KING'S PARK PRIMARY

SCHOOL

PROMOTING POSITIVE BEHAVIOUR POLICY

Ratified by Governors	
Date of review	

INTRODUCTION

This policy is a statement of the aims, principles and strategies for Promoting Behaviour in King's Park Primary School, Lurgan.

'VISION STATEMENT'

Our vision for King's Park Primary and Nursery School is to provide a broad, balanced, inclusive and high-quality curriculum which meets the needs of every child in a happy, safe and nurturing environment. In partnership with parents and the local community we aim to enable each child to reach their full potential and become a respectful, resilient, kind and motivated lifelong learner.

PURPOSE OF THE POLICY & LINKS

This Promoting Positive Behaviour / Discipline Policy should be read in conjunction with the School Policy Statement for Teaching and Learning, and together they establish the general ethos of the school.

The policy is part of the school's overall Pastoral Care policy and has links with other policies such as Child Protection, Anti-Bullying, Religious Education, Special Needs, Wellbeing and Personal Health and Social Education.

This document provides the framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible individuals. It is written for the benefit of the whole school community as a reminder of agreed policies and to help facilitate a positive, whole school approach to behaviour management at King's Park Primary School.

OUR ETHOS

At King's Park Primary and Nursery School we promote a Christian Ethos where every child is valued, cared for and educated in a safe, inclusive and respectful environment. Every child is given the opportunity to reach their potential and become lifelong learners in partnership with the school, parents and local community.

OUR AIM:

King's Park Primary School aims to offer a curriculum which is balanced and broadly based and in so doing to provide a learning environment which will enable each child to develop his or her full potential academically, socially, emotionally, spiritually and physically in preparation for secondary level education and in turn to play a full and useful role in the community and society at large.

WORKING WITH PARENTS - 'Pupils progress through Partnership'

Everyone involved with King's Park is committed to working in partnership to offer all our children both quality and variety in their education and this includes behaviour and discipline aspects. To this end we encourage parents to become involved in all educational aspects of their children. This can be done on a day to day basis by encouraging the child through reading, helping with homework and attending class teacher interviews to name but three. This critical partnership of child, teacher and parent, known as the '**education triangle'**, is central to our task at King's Park. We encourage all parents to become actively involved in the life of the school and in so doing to enrich not only each child's educational development but also that of the whole family.

AIMS

OUR AIMS FOR BEHAVIOUR are that by the end of Primary Seven a pupil leaving King's Park will:-

Be tolerant and understanding and have respect and consideration for others' views, rights and property.

Be courteous and well-mannered.

Have a basic understanding of right and wrong and be able to distinguish between socially acceptable and unacceptable behaviour.

Have a responsible and co-operative attitude towards work and play.

Be developing positive self-esteem and an increasing sense of self-worth which will help them achieve their potential in all areas, inside and outside of school.

Be able to resolve conflict and differences of opinion with sensitivity

RIGHTS AND RESPONSIBILITIES

RIGHTS

Every child and adult has the right to feel happy and secure in school.

Every child has the right to learn and no child has the right to disrupt the learning of others.

Teachers have the right to expect full co-operation from the pupils in their care.

All members of the school community have the right to work in an atmosphere of care and support for all.

Parents have the right to expect an effective Positive Behaviour / Discipline Policy and should have confidence in its implementation.

Teachers have the right to expect the full co-operation of parents in all aspects of their child's education including behaviour / discipline issues should they arise.

RESPONSIBILITIES

A. ALL MEMBERS OF THE SCHOOL COMMUNITY

Will respect children and adults as individuals with rights, values and beliefs.

Will maintain a well-ordered environment in which all are aware of behavioural expectations.

Will encourage, praise and positively reinforce good relationships, behaviour and work.

Will reject all conduct involving aggression, bullying or harassment.

Will develop strategies to eliminate unacceptable behaviour both inside and outside the classroom.

