**TOBERMORE**

 **Primary School**



# Positive Behaviour Management Policy

**Date Reviewed:** April 2019

**Due for Review:** April 2021

**Introduction**

**Legal Background**

In line with the ***Health and Safety at Work (Northern Ireland) Order 1978*** employers within the education sector are required by law to create a safe working environment for the pupils in their charge and for any volunteers working in schools in addition to the teaching and non-teaching staff they employ.

**1998 Education (NI) Order, Article 3*,***

*‘…placed a duty on Boards of Governors to ensure that policies and procedures designed to promote good behaviour and discipline are pursued in the school.’*

This was taken a further step forward in 2003 when ***The Welfare and Protection of Pupils’ Education and Libraries (NI) Order, Article 17***, made Governors’ ‘*duty of care*’ explicit and legally required them to have an active interest in all aspects of a school’s activities that promote pupil welfare.

**Why do we need an Effective Positive Behaviour Management Policy?**

Good behaviour keeps pupils safe, reduces stress for teachers and contributes to a welcoming and caring environment in which pupils can develop as people and where both pupils and teachers can do their best work.

Evidence from many studies over the last decade suggests that schools can and do make a difference to young people’s lives and that Principals and their staff have the power, through their own efforts, to improve standards of work and behaviour and the life-chances of their pupils regardless of their background.

A climate which fosters effective learning, both within class and about the school, is at the heart of the education process. This does not come about by chance. Such a climate, or ethos, is best promoted through focusing on the creation and maintenance of good relationships: among the staff themselves, between staff and pupils, among pupils and their peers; between parents and school and between the school and the community it serves. A policy designed to promote good behaviour is at the heart of building good relationships both at school and at home. The establishment of an effective Behaviour Policy is not only a legal duty but, furthermore, the cornerstone of pastoral care work and success in the classroom.

**Aims and Expectations**

We aim to provide a safe and caring environment for everyone who attends our school - pupils, staff, governors, volunteers and visitors included. As a school which is founded on principles of a Rights Respecting School we believe that discipline should respect children’s dignity (Article 28).

With the help of this policy we aim to raise awareness of the importance of good discipline and how it can contribute to success. At Tobermore Primary School we want to provide an atmosphere within which staff and children feel secure and comfortable in order to make the most of their teaching and learning experiences.

**Rights and Responsibilities**

This list of rights and responsibilities is by no means exhaustive and has been trimmed down in order to make it appropriate to positive behaviour and conduct.

**Staff**

|  |  |
| --- | --- |
| **Staff have the right to …** | **Staff have the responsibility 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.
 | * Behave in a professional manner at all times.
* Promote positive behaviour
* 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 where appropriate.
* To support, praise, and as appropriate, reward pupils’ good behaviour.
* To apply sanctions fairly, consistently, proportionately and reasonably, taking account of individuals and circumstances.
* Expect high standards and acknowledge effort and achievement.
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**Pupils**

|  |  |
| --- | --- |
| **Pupils have the right to…** | **Pupils have the responsibility to…** |
| * Be valued as members of the school community.
* Get help when they seek it whether with work or with bullying or other personal issues and to have a sympathetic audience for their ideas and concerns, where appropriate.
* 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.
* Work and play within clearly defined and fairly administered codes of conduct.
 | * Arrive at school on time, wearing the correct uniform, with homework done, and suitably equipped for the day ahead.
* Respect views, rights, and property of others, and behave safely and appropriately both in and out of class.
* Co-operate in school with the teacher/ assistants/ supervisors and their peers.
* Work as hard as they can.
* Conform to the conventions of good behaviour and abide by class charters.
* Accept ownership for their own behaviour and learning.
* Co-operate and abide by any processes set in place to improve their own or others’ behaviour.
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**Parents/ Carers**

|  |  |
| --- | --- |
| **Parents/Carers have the right to…** | **Parents/Carers have the responsibility to…** |
| * A safe, well-managed and stimulating environment for their children’s education.
* Reasonable access to the school and to have their enquiries and concerns dealt with sympathetically and efficiently as far as is reasonable.
* Be well informed about their child’s progress and prospects.
* Be well informed about the school’s rules and procedures.
* Be involved in key decisions regarding their child’s education.
 | * Ensure their child attends school regularly and arrives on time.
* Be aware of school rules and procedures and encourage their child to abide by them.
* Show interest in their child’s work and where possible provide support at home.
* Act as positive role models for their child in their relationship with school.
* Attend planned meetings with teachers.
* Support school policies.
* Provide school with any background information which may affect their child’s behaviour.
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**Desirable and Undesirable Behaviours**

It is appreciated that some rules may be very general in nature and difficult to understand how they manifest themselves in the daily running of the school.

