



ACADEMY
PRIMARY SCHOOL

Academy Primary School

Promotion of Positive Behaviour Policy

(D.Clarke)

Revised February 2017

PROMOTION OF POSITIVE BEHAVIOUR

Mission Statement

Academy Primary School aims to provide a safe, secure and supportive environment, so that the academic, emotional, aesthetic, physical, moral and social development of our pupils is realised.

Introduction/Policy Statement

This Policy is an integral part of Academy Primary School's Pastoral Care Policy. Its aim is to promote a safe and secure learning environment which encourages positive behaviour. The Policy is based on the South Eastern Education and Library Board's Policy for the Promotion of Positive Behaviour. The school community* is committed to creating an environment where there is mutual respect, pupils are valued and pastoral care is an integral part of their education.

The school will review this Policy annually.

Key Aims

Aim 1

All members of staff will be committed to creating an environment whereby the pupils will be encouraged to fulfil their moral, intellectual, spiritual, physical, social aesthetic and emotional potential.

Objective

- a. To provide an atmosphere conducive to effective teaching and learning.
- b. To enable pupils to experience a broad, balanced and stimulating curriculum which takes account of the needs and interests of all pupils.
- c. To develop a range of extra curricular activities.

Aim 2

To encourage and develop a sense of self-esteem and an awareness of the needs of others through self discipline and with due regard for the Code of Conduct drawn up through collaboration with all areas of the school community.

Objective

- a. In collaboration with pupils, to develop a Code of Conduct for the school.
- b. To provide opportunities to recognise and reinforce positive behaviour.
- c. To develop pupils' ability to be aware of, and responsible for their actions with regard to the Code of Conduct.

*The school community is composed of Board of Governors, all members of staff, pupils and parents.

Aim 3

To promote good behaviour both within and beyond the school environs.

Objective

- a. To create an atmosphere in which pupils respond positively in class, take a pride in their work and show both interest and attention.
- b. To establish a sense of order so that all children have access to learning in a settled environment.
- c. To provide opportunities for all children to experience a level of success and be rewarded in a variety of ways.

<p style="text-align: center;">Rights: Pupils</p>	<p style="text-align: center;">Responsibilities: Pupils</p>
<p><u>Respect for Self and Others</u></p> <ul style="list-style-type: none"> • They have a right to have their efforts, achievements and behaviour acknowledged and rewarded. • Children have a right to be treated fairly, consistently and with respect by all members of the school community. <p><u>Teaching and Learning</u></p> <ul style="list-style-type: none"> • Pupils have a right to experience a broad balanced and suitably differentiated curriculum which endeavours to meet their individual needs. • To have a safe, secure and well-managed environment in which learning can take place. <p><u>Self-esteem</u></p> <ul style="list-style-type: none"> • Children have the right to be consulted on matters which affect them and have their views listened to and acted upon, as far as is reasonable, i.e., playground rules. 	<ul style="list-style-type: none"> • Pupils should come to school on time, with homework completed and suitably equipped for their lessons. • They should co-operate fully in class with their teacher and their peers. • They should conform to the conventions of good behaviour and abide by the school rules. <ul style="list-style-type: none"> • Respect the views, rights and property of others and behave safely in and out of class. <ul style="list-style-type: none"> • They have a responsibility to seek help, whether with class work or other concerns, and to share their views with the teacher and their peers

<p style="text-align: center;">Rights: Staff</p>	<p style="text-align: center;">Responsibilities: Staff</p>
<p><u>Teaching and Learning</u></p> <ul style="list-style-type: none"> • Staff have the right to work in a safe, secure environment in order that they can perform as effective professionals. <p><u>Respect for self and Others</u></p> <ul style="list-style-type: none"> • They have the right to be respected by pupils, colleagues and parents. <p><u>Self-esteem</u></p> <ul style="list-style-type: none"> • Staff have a right to be supported, by management and external agencies, ie, NOF, SEELB, Fire Service, etc. • They should have opportunities for Professional Development. 	<ul style="list-style-type: none"> • As role models they have an important part to play in the academic, aesthetic, personal, social and emotional development of individual pupils. • They have a responsibility to deliver the curriculum in a professional manner, meeting the needs of all their pupils. • Responsibility to express their perceived needs and pursue opportunities for personal and professional training.