Will fairly and consistently apply agreed strategies to modify behaviour.

Will encourage pupils to take a pride in their environment.

B. THE SCHOOL MANAGEMENT GROUP (S.L.T)

IN CONJUNCTION WITH THE PASTORAL CARE, WELLBEING TEAM

Will actively promote a positive school ethos.

Will devise and implement Teaching and Learning Policies which acknowledge their effects on pupils' behaviour and motivation.

Will monitor behaviour throughout the school and modify its policies as necessary.

Will record and report incidents of misconduct.

Will support class teachers in dealing with behaviour issues.

Will inform parents of the importance of their support in implementing the Positive Behaviour Policy.

Will meet on a regular basis to discuss and review the Positive Behaviour Policy and its implementation.

C. TEACHERS

Will provide challenging and stimulating programmes of work which guarantee successful learning experiences for all pupils.

Will encourage children to take increasing responsibility for their own work and behaviour.

Will respond quickly and positively to prevent/modify unacceptable behaviour.

Will provide opportunities for children to discuss appropriate behaviour.

Will allow pupils to help draw up class rules and insist on their implementation.

Will work collaboratively with a shared philosophy and established agreed practices.

D. PARENTS

Should accept the school's discipline procedures and support the school staff's efforts to implement the school's Positive Behaviour Policy.

Should be realistic about their children's abilities and offer encouragement and praise.

Should be willing to discuss their children's academic progress and behavioural traits and attend relevant interviews.

Should inform the school of changes in circumstances which may affect their children's behaviour or attitude to school.

Should co-operate with the school in their attempts to modify behaviour using suggested behavioural management strategies.

Should accept responsibility for the conduct of their children at all times.

E. CHILDREN

Should obey the School rules.

Should understand that they have responsibilities as well as rights.

Should co-operate in all aspects of the enforcement of the rules and discipline in general.

Should be involved in drawing up and assessing the effectiveness of the policy at various intervals.

PROCEDURES .

1. For monitoring and reviewing

   A review of our Positive Behaviour Policy will be carried out every 3 years (or sooner if necessary) by the co-ordinators responsible and will involve members of school staff, children and parents.

   The school community will be informed through newssheets etc. of matters of concern or changes to existing arrangements.

2. For developing and maintaining parental involvement

   Informal contacts between parent and teacher at the beginning or end of the school day.

   Freedom to make appointments to see Principal, Vice-Principal or teachers when required.

   To avoid disruption of classes the following procedures should be followed:

   (a) Emergency. Parents should contact the school secretary who will arrange a meeting with either the principal or the class teacher as soon as possible.

(b) Non-emergency. Parents should contact the school secretary who will arrange an interview with the class teacher at a mutually convenient time and within three school days of the request being made.

Regular Parent-teacher interviews in September, January and June each year.

Regular communication through newssheets.

Inviting parents into the school for information meetings and to support learning when appropriate.

3. <u>For promoting positive behaviour</u>

A programme of Religious Education which includes moral issues.

A programme of Personal Development and Health and Mutual Understanding which seeks to promote respect for self and others, self-discipline and social responsibility and includes work on relationships and feelings, and discusses effects and responses to bullying, verbal and physical. (Ref. Anti-Bullying policy).

Planned opportunities to discuss behavioural issues on a regular basis e.g. P.D.M.U discussions / Circle Time/Wellbeing activities.

Participation by all class members in drawing up Class Rules.

School Council / Class Councils

Staff acting as Role models.

Staff intervening to provide guidance, including praise and encouragement.

Staff reinforcing, rewarding and highlighting good behaviour. (see **Positive Consequences**)

Designated play areas for different age groups.

'Playground Friends,' Key Stage Meetings and others involving pupils, teachers, support staff and pupils.

4. <u>For reducing unacceptable behaviour;</u>

Guidelines on responding to behavioural issues, which have been developed by and have the full commitment of, all teaching and non-teaching staff.

