truancy • Deliberate and persistent lateness • Deliberate damage to property belonging to others or school <p>**Please contact school during the consultation period if you think other behaviours should be added to this**</p>	<p>Will be dealt with immediately using the appropriate “Further Sanctions”</p>
SANCTIONS FOR PERSISTENT UNACCEPTABLE BEHAVIOURS	<ul style="list-style-type: none"> • Withdrawal from their class: pupil will work, eat and have breaks in another classroom with no contact with other pupils. This will not be for any more than 3 days. • Formal suspension at home • Expulsion 	

5.7 Some children, for various reasons, find it difficult to control their own behaviour and are constantly offending. Therefore it may be deemed safer for all concerned for that child to be withdrawn from the activities during which most offences are being made.

5.8 Most behaviour will be dealt with by the class teacher and any infringements of the rules will be investigated thoroughly. In cases involving other children witness statements will be gathered. When there is continuous infringement of the rules or use of unacceptable behaviour then the pupil

will be reported to the head of Key Stage. Repeated misbehaviours will result in the pupil being reported to the VP and/or the Principal. Unacceptable behaviours will be dealt with by the head of Key Stage and/or the VP and/or the Principal.

5.10 Each time a pupil chooses not to uphold the school rules or to follow routines, it will be recorded so that any patterns that are developing can be spotted quickly and resolved. If there is persistent use of unacceptable behaviour which cannot be resolved with intervention strategies then a pupil may be registered on the Special Needs Register, under the Code of Practice, for emotional and behavioural difficulties. Parents will be kept informed at all times regarding persistent challenging behaviours and will be expected to work with the school to teach positive behaviours and to support sanctions.

5.11 We as a school understand that there may be extenuating circumstances that explain a child's behaviour. These circumstances will be taken into consideration when investigating any incident however; they cannot be used to excuse the behaviour especially when someone else has been a victim.

5.12 If any pupil's or staff member's safety is jeopardised, or rights violated, or property is severely damaged by the unacceptable acts of a pupil, then the pupil may be suspended for a period of time. In these cases the Principal will work with the Chair Person of the Board of Governors (Mr J Kyle) and the guidelines given by the EA will be followed.

6 LINKS WITH OTHER POLICIES

6.1 This policy is seen as an integral part of the School Development Plan and can be linked directly and indirectly with all of the other school policies, especially the following:

Child Protection

Anti-bullying

PDMU

SEN

Health and Safety

Intimate Care

Suspension and Exclusion

6.2 With special reference to the SEN Policy, strategies for promoting and sustaining good behaviour and for managing behaviour difficulties are seen as part of the 5 stage approach set out in the Code of Practice for Special Educational Needs. Stages 1 and 2 are entirely school based, Stage 3 is still school based but will call on the support of agencies outside school.

7 MONITORING AND EVALUATION

7.1 In order to assess the effectiveness of this policy the school will:-

- closely monitor the effectiveness of our behaviour management strategies over a given period
- purposefully teach positive behaviours in Assembly/Class
- ensure staff awareness and training so that all are competent in the promotion of the policy.

APPENDIX

EXAMPLES OF DETENTION:

Foundation Stage and Key Stage 1:

Type 1: 10 minutes 'missed activity' and a phone call home

Type 2: 10 minutes detention (break or lunch time) and a phone call to parent(s) to discuss future steps.

Type 3: Two detentions and parents are requested to come for an interview with the class teacher to discuss future steps.

Type 4: Three detentions and parents are requested to come for an interview with the class teacher and Head of Key Stage 1 (Mrs Montgomery)

Type 5: Four detentions and parents are requested to come for an interview with Dr Walker

Key Stage 2:

Type 1: 20 minutes detention and a phone call home

Type 2: Two detentions and a phone call to parent(s) to discuss future steps.

Type 3: Three detentions and parents are requested to come for an interview with the class teacher to discuss future steps.

Type 4: Four detentions and parents are requested to come for an interview with the class teacher and the VP (Mrs Vance).

Type 5: Five detentions and parents are requested to come for an interview with Dr Walker.