

Donaghmore Primary School

Positive Behaviour Policy

1. Principles

- ☐ Good behaviour keeps pupils safe.
- ☐ Good behaviour contributes to a welcoming and caring environment in which
 - (i) pupils can develop as people and
 - (ii) both pupils and teachers can do their best work.

2. Purposes

In this whole-school Positive Behaviour Policy we seek to create a climate within school that will:

- ☐ Promote learning for all the pupils.
- ☐ Make it easier for the teachers to teach effectively.
- ☐ Enhance pupils' self-esteem and foster self-respect and respect for others.
- ☐ Encourage pupils to develop independence by accepting the need for self-discipline and control and taking responsibility for their own behaviour.
- ☐ Develop the pupils' interpersonal skills and their ability to work co-operatively with others to resolve problems and potential or actual conflict.
- ☐ Have the endorsement and active support of parents.

3. The School Vision

We aspire for all our children to become confident, secure, caring individuals who achieve personal success and develop a love of learning.

We will work together as a community to promote the full potential of all by empowering children to develop unique talents and skills through a broad and balanced curriculum within a caring, Christian environment where everyone is respected and valued.

Aims

1. To provide a broad and balanced, carefully planned curriculum.
2. To help children identify and develop individual talents and acquire knowledge, skills and attitudes relevant to the changing world in which they live.
3. To provide opportunities for all children to achieve their personal best.
4. To make learning enjoyable.
5. To develop enquiring minds with motivation to learn.
6. To provide a warm, welcoming, safe and caring environment for all children.
7. To provide a caring Christian environment.
8. To encourage children to respect and value themselves, other people and the environment.
9. To develop the interpersonal skills of our pupils to enable them to work both independently and collaboratively, to develop relationships and to resolve conflict appropriately.
10. To promote good relationships and communication within school and build strong collaborative partnerships with families and the local community.
11. To build an understanding of factors that contribute to a healthy life-style and personal safety.

4. Rights and responsibilities

Parents and teachers have discrete and complementary roles in the education of young people. We feel pupils, parents and teachers have both rights and responsibilities as detailed below:-

Pupils have a right to:

- ☐ be valued as members of the school community.
- ☐ get help when they seek it, whether with their work or with bullying or other personal worries, being sensitive to the learning needs of other pupils and the teacher's duty to teach.

- ☐ be treated fairly, consistently and with respect.
- ☐ be consulted about matters that affect them, and have their views listened to and as far as is reasonable, acted upon.
- ☐ be taught in a pleasant, well-managed and safe environment.
- ☐ work and play within clearly defined and fairly administered codes of conduct.
- ☐ experience a broad, balanced and suitably differentiated curriculum and have any special learning needs met.
- ☐ develop and extend their interests, talents and abilities as far as possible with the resources available.

Pupils have a responsibility to:

- ☐ come to school on time, with homework done and suitably equipped for the lessons in the day ahead.
- ☐ respect the views, rights and property of others and behave safely in and out of class.
- ☐ co-operate in class with the teacher and their peers.
- ☐ work as hard as they can in class.
- ☐ conform to the conventions of good behaviour and abide by school rules.
- ☐ seek help if they do not understand or are having difficulties, showing awareness of the other children who are being taught at the time.
- ☐ listen to and act upon good advice/guidance given by the teacher to improve their work and/or behaviour.
- ☐ accept ownership of their own behaviour and learning and develop the skill of working independently.

Staff have a right to:

- ☐ work in an environment where common courtesies and social conventions are respected.
- ☐ express their views and contribute to policies which they are required to reflect in their work.
- ☐ a suitable career structure and opportunities for professional development.
- ☐ support and advice from senior colleagues and external bodies.
- ☐ adequate and appropriate accommodation and resources.
- ☐ expect pupils to fulfil their responsibilities as stated above.
- ☐ a break of at least 30 mins between the hours of 12 noon and 2 p.m.
- ☐ have support from parents to aid their child's well-being and education.

Teachers have a responsibility to:

- ☐ behave in a professional manner at all times.
- ☐ ensure that lessons are well prepared, making use of available resources and that homework is appropriately set and constructively marked.
- ☐ show interest and enthusiasm in the work in hand and in their pupils' learning.
- ☐ listen to the pupils, value their contributions and respect their views.
- ☐ be sympathetic, approachable and alert to pupils in difficulty or falling behind.
- ☐ identify and seek to meet pupils' special educational needs through the SEN Code of Practice.
- ☐ share with parents any concerns they have about their child's progress or development.
- ☐ expect high standards and acknowledge effort and achievement.
- ☐ pursue opportunities for personal and professional development.

Non Teaching Staff have a responsibility to:

- ☐ behave in a professional manner at all times.
- ☐ show interest and enthusiasm in the work in hand and in the pupils' wellbeing.
- ☐ listen to the pupils, value their contributions and respect their views.
- ☐ be sympathetic, approachable and alert to pupils in difficulty.