Agreed sanctions for undesirable behaviour (see **Sanctions**)

Supervision of pupils as far as possible at all times.

Immediate response to incidents of bullying.

A commitment to tackling persistent behavioural problems.

At all times the school will endeavour to follow best practice procedures and referral to the appropriate department within the EA will be made at an early stage in all cases so as to avail of expert knowledge and advice.

REWARDS FOR GOOD BEHAVIOUR

King's Park Primary School expects all pupils to behave well and work hard and to that end teachers will make every effort to create a classroom conducive to learning and appropriate to the individual needs of each child.

It is also recognized that external consequences and rewards are necessary to encourage children to behave well and to do their best at all times.

All children receive positive encouragement and will have a chance of receiving some of the positive consequences 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.

Positive motivations and rewards used at King's Park to encourage pupils to adhere to our aims for good behaviour will include some of the following.

Note: Different classes / year groups are encouraged to select those strategies which they feel will benefit their own particular children, bearing in mind their maturity and level of development.

Examples at classroom level

A differentiated curriculum allowing every child to achieve.

Consistent use of praise (non-verbal and verbal) to reinforce effort and achievement of individuals /groups / class by class teacher / other teacher / non-teaching staff

Egs. Individual / corporate targets including pupil involvement eg. House Points, Individual star chart, table points, Class awards, small prizes etc.

Circle time to reinforce positive behaviours

Selection of table of the week / Pupil of the week

Homework vouchers / certificates

Target setting involving pupils

Highlight examples of positive behaviour. “Catch children doing right”

Visit by VP / Principal

Recognition by other teacher or Key Stage Co-ordinator / VP / Principal

Privilege time / choosing time: use of computers / games etc.

Examples at whole school level

Praise in assembly for special achievement

Weekly child chosen by class teacher / playground or dinner hall supervisor / presentation of prize in assembly

Positions of responsibility / School council / Class Council / Playground Friends

Stickers to be awarded by teacher / supervisors on duty

Recognition by year group colleague / Key Stage Co-ordinator / V.P. / Principal

Mention on school information sheet, school website

Termly House Winners, Homework rewards

Phone call / letter home / note in homework diary / certificate home

CONSEQUENCES FOR UNDESIRED BEHAVIOUR

Agreed Scaling of Behaviours

Unacceptable or undesirable behaviours have been categorized into three sections. These are not hard and fast rules nor exclusive, but merely serve as a guide to help produce a scaled measured approach when applying consequences / sanctions. **It should be noted that some undesirable behaviours may be minor, moderate or even major depending on for example, the nature of what was said or the frequency with which it was repeated.**

Minor	Moderate	Major
Arguments Not sharing Unkind remarks Bad language / swearing Taunting Lying Inattentive in Class Shouting out / being disruptive / leaving seat Talking in assembly Breaking agreed class rules Disobeying an instruction Telling tales Repeated lateness Repeatedly not doing homework or frequently doesn't bring right equipment eg. PE Running in corridors / classroom	Physical violence eg. Hitting, pushing, pulling, nipping biting Name calling & teasing Constantly disobedient Defiance Constantly interrupting & being disruptive Rudeness Stealing Damaging Property Accusing others wrongly Repeatedly running in corridors / classroom	Physical violence eg fighting, repeated hitting, pushing, pulling, nipping, biting, kicking etc. Destructive behaviour Subtle bullying Overt bullying Inappropriate touching Repeated defiance or refusal to engage staff or obey instructions Swearing at adult in charge Stealing Inappropriate use of a mobile phone in school.

In applying sanctions, most minor undesirable behaviours will be dealt with by the class teacher. If undesirable behaviour is, or becomes moderate / major then stage 2 of Discipline Procedure – (Agreed sanctions to be imposed) then applies. It must be acknowledged that some of the behaviours listed may at times fall into different categories than stated due to the seriousness of the incident.