This section may help parents and pupils to know what type of actions are classified as ‘Positive Behaviour’. The following is a list of what we at Tobermore Primary School deem as desirable and undesirable behaviour. (The list is by no means exhaustive!)

|  |  |
| --- | --- |
| **Desirable** | **Undesirable** |
| * Saying please and Thank You
* Being a good sport
* Treat others as you would like to be treated yourself
* Opening doors for people
* Keeping the school tidy
* Taking care of property
* Helping to carry someone’s bags if they perhaps have too many
* Helping younger/ more vulnerable pupils
* Telling the truth
* Admitting any mistakes
* Being a good listener
* Following instructions
* Always doing your best
* Sharing
* Taking part in lessons
* Respecting others views and opinions
* Including others
 | * Stealing
* Treating people unfairly
* Intimidation
* Telling lies
* Shouting at others and other types of verbal aggression
* Displaying a poor attitude to staff and peers
* Expressing bad temper
* Talking behind people’s backs
* All forms of bullying
* ‘Can’t be bothered’ attitude
* Being unprepared for lessons or activities
* Negative attitude
* Bad language
* Rough play
* Leaving people out
* Inappropriate physical contact
* Disrupting others
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**Classroom Management**

Each class has their own system for when children do not behave in line with their class rules. This is displayed in different visual ways within each class to appeal to each age group.

**Classroom Charter**

As a school founded on the ethos of a Rights Respecting School we have, for a number of years, made individual Class Rules to manage behaviour in the classroom. After consultation with children and staff we still believe that each pupil should have a say in their own Class Rules and we will continue to have agreed individual Class Rules instead of one set of rules for each class throughout the school. These rules all help maintain the high expectations we have in Tobermore Primary School, whilst using language appropriate to the children’s age.

**Positive Reinforcement and Rewards**

*Article 29 states that education should develop each child’s personality and talents to the full.*

We praise and reward children for their good behaviour in a variety of ways. On any given day in any classroom or break period you will observe:-

* Children being verbally praised for good behaviour;
* Children being treated with respect and manners;
* Children being thanked;
* Stickers or stampers in books for good work and behaviour;
* A range of positive reinforcement strategies from class to class, appropriate to age;
* ‘Tiered’ reward systems that reward on an individual, group, and whole class level;
* A visit to the principal to be rewarded.

**Sanctions**

It should be noted that each child’s behaviour will be considered as part of a larger picture when determining the consequence or reward. Staff will use their professionalism in the distribution of appropriate rewards and sanctions. The following is a list of what we at Tobermore Primary School may use as sanctions depending on the nature of the behaviour on display.

* Quick verbal reminders
* Targetted, specific verbal reminder
* Use of assertive tone of voice
* Moved in the line
* Class system-based sanction e.g. loss of table points
* Incident-specific activity/ task
* Withdrawal of privileges e.g. representing school/ a school role
* Letter of apology
* Time out in another classroom
* Time out at break or lunch
* Teacher/pupil meeting
* Involvement of Principal
* Parental Consultation
* SEN Intervention
* Suspension
* Expulsion

**Pupils Experiencing Difficulty - Managing their Behaviour**

On occasions there will be pupils who struggle to manage their behaviour and who do not respond to the whole-school strategy. Where possible we attempt to help them cope, taking an individual approach to their behaviour.

If a child is repeatedly in breach of the Class Rules, the class teacher will keep a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if a negative pattern of behaviour continues, the class teacher seeks help and advice from the SENCO and/or Principal.

Depending on each individual child a home-school behaviour diary may be introduced. The format of these diaries changes from class to class and is designed individually to suit the age and needs of the child in question. Such strategies are only implemented in consultation with the parent(s) and are removed when the pupil displays the capacity to manage their own behaviour independently.

Children may be placed on an Individual Education Plan to set individual targets relating to the child’s behaviour.