- ☐ expect high standards of behavior and acknowledge effort and achievement.
- ☐ pursue opportunities for personal and professional development.

Parents have a right to:

- ☐ a safe, well-managed and stimulating environment for their child's education.
- ☐ reasonable access to the school and to have their enquiries and concerns dealt with sympathetically and efficiently.
- ☐ be informed promptly if their child is ill or has an accident or if the school has concerns about their child.
- ☐ be well informed about their child's progress and prospects.
- ☐ be well informed about school rules and procedures.
- ☐ a broad, balanced and appropriate curriculum for their child.
- ☐ be involved in key decisions about their child's education.
- ☐ a suitably resourced school with adequate and well-maintained accommodation.

Parents have a responsibility to:

- ☐ ensure that their child attends school regularly when physically well enough to concentrate on a day's work.
- ☐ other children's health, by keeping their own children away from school when a contagious illness is suspected.
- ☐ ensure that their child is present each morning by 8.45am and not before 8.30am when they will not be supervised unless they are attending the Breakfast Club.
- ☐ ensure that their child is collected punctually at 1.45pm or 2.45pm, unless attending afterschools.
- ☐ ensure their child completes homework on time and is suitably equipped for the lessons in the day ahead.
- ☐ be aware of school rules and procedures and strongly encourage their child to abide by them.
- ☐ show interest in their child's classwork (where possible) and homework and provide suitable facilities for studying at home.
- ☐ act as positive role models for their child in their relationship with the school.
- ☐ attend planned meetings with teachers and support school functions.
- ☐ provide the school with all the necessary background information about their child, including telling the school promptly about any concerns they have about school or any significant change in their child's medical needs or home circumstances, including contact numbers.

5. Desirable and Undesirable Behaviour

Desirable

behaviour in pupils includes:

- ☐ demonstrating a positive self-image and the confidence to engage successfully in activities.
- ☐ showing respect for the views, ideas and property of others.
- ☐ recognising that all have a right to share in and contribute to lessons.
- ☐ co-operating with the teacher and their peers on shared activities.
- ☐ applying themselves to given tasks and working to the best of their ability.
- ☐ adhering to the accepted conventions of courtesy and good manners.
- ☐ responding positively to opportunities to act independently and to show initiative.

Undesirable behaviour in pupils includes:

- ☐ being unkind to peers e.g. refusing to take turns, aggressive behaviour or engaging in any form of bullying.
- ☐ calling out in class, interrupting others and being inattentive when others are contributing to a lesson.
- ☐ displaying a lack of interest in learning and preventing others from learning.

- ☐ being unable or unwilling to abide by accepted conventions of courtesy and good manners.
- ☐ defacing or destroying other pupils' belongings or school property.
- ☐ directing abusive language at other pupils or the teacher.
- ☐ acting aggressively or with violence towards other pupils or the teacher.
- ☐ being unwilling to perform classroom routines quickly e.g. clearing away after activities, lining up for lunch, giving due care and consideration to other pupils and safety issues.

6. Rules and Procedures

a) General School Rules

Pupils should

- ☐ remain on the school premises during school hours.
- ☐ wear school uniform at all times, unless told otherwise (e.g. swimming, football competition).
- ☐ leave mobile phones at home unless, in special circumstances prior permission is obtained from the Principal.
- ☐ obey the directions of staff.
- ☐ only bring a healthy break.
- ☐ move quietly and sensibly throughout the school.
- ☐ tell a teacher if a visitor is at the entrance door.

Courtesy

Pupils should

- ☐ use suitable, controlled language at all times to both other pupils, staff and visitors to the school.
- ☐ allow adults through the door in front of them.
- ☐ say "pardon", "excuse me", "please" and "thank you" appropriately and respond properly when addressed e.g. "good morning", "hello", "good afternoon", "how are you".
- ☐ avoid intruding in others' conversations.
- ☐ be truthful.

b) Procedures

In the classroom, pupils should

- ☐ be punctual and fully equipped for school.
- ☐ try their best.
- ☐ ask for help when needed, being sensitive not to interrupt other pupils who may be working with the teacher.
- ☐ listen to the teacher and each other.
- ☐ co-operate with others on shared tasks remembering to avoid 'put downs'.
- ☐ take good care of books, equipment and other children's property.
- ☐ play their part in keeping the classroom tidy.

When in the playground, pupils should

- ☐ stay in the allocated play area.
- ☐ co-operate in a friendly manner remembering to avoid 'put downs'.
- ☐ look out for someone who may be on their own.
- ☐ ask permission if they need to return inside the school building.
- ☐ tell the teacher/supervisor if something is wrong. ☐ tidy and line up when the bell rings.

When in the dining room, pupils should

- ☐ show good manners including saying "please" and "thank-you", using cutlery properly, avoiding speaking when mouth is full, avoiding 'playing' with food.
- ☐ help younger children.

