



LISNADILL PRIMARY SCHOOL

Positive Behaviour Policy

Staff consultations indicate if a child attending Lisnadill Primary School is to achieve the maximum of his/her potential, then an essential condition for effective teaching and learning to take place is **Good Behaviour**. The Staff at Lisnadill Primary School will strive at all times to create an environment where there is mutual respect, pupils are valued and where pastoral care is an integral part of education.

Good Behaviour in Lisnadill Primary School is nurtured through:-

- a) Teachers, parents, children, ancillary, clerical, supervisory and meals staff working together as a community to provide a happy, secure and courteous atmosphere.
- b) The provision of a broad and practical NI Curriculum which provides for each pupil as an individual in his/her own right and is designed to help each child develop:
 - a sense of self-respect, self-discipline and self-confidence;
 - respect for others and their property;
 - toleration and appreciation of the opinions of others;
 - good manners and politeness;
 - a caring attitude and responsibility towards all living creatures, buildings, plants etc.
- c) Teacher/parent consultations both formally and informally.
- d) Opportunities for each child to assume responsibility.
- e) Opportunities for each child to develop comradeship through wide experiences of school activities eg team games, choir, orchestra, eco club, educational visits, residential trips, mornings assemblies, outdoor play, drama, huff and puff, extra curricular activities, sports days, concerts, collections for charities, etc.
- f) A school environment in which children are encouraged to feel pride in maintaining a high level of cleanliness, tidiness and display.
- g) A clear and precise set of School and Golden Rules:
eg All children should :-
 - i. Arrive at school shortly before 8.45 am and we encourage independence through children walking alone from the School Gate/ Car Park.
 - ii. Line up in class line in an orderly and quiet fashion.
 - iii. Walk on the left hand side of the corridor, and in single file at all times.

- iv. Give way to adults and younger children.
- v. Knock on doors and say 'Excuse Me' when entering rooms or coming to the Offices.
- vi. Speak politely both to adults and other pupils, remembering 'please' and 'thank you' where necessary and showing respect at all times.
- vii. Deposit litter in bins provided.
- viii. Settle differences with other children through discussion - not by physical methods. Staff will assist in this process.
- ix. Use only acceptable language at all times.

Class Rules are agreed with the class teacher and pupils at the beginning of each school year. These school class and Golden Rules will be reinforced during Circle Time, Role Play and Assemblies.

Praise and reward for good behaviour may take the form of:-

1. Efforts mentioned and highlighted in:-

- Class
- Assembly
- Local newspapers and journals
- Homework books
- Parent consultations
- School reports
- Class charts

2. Work displayed in

- Class
- Assembly Hall
- Corridors
- School Noticeboard
- Foyer
- School Website
- School Library

3. Being given responsible tasks with appropriate guidance from staff eg outdoor play

4. Being sent to the Principal, teachers or other school staff for praise

5. Being awarded School House points (P1-P7)

Individual Class Rewards include:-

Stars, merit stickers, class prizes, Reward Certificates, Table Prints, Additional Free Play, Traffic Light Cards, Treats from Treat Box, Child Camera home, Star Pupil of the Week, Superstar Awards, Flowerpot Award, Good as Gold Tickets, Good to be Green Chart, Thumbs Up Chart, Apples on the Tree Chart.

Rewards should be fair and effective and, where possible, pupils will have input into the decision-making process.

They should:

- contribute to the ethos of the school
- positively recognise and reinforce good behaviour
- be available to all pupils
- encourage pupils to take responsibility
- be appropriate to meet individual needs
- be consistent
- provide opportunities for involvement of all teaching/non-teaching staff
- provide opportunities for parental involvement
- promote self esteem

Regardless of how high the standard of behaviour, there will always be occasions when sanctions and punishments are required to show that some behaviour is not acceptable. It is important to stress that **it is the behaviour and not the child that is unacceptable**. At the same time it is essential that if the behaviour is out of character a possible reason is sought e.g. through contact with a parent.

Sanctions

Sanctions will also be fair and effective and, where possible, pupils will have input into the decision-making process.

