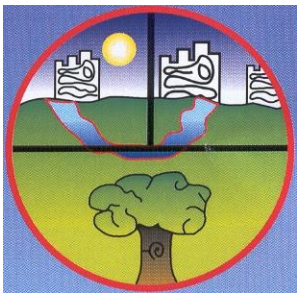

Positive Behaviour Policy

Our Vision: "Learning together in a changing world."

Our Motto: "Look up and aim high."

The Italian Artist Michelangelo said,
"The greatest danger for most of us, is not that we aim too high and miss it, but that we aim too low and reach it."

Mission Statement

As a community of learners we aim to provide an environment where:

1. Each child is developing his/her full potential intellectually, creatively, physically, emotionally, socially, morally and spiritually in a secure, happy and caring atmosphere.
2. Each person is valued, respected and encouraged to value and respect all others.
3. We empower pupils to develop their role as a contributor to the economy and the environment, both within our school and the wider community.
4. We lay the foundations of life skills that the children will build upon as they mature and develop.

In developing our school as a rights respecting school, we aim to provide an ethos that has the Convention on the Rights of the Child at the heart of the school. The UN Convention on the Rights of the Child is based on four general principles: non-discrimination, best interests of the child, survival and development and participation. These principles are the foundation on which we build our rights respecting ethos.

Introduction

Core Values

The main thrust of this policy is to promote good behaviour. There are certain values we feel should be developed in our pupils.

1. Respect- we take pride in our school and look after everyone and everything in it.

2. Ready to learn/Punctuality- we come to school on time, prepared and ready to learn and we take pride in our work.

3. Safe- we behave in a way that keeps ourselves and others safe.

Policy Statement

The Positive Behaviour Policy is based on the Policy For the Promotion of Positive Behaviour (EA) and on Pastoral Care in Schools-Promotion of Positive Behaviour. (DENI 2001)

The staff at Cumran Primary School will aim to create an environment in which quality learning and teaching is paramount. Behaviour will be positively managed and opportunities will be provided for pupils to achieve success and have that success acknowledged.

Aims of the Behaviour Policy

- To encourage a calm, purposeful and happy atmosphere within school.
- To promote a Rights Respecting Ethos within the school where teachers model the language and behaviours of a mutual respect for rights.
- To foster positive, caring attitudes towards everyone where achievements at all levels are valued;
- To encourage increasing independence and self-discipline so that each child learns to respect the rights of others
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement;
- To raise pupil self-esteem;
- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety;

- To create an environment that is conducive to learning and promotes teaching and learning, where pupils are encouraged to reach their full potential.
- To help pupils, staff and parents have a sense of direction and a feeling of common purpose.
- To encourage self respect and respect for others.

Links With Other Policies

This policy is one of the overall pastoral care policies and dovetails into Cumran's Pastoral Care, Safe Guarding, Positive/Safe Handling, Anti-bullying, Child Protection, Special Needs, Health and Safety policies.

Teaching Positive Behaviour

How the school encourages positive behaviour.

At the heart of our teaching, is the developing rights respecting ethos within the school where staff model the language and behaviours of mutual respect, and the children develop knowledge and understanding of their rights and the rights of others. Charters, or rights based agreements are created by both children and adults, collaboratively, for the classroom and dining hall. A system is in place that promotes positive behaviour, teaches core skills and abilities and rewards children's efforts and good behaviours.
At Cumran Primary School we believe that positive behaviour in pupils stems from learning the core skills and abilities identified below, rather than teaching specific and individual behaviours. The core skills and abilities are:

- Independence and organisation;
- Self-image and self-esteem;
- Motivation;
- Reflection and self-control;
- Attention;
- Honesty;
- Co-operation with adults;
- Collaboration with other pupils;
- Sociability;
- Empathy.