<p style="text-align: center;">Rights: Parents</p>	<p style="text-align: center;">Responsibilities: Parents</p>
<p>Parents have a right:</p> <ul style="list-style-type: none"> • To a broad, balanced and appropriate curriculum that is relevant for their child's individual needs. • To be kept informed about their child's progress and/or difficulties through regular reports and parent teacher meetings. • To be informed promptly if their child is ill or has an accident. • To be consulted in key decisions about their child's education. • To receive copies of policies, eg, behaviour, curricular. • To reasonable access to the school, and to have their enquiries dealt with sympathetically and efficiently. 	<p>Parents have a responsibility:</p> <ul style="list-style-type: none"> • To ensure that their child attends school regularly and in good time, suitably equipped and with homework prepared. • To keep the school informed about any concerns they have, or any significant change in their child's medical/home circumstances. • To attend meetings with teachers and to support the school. • Act as a positive role model in their relationship with the school and to show interest in their child's class work and homework. • To be aware of school rules and procedures and encourage their child to abide by them.

Academy Primary School Rules

- **Learning**

1. Pupils should be attentive to the teacher and other pupils.
2. Get down to work quickly and always try your best.
3. Be fully equipped for work.
4. Complete and present homework (signed by parent) when required.
5. Have a note to explain non-presentation of work.
6. Have regard for punctuality and attendance.

- **Movement**

Pupils should move quietly and safely within and around the school environs. They should adhere to the rules for playground behaviour.

- **Communication**

Both pupils and adults within Academy Primary School should speak and behave respectfully to one another. It is also expected that while wearing Academy Primary School uniform or on visits out of school, pupils will behave in an appropriate manner.

- **Respect**

Pupils and adults in Academy Primary School should always show respect and consideration for others. Pupils should take care of books, equipment, the school building and all areas of the school environment.

We do **not** accept -

- **Bullying**
- **Stealing**
- **Bad language**
- **Fighting**
- **Destruction of property**
- **Disrespectful attitude**

REWARDS

At Academy Primary School we use rewards:-

- to contribute to the ethos of the school;
- for reinforcement of good behaviour;
- to motivate pupils to develop positive attitudes towards class work;
- to ensure all pupil's efforts and attitudes are recognised;
- for enhancing self-esteem of all children;
- to improve self-confidence;
- to encourage pupils to take responsibility for their behaviour;
- to provide opportunities for parental involvement;
- to enable all staff, teaching and non-teaching, to show consistent application of rewards.

The following list provides examples of rewards that will be implemented in Academy Primary School. The list is not meant to be exhaustive. All staff at Academy Primary School will endeavour to apply the rewards as fairly and consistently as is possible. Rewards vary from class to class.

1. Verbal praise and encouragement by teachers, non-teaching staff and peers, eg -

Well done!
Congratulations
I like the way

2. Non-verbal praise and encouragement, eg -

Smile
Thumbs up

3. Positive written comments related to effort / presentation (in addition to those relating to success criteria) on children's work, eg -

Great effort!
Good try!
Neat writing!
Stars, stickers, smiley faces, stampers used.

4. Referral to other teacher or Principal.
5. Displays of work in classrooms and around the school.
6. Positive messages to parents, ie -

Praise pad
Written comments from teacher
Certificates from lunchtime supervisor

7. Within each class, teachers may use their discretion to give appropriate tangible rewards, eg

- Table Points
- Item from Bran Tub / Reward Tin
- Bookmarks
- Pencils

In P3 - 7 if all tables in a given class achieve a combined points total agreed between teacher and pupils they can choose from the class rewards displayed in their classroom (e.g. sit beside a friend for a day). All children can participate in this reward unless they are in "red" due to misbehaviour.