They should:

- be immediate and effective
- provide opportunities to make discreet responses to pupil behaviour
- have a hierarchy appropriate to behaviour
- be fair
- be consistent
- be appropriate to meet individual needs
- keep self esteem intact

In most instances, e.g. unsettled in class, inattention, running in corridor, etc., **a verbal reprimand by a teacher is sufficient**. In some instances (e.g. when behaviour is unsettling others) the child may be moved to a single desk within the classroom. Any significant incidents should be recorded in the Class Incident Record and, if appropriate, a phone call or a note to parents informing them of the problem and outlining how they can provide support.

Other sanctions which may be used where deemed appropriate:-

	Sanction	When used
A	Repetition of work	When work is deliberately careless
B	Repeat homework	When homework has not been completed/ attempted (unless signed by parent)
C	Exclusion from class to another classroom on a temporary basis. (Procedure outlined later in this policy.)	When homework is not completed/attempted on a regular basis When behaviour in the classroom, dining hall, playground or general school area is disruptive Bullying or violent behaviour Inappropriate language
D	Detention at playtimes or walking in the company of an adult (where necessary on a temporary basis and usually after other sanctions have been applied first)	Classroom disruption/violent behaviour/bullying
E	Loss of privileges such as trips, classroom responsibilities, representing school on teams etc.	Repeated classroom/general disruption Bullying/violent behaviour

DETENTION

Where a pupil is deemed to give concern re behaviour he/she may be deprived of play at break or lunchtimes.

Criteria for selection by teaching staff may include one or more of the following:-

- Bullying
- Violent behaviour
- Disobedience
- Inappropriate language
- Insolence
- Vandalism
- Disruptive behaviour
- Persistent non-presentation of work
- Using mobile phone in School (Phone will be retained by school and returned to parent)

Procedure

1. Daily list of names kept in detention book.
2. Detention will take place at 10.40am or 1.00pm outside Mr Savage's office where children will be supervised.
3. Duty teacher should collect pupil(s) in Hall and take pupil(s) to a classroom.
4. Pupils should either complete work set by class teacher during the period of detention or reflect quietly.

Should the behaviour outlined above become frequent or more serious in nature, then the pupil will be referred to the Principal.

Should there be any instances of bullying, violence, vandalism, theft, cheek, foul language or persistent disruptive behaviour the Principal and teacher will inform parents of the behaviour and if necessary use sanctions C - E for longer periods of time.

Use of Suspension

The Principal may decide a period of suspension is appropriate.

Where behaviour has a serious effect on staff or pupils the Principal may decide it is in the best interests of everyone concerned to exclude the pupil from school for a short period of time (1 – 5 days). Procedures for suspension will include written information to parents, SELB and Chair of Governors. Parent(s) will meet with the Principal prior to a return to class. Appropriate school work will be provided for the pupil for the period of suspension.

If behavioural issues continue or recur on a regular basis an Individual Education Plan may be drawn up in consultation with the Special Needs Co-ordinator. Should these efforts fail to achieve a positive reaction, the child, after agreement with parents, will be referred to the MASTS Team (P1-P4) and/or the Educational Psychologist for further advice. Where appropriate, support from the SELB Behaviour Support Team will be sought.

The Final Sanction available to schools is recommended permanent exclusion after discussions with the Education Authority. A Consultation Meeting with Governors, Parents, Pupil, and SELB representative will take place prior to a meeting of the full Board of Governors.

LUNCHTIME SUPERVISION

During the lunchtime break the Supervisory Assistants and the Teacher on duty (assisted by the Senior Management Team) are responsible for the supervision of children and the maintenance of discipline. Lunchtime supervisors will support the children at play. Equipment will be provided and supervisors will organise games etc for pupil enjoyment. Supervisory Assistants have the authority to deal with matters of unacceptable behaviour by:-

- a) Verbal Reprimand

- b) Standing pupils in a position visible to the supervisor for a period of time.
- c) Reporting the matter to the Senior Supervisor, Duty Teacher or Principal.

TRAVELLING TO/FROM SCHOOL

Children are in School Uniform and as representatives of the school are expected to behave in an exemplary fashion at all times. The rules of road safety and of public transport must be obeyed in the context of personal safety. Class teachers advise and remind children of these rules.

