



**POLICY FOR PROMOTING
AND SUSTAINING
POSITIVE BEHAVIOUR**

Moneymore Primary School

'Striving for excellence...caring for children'

At Moneymore Primary School we recognise each child as an individual. In order that each child may work towards reaching his or her full potential we aim to create a safe and caring atmosphere in which effective teaching and learning can take place.

Aims of Positive Behaviour

At Moneymore Primary School we aim to:-

- * Establish a safe and secure environment where everyone is valued and supported at all times.
- * Create an acceptable level of order and behaviour so that effective teaching and learning can take place.
- * Develop a sense of self-esteem and self-worth in all children.
- * Encourage self-respect, self-discipline, respect for others and property in the school and community.
- * Help children become courteous, well-mannered, tolerant and understanding of others.
- * Work in partnership with home encouraging the co-operation of parents to support the successful promotion of positive behaviour.
- * Begin to develop the skills necessary to resolve conflict and differences of opinion with sensitivity.

Principles underpinning Behaviour Management

The Principal and Staff of Moneymore Primary School firmly believe that effective learning cannot take place without a requisite standard of good behaviour. In the context of this school good behaviour is defined as conduct which assists the school to fulfil its function namely the full development of the potential of all its pupils.

Conversely, bad behaviour would be defined as conduct which prevents this, either when an individual prevents his/her own development by behaving badly or when unacceptable conduct disrupts the development process for other members of the school community.

It therefore follows that good behaviour is that which conforms to the reasonable expectations and requirements of the school and is based upon mutual respect for the needs and aspirations of all in the school and upon care for its environment.

It is our desire to cultivate in pupils an acceptance and recognition of their own decisions, their actions and consequences. We hope to train and guide children to behave in a socially acceptable way, whilst in the care of teachers and others in the education process.

Roles within our Positive Behaviour Policy

(1) Role of Pupils

We would expect the children who attend Moneymore Primary School to enjoy their education and to have their needs met. At the same time we wish to encourage children to realise that other children deserve and must enjoy the same treatment as they do.

Pupils should expect to:

- Be valued as a member of the school community.
- Work and play in a calm, well managed and safe environment.
- Receive a broad, balanced and suitably differentiated curriculum.
- Be treated with respect and dignity.
- Get help when they seek it.
- Be listened to in a sensitive manner.
- Be made aware of the school's standard of expectations with regard to work and discipline.

Pupils have a responsibility to:

- Know and obey the school rules.
- Show respect for staff, visitors and other pupils in school.
- Be equipped and ready to learn.
- Learn from their mistakes.
- Work to the best of their ability.
- Take responsibility for their behaviour and actions.
- Show respect for their own and others' property.
- Follow the directions of staff both teaching and non-teaching.
- Be well behaved and to treat fellow pupils with kindness and respect at all times during play

(2) Role of Parents

Standards of behaviour are well established in children before they come to school. Accepted standards of behaviour may vary from home to home and from family to family. Behaviour which can be tolerated at home may not always be acceptable at school because of the large numbers involved in the school community.

We believe in the principle of partnership and therefore encourage parents and guardians to establish and maintain a relationship with the class teacher and principal.

Active co-operation with staff is absolutely essential if an acceptable standard of discipline is to be achieved. The co-operation of parents is sought in relation to maintaining high standards of pupil attendance, punctuality, pupil appearance, wearing of school uniform, caring for learning materials (particularly those belonging to school) and supervision of homework.

Parents have a right to:

- A safe, stimulating and happy learning environment for their child.
- The delivery of a well balanced, broad and suitably differentiated curriculum.
- Be kept well informed of the life and work of the school and the progress of their child.
- Up to date information on the school behaviour policy and procedures.
- Be kept informed should their child not meet the standards of behaviour set.
- A consistent and fair approach to behaviour with sanctions matching the seriousness of the misdemeanour.
- A school community which is sensitive to the needs of the individual child.

Parents have a responsibility to:

- Ensure good attendance, punctuality and to send children to school, equipped and ready to learn.
- To promote good behaviour and respect at home.
- Act as positive role models for their children in their relationship with the school.
- Support the school in implementing the behaviour policy and in maintaining a high standard of discipline.
- To inform the school of circumstances which might affect the child's life in school.
- Allow the school time to follow procedures and investigate issues.
- Encourage children to complete school work and homework to an acceptable level.
- To support the work of the school.