We believe that it is the duty of all staff at school to develop actively the core skills and abilities. They can be taught throughout the school day by:-

- Staff modelling the skills and abilities directly.
- Setting appropriate boundaries for pupil behaviour, staff will use firm consistent management while seeking to develop and maintain a positive relationship with the pupils.
- All staff and pupils will know and apply both school and classroom Rights' Respecting Actions.
- Showing empathy and understanding of pupils.
- Listening to pupils.
- Showing respect and understanding to everyone in the school community.
- Providing feedback in an informative way to pupils reflecting on the articles of the UNCRC.
- Using positive recognition to encourage the teaching and learning of appropriate behaviour. Positive behaviour will be acknowledged and rewarded. A variety of rewards and reward systems will be used both in individual classrooms and at a whole school level.
- Diverting or modifying pupil behaviour, when possible, before there is a need for discipline, again reflecting on the articles of the UNCRC.
- Using consequences to discourage the learning of inappropriate behaviour and to teach appropriate behaviour.
- Teaching the skills and abilities through Circle Time and the Primary Values Curriculum and the Emotionally Intelligent School.
- Attempting, in all situations, to keep the pupil's self esteem intact.

Responsibilities, Rights' Respecting Actions and Routines

At the beginning of each year the school reviews the behaviour policy and whole school Rights' Respecting Actions. These Rights' Respecting Actions are the basis of classroom, school, break and lunchtime Rights' Respecting Actions and routines. Our whole school actions are:

- We come to school on time, prepared and ready to learn.
- We take pride in our school and look after everyone and everything in it.
- We wear our uniform with pride.
- We behave in a way that keeps ourselves and others safe.
- We walk on the left hand side.

Each class will work together to establish a classroom charter linking to articles in the UNCRC, which will allow the classroom to work well and provide a safe, happy and busy learning environment.

Governor's Responsibilities.

All members of the school community have the right to enjoy a stress free and productive working environment.
Governors have the responsibility to ensure that:

- At least one member of the board receives Child Protection training from EA.
- All Governors have child protection training from designated staff members.
- All positions in the school, whether paid or unpaid, are subject to the Provisions of the Protection of Children and Vulnerable Adults (NI) Order 2003.
- There is a culture of support for the staff, pupils and parents.

Staff Responsibilities

Pupils have the right to be treated with respect.
Staff have the responsibility to:

- Treat all pupils fairly and with respect;
- Use the language of mutual respect
- Help all pupils to develop their full potential;
- Provide a challenging, interesting and relevant curriculum;
- Create a safe and pleasant environment both physically and emotionally;
- Use positive and negative consequences clearly and consistently;
- Be a good role model;
- Offer a framework for teaching the personal, social and emotional skills and abilities that underpin the school's behaviour policy.
- Recognise and value the strengths of all pupils;
- Form positive relationships with parents and pupils;

Parents' Responsibilities

Children have the right to be safe in school.
Parents have the responsibility to:

- Make children aware of appropriate behaviour;
- Encourage independence and self-discipline;
- Show an interest in all their child does in school;
- Be aware of and encourage their child to follow the school Rights' Respecting Actions.
- Send their child to school on time, prepared and ready to learn.

Pupils are Rights Holders

All children are rights holders under the terms of the UN Convention and there are no conditions or responsibilities attached to them. However, in developing a rights respecting ethos, pupils are encouraged to develop self- respect and a respect for others.

Pupils are encouraged to:

- Do their best
- Contribute to their own learning
- Take pride in their school and look after everyone and everything in it
- Show consideration for others
- Consider the effects of their actions on others
- Behave in a way that keeps themselves and others safe.

Positive Recognition

At Cumran Primary School we believe that pupils should be encouraged to behave well and work hard. Rewards are an intrinsic part of our discipline. We use a number of different strategies to recognise positive behaviour based on negotiations between staff and pupils. We would like children to work and behave well for the pleasure of

the task, but recognise that positive recognition or rewards are sometimes necessary as well.