Parents will be informed if reports suggest otherwise and sanctions as outlined may be used if deemed necessary by the Principal.

RIGHTS AND RESPONSIBILITIES

All members of the Lisnadill Primary School Community have rights but they also have responsibilities. Pages 7-12 of this policy should act as guidance for each member as we strive to make Lisnadill Primary School a happy, secure and successful school.

RIGHTS	RESPONSIBILITIES
<p><u>Pupils</u></p> <ul style="list-style-type: none"> • To have a voice in class and if a Schools Council is implemented • To be in a safe, pleasant, well-managed environment • To have problems taken seriously • For teachers to deal fairly and consistently with pupils • To be happy • To have efforts and work valued • To be able to confide in staff • To make mistakes and learn from them • To experience a broad, balanced and suitably differentiated curriculum and have any special learning needs identified and met • To work and play within clearly defined and fairly administered codes of conduct 	<p><u>Pupils</u></p> <ul style="list-style-type: none"> • To come to school on time • To work to their full potential • To behave in class/playground • To treat other children/property with respect • To develop self discipline and honesty • To complete homeworks • To listen attentively and seek help if needed • To obey teachers, non-teaching staff and substitute teachers • To develop the skill of working independently • To seek help if they do not understand or are in difficulty

RIGHTS	RESPONSIBILITIES
<p><u>Staff</u></p> <ul style="list-style-type: none"> • To be respected by pupils, other staff and parents • To deliver the curriculum in a trouble free environment • To expect common courtesies and to be free from abuse from parents and pupils • To be free from confrontations • To be consulted and informed on matters associated with the school • To have a safe, clean, healthy environment in which to work • To have support from Governors/ management/board/external bodies • A suitable career structure and opportunities for professional development 	<p><u>Staff</u></p> <ul style="list-style-type: none"> • To behave in a professional manner • To deliver the Revised NI Curriculum • To create a stimulating, positive learning environment • To develop children’s confidence and self worth • To prepare and mark work • To listen to children and be responsive to their individual needs • To accept each child as an individual • To identify and provide solutions to any problems/learning needs the child may have incorporating SEN Code of Practice if required • To share with parents any concerns they have about their child’s progress or development • Expect high standards and acknowledge effort and achievement

RIGHTS	RESPONSIBILITIES
<p><u>Parents</u></p> <ul style="list-style-type: none"> • To be respected by staff and pupils • To expect common courtesies • To be free from confrontation • To be free from confrontations • To be consulted and informed on matters associated with the school and their child in particular • To be invited to attend School when appropriate • To be invited to support the School as a volunteer 	<p><u>Parents</u></p> <ul style="list-style-type: none"> • To behave in a respectful and responsible manner • To support their child in learning and positive behaviour • To support the school policies and procedures • To share any concerns with staff • To respect other families

CODE OF CONDUCT FOR PUPILS

General

- 1) Think of others – treat them as you would like to be treated.
- 2) Listen to the teacher, supervisor or other adult and respond appropriately.
- 3) Arrive in school at an appropriate time. Doors are open at 8.15am or 730am for Breakfast Club.
- 4) After school, go promptly to the pick-up area by the correct route. Pupils who are not collected should report to the teacher in charge
- 5) Play only in the designated areas.
- 6) When the bell rings
 - line up carefully
 - stand quietly in line
 - walk quietly to the classroom
- 7) Wet break time and lunch time: choose a quiet activity to do in the assembly hall.
- 8) You are advised not to wear inappropriate jewellery.
- 9) Mobile phones must be switched off during school hours.