8. Academy Aces are awarded weekly by teachers to a pupil from their class for positive attitude / attributes or effort towards school and work. These certificates are presented at the Friday Assembly and then displayed on the Academy Aces Board outside the Principal's Office. A photograph of the winners is posted on the school website. Each child also receives a small reward eg an APS ruler or APS badge. Teachers are encouraged to refer to our CAPS programme when awarding Academy Aces. OSCARS (for discipline related targets set by Miss Clarke and displayed in each classroom) are awarded weekly to a class in each of the three key stages. These are presented at the Friday Assembly.
9. Pupils in P3-7 record their behaviour weekly by drawing the relevant coloured traffic light as part of their self-evaluation of targets in their Weekly Review book.

10. School Buddies

Our P7 children are given the opportunity to apply to be a school buddy. Buddies help with playground and classroom management. They help to set out, collect and maintain playground equipment. They assist the supervisors on the playgrounds at break and lunchtimes and help with the younger children e.g. show them how to use equipment, encourage them to play co-operatively and include children who are on their own. Buddies also act as role models in school and are used to meet and greet visitors.

SANCTIONS AND PROCEDURES

Sanctions are an integral part of a school's behaviour policy. They help to uphold the rules and procedures, and provide pupils with the security of clearly defined boundaries. In so doing they encourage appropriate and acceptable behaviour.

In implementing procedures for dealing with inappropriate behaviour, we believe that sanctions should:-

- be fully understood by all pupils, staff and parents;
- be immediate (if possible);
- have a hierarchy appropriate to the misbehaviour;
- aim for the least intrusive methods first;
- be fair and apply consistently;
- be appropriate to meet individual needs;
- keep self-esteem intact and encourage a more positive attitude in future;
- focus on the misdemeanour rather than the pupil.

The following table sets out what we consider to be examples of inappropriate behaviour graded from low level to very serious misbehaviour.

Alongside is a range of sanctions ranging from the least to the most intrusive. When considering which sanction to employ, teachers and supervisory staff will use their discretion, always aiming to make sanctions appropriate to the misbehaviour.

Parents may be consulted at any stage during the sanction procedure.

In the case of major incidents warranting suspension, this will take place at the direction of the Principal, in consultation with the chairperson of the Board of Governors. Parents will be contacted. This may be for a period of up to 5 days. In serious instances, expulsion may be considered, but only after consultation with the Board of Governors. This recommendation would be made to the SEELB.

Procedures for Dealing with Serious Situations, eg, Confrontations/Fights

The staff present or on duty will deal with these situations. Prevention of situations where physical restraint has to be considered is always preferable. However, if physical restraint cannot be avoided, it should only be in the case of having to intervene -

- where there is danger of injury to the child or others;
- to avoid serious damage to property.

Making Sanctions Appropriate to Misbehaviour

(Parents can be contacted at anytime in sanctions procedure)