Following consultation with staff and pupils, the following list of strategies for positive recognition was formulated. These will be used when appropriate:

- a smile or 'thumbs up'
- a quiet word
- an applause
- a stamp or sticker on pupils' work
- a written comment on pupils' work
- a sticker with a comment on the good behaviour or work for the child to wear
- Cumran Crackers- for each class a pupil of the month who is chosen on the basis of good behaviour, manners and attitude. Their picture is displayed with a positive comment on a display board near the front entrance of the school
- Marvellous Munchies with Mrs Moles- pupils' achievement is celebrated once a month, one pupil from each class who has worked very hard and achieved well, has an opportunity to meet with Mrs Moles for tea and sweet treats.
- a visit to a colleague, a more senior member of staff and/or the principal for commendation eg. a written comment or sticker
- given a special responsibility, eg. do a message or job for the teacher
- Newspaper photographs are displayed in the Moments of Glory Book
- Class system of merit marks or points for a group to receive a reward, prizes could be raisins, pencils, rubbers, books, etc.
- allowed a special privilege, eg. extra time on computer or night off homework, extra playtime.
- bonus points awarded to contribute to Class of the Week System. Winners for the week are allowed extra playtime, are awarded a trophy and move up a level on our Mountain Display. At the end of the term the class highest up the mountain can negotiate a reward.
- marks, grades and assessments for behaviour as well as work
- a letter to parent/guardian informing them specifically of some action or achievement deserving praise
- certificates celebrating success
- use of school reports to comment favourably, not only on good work and academic achievement, but on behaviour, on involvement and on general attitudes

- weekly news sheets.
- Positive communication log with parents. At least one pupil in each class per day will receive a positive communication note or phone call to a parent acknowledging good behaviour.
- Names and positive behaviour are recorded in the Golden Book which is displayed in the school foyer.
- Caring pupil awards are presented weekly to pupils by the teaching assistants.
- Staff will develop their own rewards in addition to those above- individual, group and whole class. These rewards will be devised in consultation with the pupils. Class charters identify reward goals and are created by the pupils with the class teacher.

We believe it is essential that all children are able to receive positive encouragement and have a fair chance to receive the positive recognition as listed. Children's success both in their work and behaviour will be measured against their previous performance rather than against that of the other children in their class.

Consequences

Sometimes it is necessary to discourage children from behaving badly and to teach them positive behaviours instead. If a child misbehaves staff will ask him or her to stop the behaviour and remind them of the UNCRC article associated with the action. They will be reminded that all children have that right and no-one can take that right away through inappropriate behaviour. Whenever possible, staff will encourage the pupils to try to resolve disputes themselves. It is our aim to change attitudes and to teach pupils appropriate behaviour so that they are better informed to make appropriate choices in how they behave. The pupils will reflect on how their behaviour effected others.

At Cumran Primary School the sanctions will:

- Be constructive
- Where possible, be related to the inappropriate behaviour

- Be specific to the offender and not applied to a whole group.

These are not designed to punish the child, but to teach him/ her to choose more appropriate behaviour next time.

Following consultation with staff and pupils, the following list of consequences was formulated. These will be used when appropriate:

- a look of disapproval
- immediate verbal checking of misbehaviour
- a minor penalty, relevant to the offence, eg. an apology, picking up litter, removal from the group
- repeated or extra work, where the presentation or content of the work is clearly below the pupils' potential
- reference ismadeto the class charter
- Completion of a reflective sheet.
- sent to another room (prearranged with specific teacher) to work
- loss of privileges, such as computer time and playtime
- loss of privileges, such as membership of school teams and attendance at after school activities. However, consideration will be given to the impact on others leading or taking part in these activities, and to the effect on general attitudes
- parental consultation. This should come at an early stage and has the advantage of being a consequence, of throwing more light on the problems behind the misbehaviour and of providing joint/consistent action between school and home
- placing on report. This may be on a daily or weekly basis and requires a comment from all staff teaching the pupil and from the parents. It may be shown to a variety of staff, especially more senior staff or Principal
- referral to Head of Key Stage, Vice-Principal or Principal
- suspension in accordance with the EA scheme
- expulsion in accordance with the EA scheme

Management of Challenging Behaviour

The understanding and management of challenging behaviour may require more than just de-escalation techniques employed by teaching staff and classroom assistants. Safe Handling techniques may be required as part of a holistic de –escalation approach, in order to encourage the promotion of socially acceptable behaviours for all concerned. Please refer to the school's Positive Handling Policy for details and guidance. The UNCRC Article 28 states "Discipline in schools should respect children's dignity." So management of challenging behaviour needs to have a planned and measured response.