Movement

Pupils should:

- walk at all times within the confines of the school building
- move quietly throughout the school
- move in an orderly manner with regard to their own and others' safety both in school and on visits out of school
- obey rules when walking to and using school buses

Learning

Pupils should:

- give of their best at all times
- present work of an acceptable standard as agreed with the teacher
- listen to and respect the views and opinions of others
- complete and present homework when required
- have homework signed by a parent/person with parental responsibility
- have a note to explain non-presentation of work, any difficulties experienced and reason for absence
- have regard for punctuality, attendance and class rules agreed at the beginning of the school year

Communication

Pupils should:-

- raise a hand and they will be invited to speak as determined by the teacher
- show courtesy when another person is speaking and when visitors enter the classroom
- speak respectfully to adults and peers alike
- knock, enter and wait for permission to speak when visiting another classroom

Respect

Children should :-

- take care of books, equipment and all aspects of school property
- be polite, kind, thoughtful and considerate to everyone
- treat adults and peers with respect
- respect the property of others

At all times the safety of the children is paramount and this is implicit in the rules.

Parents, teachers and other pupils will not accept anti-social behaviour such as:-

- bullying (to include texting or emailing)
- spitting
- stealing
- bad language
- fighting
- destruction of property
- the misuse of alcohol, tobacco, prescribed drugs and volatile substances

CODE OF CONDUCT FOR TEACHERS (and other School Staff)

Dealing with Pupils

- Demonstrate by example the high standards of personal and social behaviour we expect from our pupils.
- Treat children fairly, consistently, with respect and as individuals.
- Be approachable and prepared to listen to pupils' views and concerns and respond appropriately to their individual needs.
- Display consistency of approach in following discipline guidelines.
- Share a collective responsibility towards children's safety and good behaviour.
- Develop children's confidence and self-worth.
- Deal firmly and fairly with inappropriate behaviour in accordance with the discipline policy.
- Give positive reinforcement to good behaviour.

Dealing with Parents

- Promote positive relationships by showing mutual courtesy and respect.
- Behave in a professional manner.
- Maintain confidentiality.
- Be prepared to listen to parental concerns and deal with these concerns appropriately in accordance with policy guidelines.
- Provide informal access by appointment.
- Provide information and feedback to parents in a sensitive manner regarding their children.

Dealing with Other Staff

- Foster mutual respect.
- Be prepared to work as a team.
- Be open-minded.
- Be approachable and prepared to offer support, help and advice.
- Be helpful, encouraging and supportive to new members of staff.
- Be discreet.
- Assist non-teaching staff to fulfil their individual roles and responsibilities within the school community and to offer support, advice and encouragement when required.

Management Skills/Curriculum

- Show interest in and enthusiasm for the work in hand and in the pupils' learning.
- Create an ordered, disciplined, well resourced classroom environment.
- Deliver the curriculum in a broad, balanced way.
- Ensure that lessons are well prepared and differentiated according to the needs of the child.
- Use a variety of strategies to deliver the curriculum.
- Identify and seek to meet pupils' special educational needs in line with the SEN Code of Practice.
- Ensure that homework is appropriately set and constructively marked, in line with School Policy.

Dealing with Preparation

- Consult regularly within year groups.
- Actively contribute to short, medium and long term planning in subject areas.
- Hand in preparation notes as required to the Principal, Vice Principal or Subject Co-ordinators.
- Consult subject specialists and SENCO as appropriate.

Dealing with Pupil Behaviour

- Be familiar and comply with policies in Child Protection, Preventative and Corrective Strategies and Protocol of Discipline when dealing with inappropriate behaviour.
- Put equal emphasis on promoting, encouraging and rewarding positive behaviour.

CODE OF CONDUCT FOR PARENTS

Parents share with teachers a collective responsibility to provide children with the opportunity to maximise their potential.

Dealing With Pupils

Parents should:-

- demonstrate by example the high standards of personal and social behaviour they expect from their children
- support the school's Positive Behaviour and Anti-Bullying Policies
- support school and child by the completion of homeworks/tasks
- support the school by reinforcement of good behaviour and completion of sanctions where appropriate
- ensure their child attends school unless unwell
- ensure their child is punctual in the mornings

Dealing With Teachers and Other School Staff

Parents should:-

- promote positive relationships by showing mutual courtesy and respect
- be prepared to listen to staff concerns and discuss these appropriately
- meet with staff at a mutually agreed time
- approach the Principal or staff directly if there is an issue with another child or parent – there are child protection issues if adults approach a child who is not a member of their family

Policy 2015
Governors
Principal
Staff
Parents
SELB