- ☐ talk quietly.
- ☐ play their part in clearing the table and keeping the dining room tidy.

When at the toilet, pupils should

- ☐ use the toilet facilities properly, remembering to flush the toilets after use.
- ☐ wash their hands and turn off the taps.
- ☐ return to the classroom/playground promptly.

If using the school bus, pupils should

- ☐ walk to the bus quietly and in an orderly fashion.
- ☐ help younger pupils.
- ☐ find a seat quickly, wear a seatbelt and remain seated for the duration of the journey.
- ☐ be respectful of others travelling on the bus and avoid 'put downs'.
- ☐ keep belongings secure in schoolbags and keep all bags away from the aisle.
- ☐ respect the bus driver and follow directions quickly.
- ☐ inform the bus driver of any problems or concerns and ultimately the class teacher and/or Principal if the problem is not resolved.
- ☐ Dismount carefully and wait for a clear view before crossing the road.

7. Rewards and sanctions

Positive behaviour will be rewarded with a smile, positive verbal comments, stickers and certificates etc as appropriate. Golden tickets will be awarded to pupils for good behaviour and good work. Three winning tickets will be drawn from each class each week. A 40-minute Golden Time reward session will be organized during the last week of each month to reward children for behaving well. Individual classroom reward initiatives may also be used.

Sanctions should:

- ☐ be fully understood by all staff (teaching and non-teaching), pupils and parents.
- ☐ be applied by the staff in a fair and consistent manner.
- ☐ be applied as soon after the offence as possible, not impulsively, but in a calm and measured manner.
- ☐ be proportionate to the offence.
- ☐ defuse, rather than escalate, the situation.
- ☐ focus on the misdemeanor, rather than the pupil.
- ☐ take account, as necessary, of the age and degree of maturity of the pupil and any special educational need he or she may have.

Sanctions should not:

- ☐ be applied to entire classes or groups of pupils when the guilty parties have not been identified.
- ☐ degrade pupils or cause them public or private humiliation.
- ☐ involve physical force.

Possible sanctions will include:

- ☐ withdrawal of privileges, for a fixed period eg. Being stood out at break time or during lunch.
- ☐ withdrawal from a monthly 'Golden Time' session.
- ☐ the temporary removal of a pupil from his/her peers to a table by him/herself or in extreme cases, into another class.
- ☐ withdrawal from school trip.
- ☐ withdrawal from extra-curricular activities for a period of time or permanently.
- ☐ the referral of a troublesome pupil to the Principal.

- ☐ a reporting system which allows staff and parents to monitor the behavior of a particular pupil over a given period.
- ☐ a system of detention with suitable notification for parents, adequate supervision and appropriate work set.
- ☐ In extreme cases suspension, or expulsion following suspension.

Children will not be asked to stand outside classrooms, in corridors, where they are unsupervised.

If a supervisor asks a child to 'stand out' at break or lunch she will notify the child's class teacher by recording the incident in the Supervisors' Cause for Concern book.

8. Recording inappropriate behaviour

Supervisors will also record incidents of concerning behaviour in each class's Supervisors' Cause for Concern book.

Teachers will maintain Inappropriate-Behaviour Incident Records for individual children which will be used to monitor and address concerning behaviour.

9. Contacting Parents

Teachers make daily professional judgements about when a parent needs to be contacted in relation to his/her child. It is deemed neither possible, practical, nor beneficial, to make contact regarding every behavioural incident that occurs in school. A parent of a child involved in an incident will be contacted if any of the following has occurred:

- ☐ A child has been injured (An injury is when first aid has been required.)
- ☐ An incident is particularly serious (Serious incidents include sexualized behaviour, vandalism, theft, racism/minority group remarks or behaviour, threatening behaviour, possession of dangerous weapons. This is not an exhaustive list and will be reviewed triennially or sooner if required.)
- ☐ An incident has not been resolved by staff.
- ☐ A child has not calmed after an incident and continues to be unsettled and/or upset in class.
- ☐ A child's property has been damaged.
- ☐ School requires parents to take further action such as applying appropriate sanctions at home.
- ☐ School requires further information from home.
- ☐ A pattern of concerning behaviour is emerging.
- ☐ A pattern of sustained allegations is emerging.

On occasions, when a pupil's behaviour is difficult to manage on a daily basis, regular contact is established between home and school. When this is the case, individual home/school diaries are used to facilitate daily communication.

10. Implementing the Policy

- ☐ Each of the school rules will be referred to, highlighted and re-emphasized as appropriate.
- ☐ Rules will be actively promoted by the Principal at assemblies when appropriate and positive behaviour will be highlighted and praised.
- ☐ Staff will discuss rules in their classrooms in a positive fashion.
- ☐ The Principal will address parents, when necessary, to reinforce school rules.
- ☐ The Principal will provide the Board of Governors with a current update on discipline in school as appropriate and necessary.

Review

This policy will be reviewed triennially or sooner if required.

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