Involving Parents

Parents are encouraged to take an active part in the school. We believe that this is essential to establish trusting relationships with all parents so that we can work together in partnership to teach all children positive behaviour.

Procedures when there is concern about a pupil's behaviour

If there is concern about a pupil's behaviour his or her parents will be invited to talk to his or her class teacher. This will allow the teacher to find out if there are any factors that might be affecting the pupil (for example marital breakdown, bereavement or if the child is unhappy in school). The teacher will then discuss how school and home might help the pupil to improve his or her behaviour. This might involve extra encouragement or a short chat with parents and/or the pupil to reiterate the elements of the classroom charter. It may be necessary to maintain the contact on a weekly basis.

It is hoped that the pupil will make progress but sometimes the behaviour that is giving concern continues and more support is required. The class teacher will then discuss ways of helping the pupil improve their behaviour with the head teacher or special needs co-ordinator. It may be necessary to implement the SEN Code of Practice where there are significant concerns about a pupil's behaviour, particularly when normal classroom management strategies have not had any effect. It may be necessary to move on to Stage 1 of the Code of Practice, write an action plan and discuss it with the parents. The action plan will be implemented and reviewed over a period of time. The PLP will be in place for a period of time, up to one term, then reviewed. If there has been no improvement, stage 2 will be implemented and a PLP written in consultation with the SENCO.

After a short while the plan will be reviewed and if there has been progress the child might continue with the plan at stage 2, it can revert to stage 1,
or it might be withdrawn. If progress has been very slow then a referral might be made to a specialist teacher or to the educational psychologist with the parent's permission.

In very exceptional circumstances a pupil might be excluded from school. This will only be done if it is felt that s/he is a risk to him or herself or to the other pupils in the school or when there would appear to be no other effective alternative. The education welfare service will be asked to support the pupil and his or her parents and a return to school will be negotiated with support if considered necessary.
(Refer to SEN policy for details of stages in SEN.)

Environmental Risk Analysis

Each school has to undertake an environmental risk analysis identifying any areas around the school which may be vulnerable. Staff are aware of these vulnerable areas when supervising play at breaktime, lunchtime and at 8.30 in the morning.

- At 8.30am an adult is employed to accompany pupils from the buses to the playground, thus maintaining the safety of the pupils near the road.
- A rota of staff supervision is in place for all playtimes throughout the week. All classroom assistants are in the playgrounds at break and lunchtimes.
- Staff accompany their class to the bus lines at the end of the day.
- Staff are aware of areas behind the green mobiles where pupils cannot be seen.
- An adult is always on the Muga pitch when pupils are playing.
- The gate at the end of the playground is closed during the school day.
- A gate has been erected at the other end of the playground by the kitchens.
- Pupils are always supervised by classroom assistants when playing football and netball at the back of the school.
- Pupils ask for permission to use toilets at lunchtime.
- Cloakroom doors have a glass panel in them so that cloakrooms are not out of sight.
- Pupils are not permitted in the classrooms without a member of staff.
- Corridors are long and open so that there are no hidden, secluded areas.

Travelling to and From School.

Parents are responsible for the behaviour of their children travelling to and from school. We encourage children to behave well on the bus and inform parents if we are told of any unacceptable behaviour or incidents and ask them to deal with it. Any issues regarding behaviour on the bus should be addressed with EA Transport Department.

In-service Training Needs

Members of the school staff will attend in-school training and EA courses on Pastoral Care and behavioural issues, including Team Teach.

Evaluation

The effectiveness of the policy will be measured by:

- Improvement in pupils' core skills and abilities as described earlier in this document.

Monitoring and Review of the Positive Behaviour Policy.

The Principal, SMT and the Pastoral Care Team will monitor implementation of this policy.
The policy will be kept under review and updated in line with current best practice.