(3) Role of the staff

A teacher's role is to provide education for the children in his/her care. 'A climate which fosters effective learning, both within the classroom and about the school, is at the heart of the education process.' (Promoting Positive Behaviour, pg.6 Dept of Ed. Publication).

When the teacher and pupil understand their different roles a positive, well ordered learning environment can be achieved. Children at different stages in education require instruction and guidance and our school rules form the framework of our expectations as teachers for the children in our care. Our rules will be clearly displayed in each classroom and commented on, at regular intervals, by the teacher. Teachers will enforce acceptable behaviour in their class in a positive manner, having regard to the positive nature of the school policy, consulting with Senior Management and the Principal when necessary.

Staff have a right to:

- Have a safe, clean, healthy environment in which to work.
- Expect courtesy and respect from colleagues, parents and pupils.
- Expect opportunities for professional development.
- Be valued as part of the school team.
- Discipline all pupils in the school according to school procedures.

Staff have a responsibility to:

- Behave in a professional manner at all times.
- Provide children with a broad, balanced and suitably differentiated curriculum.
- Be approachable, sympathetic and alert to pupils in difficulty.
- Recognise the individuality of children.
- Have high but realistic expectations for each child and strive to cater for their needs.
- Acknowledge effort and achievement.
- Consult with parents about a child's progress and behaviour.
- Enforce the school's behaviour policy in a fair and consistent manner.
- To take account of problems children may have at home.

(4) Role of the Principal

The Principal has a key role in formulating and reviewing the behaviour policy and establishing the ethos of the school. She must ensure that pupils, parents and staff play a vital role in the life and organisation of the school.

The principal must ensure that the rules of the school are administered fairly and consistently to all pupils. She should support her staff where appropriate and furnish the Board of Governors with a report on the discipline within the school or on the behaviour of an individual pupil where necessary.

The Principal must also ensure that the school behaviour policy is processed in accordance with and alongside all other relevant school policies i.e. SEN Policy, Pastoral Care Policy, Anti-Bullying Policy and Code of Practice etc.

(5) Role of the Board of Governors

The Board of Governors have legal responsibility for the school's behaviour policy and it is their role to maintain a policy for the school which is current, being implemented, positive in nature and reflective of the school ethos.

If or when a case of indiscipline should come before them they must act upon it, having considered the views of the principal, other interested parties and any reports forwarded to them. Where appropriate they should support the principal and her teaching staff.

MONEYMORE PRIMARY SCHOOL

GENERAL SCHOOL PROCEDURES

At Moneymore Primary School pupils should not perceive the following school procedures as limitations on their freedom but rather as guidelines for keeping the school environment safe.

1 Movement about school

- (a) Children should at all times walk in the corridors in a quiet, orderly manner, staying close to the nearest wall.
- (b) Where classes are on the move, pupils must walk on the left hand side of the corridor in a single file in a quiet orderly manner close to the nearest wall.
- (c) Pupils moving up or down stairs must use the side of the stairs.

2 Going to the toilet

When pupils leave class at

- break time (10.35am-10.45am) and
- lunch time (12.10pm-1.00pm) they are expected to go to the toilet.

Permission to go to the toilet at other times throughout the day will be at the teacher's discretion.

If a pupil has a medical problem requiring frequent visits to the toilet, the teacher should be informed in writing.

3 Playtime

- (a) Pupils should play in that part of the playground allocated to their class.
- (b) Bullying, fighting, damage to property and offensive language are unacceptable forms of behaviour.
- (c) Pupils are discouraged from re-entering the building at break and lunch as supervision only takes place outside.
- (d) If pupils are well enough to be at school it is assumed that they are well enough to go outside - additional supervision indoors at break and lunch time is not generally available.

4 Attendance & Punctuality

- (a) Regular school attendance is essential.
- (b) The school day is from 9.00am to 2.00pm or 3.00pm
- (c) Pupils should be on the school premises by 8.40am at the earliest when teacher supervision begins. (Early bird Club from 8.15-8.40).

5 Entering and Leaving School

- (a) All pupils should enter school in the mornings via the main front door.
- (b) If a child is entering or leaving school at any time during the school day their parent/guardian should use the main front door and report to the school office
- (c) Leaving school at home-time:

All P1-P3 pupils must be met by an adult at 2pm -

- (i) P1 pupils leave school via the side door of the main playground.
- (ii) P2 and P3 pupils leave school via the bottom door leading onto the main playground

All P4-P7 pupils who do not travel via bus must be met by an adult or the school must have written confirmation that children are permitted to leave the school.