Low Level Misbehaviour	Range of Sanctions
Talking out of turn Shouting out Leaving seat at the wrong time Not having pencil/pen Not doing homework Not listening Not paying attention Distracting others Not doing best work Making noises Rough play in playground	The look/hand signal Rule reminder/warning 1,2,3 - after third warning can lead to placement in amber on the traffic lights. Moving seat /extra work Related sanction, eg - Completing work / redoing work Doing homework during playtime. Completing work at break time - as break is a privilege, lunch is a statutory requirement Cleaning up mess (caused by self) as opposed to litter duty Time Out Reminder of Rules for Playground
Moderately Serious Misbehaviour	
Hitting - occasionally/pushing Telling lies through fear Persistently talking out of turn Persistently shouting out Persistently leaving seat at the wrong time Regularly not having pencil/pen Regularly not doing homework Persistently not listening Persistently not paying attention Persistently distracting others Persistently not doing best work Persistently making noises Insolence Unacceptable playground behaviour	Verbal/written apology Time out with another member of staff, eg, in another classroom Parents/guardians contacted Referred to Key Stage Co-ordinator or other teacher Putting the child on the Special Needs Register for behavioural problems Write out Rules and have parent's signature Shadowing staff in playground
Very Serious Misbehaviour	
Deliberately telling lies Stealing Rudeness/insolence to adults Hitting persistently Hurting Others -physically/mentally Bullying * Swearing Wilful damage to school property Wilful damage to others' property Truancy Aggression towards staff	Placement in red on traffic lights - restart session with Principal or Vice-Principal. Letter sent home to parents / guardians. Barred from playground (or parent can come in and take child home if behaviour is so bad) Detaining for up to 5 minutes to prevent trouble on the way home - in consultation with parents Loss of privileges Put on daily report card Referral to Educational Psychologist (Stage 3) Suspension / expulsion *For incidences of bullying please refer to Anti-Bullying Policy)

Academy Primary School's approach to Promoting and Sustaining Good Behaviour and Managing Behaviour Difficulties in Relation to the Code of Practice for Special Educational Needs

Strategies for promoting and sustaining good behaviour and for managing behaviour difficulties are part of the 5-stage approach set out in the Code of Practice for Special Educational Needs.

Stages 1 and 2 of the Code are entirely school-based but with help and support from agencies outside the school.

Stage 1

Stage 1 of the Code relates to the management of special needs within the ordinary classroom. As a result of whole-school discussion, the staff have agreed to:-

- (a) Promote positive behaviour.
- (b) Discourage and deal with unacceptable behaviour by the use of a range of strategies:-
 - effective positive teaching strategies, eg -
 - work set is appropriate to pupils' abilities,
 - clear success criteria are set for each work activity and all pupils understand them before an activity begins,
 - pupils are active participants in lessons,
 - pupils receive appropriate reinforcement for their efforts and behaviour;
 - common class rules - displayed and regularly reinforced;
 - a consistently applied hierarchy of a range of sanctions;
 - measures to prevent and deal with bullying (please refer to Anti -Bullying Policy);
 - focused in-service training priorities;
 - a system for the early identification of pupils presenting behavioural problems and "registering" such pupils on the Special Needs Register.

Stage 2

In collaboration with the class teacher, the SENCO will begin to implement the second stage which is characterised by an Individual Education Plan. This will be discussed with both pupils and parents. The plan will identify targets to be achieved by the pupil within a given time. It will also indicate strategies proposed by the school to manage the child's behaviour, with arrangements for monitoring and reviewing the success of these strategies.

Stage 3

This will involve the referral to agencies outside the school: eg -

Educational Psychology
Outreach Support Services
The Board's Behaviour Support Team

Following such consultation at Stage 3 a new Individual Education Plan will be drawn up, implemented and reviewed, again following consultation with parents and pupils. (See Special Educational Needs Policy.)

Links with Other Policies

This Policy is set in the context of our Pastoral Care Programme and reflects our Mission Statement. It has clear links with other Policies, such as -

- Safeguarding and Child Protection
- Pastoral Care
- SEN
- Marking
- Health and Safety
- Anti-Bullying

Monitoring and Evaluation

This Policy was updated by D Clarke, as designated teacher for Pastoral Care and Safeguarding / Child Protection, in consultation with staff, pupils and parents. It has been approved by the Board of Governors and it is the intention of the staff to review and update it regularly.

Appendix 1

RULES FOR PLAYGROUND

These Rules were drawn up by the Children of Academy Primary School

Foundation Stage / Key Stage 1

1. Be nice to each other.
2. Keep your hands to yourself.
3. Let other people join in games.
4. No rough play.
5. Take care of our playground toys.

Key Stage 2

1. Be fair and play fair.
2. Don't leave people out.
3. Respect and trust each other.
4. Take care of our environment.
5. Remember and obey our rules.