- (iii) P4-P7 pupils must leave via the main front door only.

6 Bicycles

Pupils who travel to or from school on their bicycles **must** get off their bicycles on arriving at the school gate and **wheel** the bicycle to the bicycle shed.

7 Good Manners

- (a) Pupils should practise good manners at all times. e.g. use of please, thank you, excuse me etc.
- (b) Doors should be opened for any adult seen about to enter or leave.
- (c) Pupils entering another classroom should knock the door, and excuse themselves, before addressing the teacher in a proper manner.

8 Environment

Children should take pride in their school and school environment by:

- (i) keeping the school tidy and litter free
- (ii) using recycling facilities

9 Appearance

A high standard of personal appearance is expected at all times.

Full uniform or P.E. uniform should always be worn unless previously arranged with the class teacher/principal.

Jewellery is restricted to a watch, a ring and stud earrings. When engaged in physical activities it will be necessary to remove jewellery (unless ears have been recently pierced). Pupils should not have brightly coloured or multi-coloured hair, unless this is allowed for a designated fundraising event. Pupils should not have shaved heads. In addition, pupils should not have 'radical' hair styles (eg: a Mohican).

The definition of an extreme hairstyle is applied at the discretion of the Principal, in keeping with the principles of this dress code.

10 Lunchtime

The Principal supervises the P4-7 pupils and the P1-3 pupils in the dinner hall as regularly as her duties allow.

Supervisory and general assistants supervise in the dining hall and in the playgrounds during the lunch period.

In the dining hall children are expected to:-

- * sit in their allocated seats and display good table manners.
- * enter and leave the dining hall in an orderly manner.

Children are expected to show respect to all non teaching staff who play a valuable role in maintaining good behaviour in school.

Where behaviour at this time is unsatisfactory, the assistants will report the pupil concerned to his/her class teacher at the end of lunchtime.

Rewards which may be used in school

Our emphasis will be on the positive approach of praise and encouragement rather than a negative one of criticism and punishment. We wish to acknowledge the good behaviour of all children and to gain motivation and attitude change towards intrinsic good behaviour and reward.

Pupils can be encouraged and rewarded in many ways including:-

- * A quiet word or smile/kind look
- * A written comment on pupils work
- * Visit to other member of staff/ co-ordinator for commendation.
- * Public word of praise in class or assembly.
- * Class reward systems including sticker, charts, certificates, prizes
- * Monthly Headteacher awards which reflect progress and effort
- * Visit to the Principal for commendation and special sticker
- * Weekly 'Pupil of the Week' award
- * Weekly 'Star Reader' award
- * Accelerated Reader awards
- * Star reader of the week
- * Note home to parents
- * Favourable report comments
- * Involvement in school teams
- * Mention in school information sheets and/or Moneymore News.

Sanctions

The ethos of the school is to create a positive and happy environment. While all staff will endeavour to acknowledge and reward the positive behaviour of pupils, it may be necessary at times to use a range of sanctions to address inappropriate behaviour. It is essential that pupils understand it is the behaviour that is not acceptable and not the pupil him/herself.

Sanctions aimed at improving behaviour may include:

- * A look of disapproval
- * Verbal rebuke
- * Movement of pupil from normal seat
- * Repeated work, work sent home to be completed

- * Withdrawal of privileges
- * Loss of free activity choice (Foundation Stage and Key Stage 1)
- * Time Out from the Playground
- * Completion of work at breaktime
- * Placement on 'Faces': P1
- * Placement on 'Traffic Lights': P2&3
- * Records in Class Report Book
- * 'White slip'
- * Lunchtime detention
- * Referral to senior member of staff
- * Involvement of parents
- * Daily Report to monitor behaviour
- * Referral by the Principal to Board of Governors
- * Suspension
- * Expulsion

For full details of sanctions see Discipline Policy

Daily Report

Parents will be kept fully informed with regard to Daily Report when a joint strategy is necessary.

Suspension/Expulsion

Where a situation arises of a serious nature because of the unacceptable behaviour of a pupil, the school will adopt the EA Scheme for the Suspension and Expulsion of Pupils.

Review

This policy is reviewed on a regular basis via consultation.

Reviewed Oct 2018