AGREED SANCTIONS TO BE IMPOSED, IN ORDER

It should be noted that in applying sanctions, behaviour modification and positive reinforcement strategies have been, and will continue to be implemented at the same time. The School views Positive Behaviour and also Sanctions as complementary and believes that both aspects should be worked through together. Staff will always try to encourage pupils to take responsibility for their actions and will try to draw the child's attention to the fact that the undesirable behaviour will usually have a negative consequence on another person, the class, themselves or the school environment. Staff will try to link the negative consequence / sanction to the behaviour if possible. For example, a child who is disturbing others may have to sit by himself / herself for a while, or a child who does not complete work may lose some of play time or free choice activity. Sanctions are not intended to punish the children but to serve as a mechanism by which children learn that positive behaviour has positive consequences and negative behaviour has negative consequences.

1. Minor misdemeanours will be dealt with, as they occur, by the class teacher who will decide on what punishment / remedy is appropriate. Consequences may include withdrawal of attention / a warning / complete work in playtime or at home / make apology / loss of privilege / time out / isolation in class situation if appropriate. Supervised 'Thinking Time' may be used at the discretion of the teacher. The teacher may, if appropriate, inform or discuss the incident / behaviour with the parents of the child. If the incident is deemed serious enough the child may be referred to the Key Stage Co-ordinator or Vice Principal.
   Issues arising at break or lunchtime must be reported to the child's class teacher - ie from supervisors, classroom assistants or other teachers. (The teacher may impose sanctions if considered appropriate.)
   <u>The class teacher will deal with the vast majority of issues</u>

2. If persistent behavioural issues are arising, parents will be informed and their support sought at an early stage.
   At this stage further advice **may** be sought from the S.E.N.C.O. and a behaviour plan **may** be implemented. The class teacher will keep records of persistent behavioural issues.

3. If a pupil is habitually misbehaving despite repeated and ongoing attempts to modify behaviour, then the class teacher will send that pupil to their Key Stage Co-ordinator or Vice principal who will give the pupil a warning that further acts of misbehaviour will result in further sanctions being imposed. The pupil will be made aware of these sanctions. Details should be noted. At this stage a child may be put on Daily Report which should be signed by a parent / guardian.

At this stage parental support will again be sought and the range of sanctions, pastoral options will be discussed with the class teacher and the Key Stage Co-ordinator or Vice Principal. These options will take into account the age, ability and maturity of the child.

4. If further issues continue to arise teachers will discuss the problem with the Key Stage Co-ordinator or Vice-Principal and the SENCO. Pastoral Care teachers will be consulted. A Behaviour Plan **will** be implemented at this stage. Parents will be informed should this happen. At this stage the pupil will not be permitted to attend after school clubs (if appropriate to their age) for the length of time the daily report is in place.

5. Should further serious incidents occur, the class teacher, together with the Key Stage Co-ordinator or Vice Principal, will decide if a verbal warning should be given. If so, this will be given by the Key Stage Co-ordinator or Vice Principal and recorded in the Discipline Book. The Principal will be consulted at this stage and will be informed of all subsequent developments.
At this stage formal disciplinary proceedings have been invoked.

Formal disciplinary proceedings at this stage consist of **Three Verbal Warnings** which will be administered by The Key Stage Co-ordinator or Vice Principal. Parents will be given written confirmation of the warning at each stage. They will be invited to a subsequent interview to discuss the range of Pastoral / Sanctions that are appropriate.
The Vice Principal or Key Stage Co-ordinator and the SENCO will discuss the situation with the Principal and contact EA Psychology Dept. / Education Officer / Behavioural Management Team etc. as necessary.

6. Should a child receive three verbal warnings and all behaviour modification strategies have failed to produce positive responses the school will consider moving to the next stage, consisting of **Three Written Warnings,** leading ultimately to a suspension or expulsion.

On the advice of the EA a decision will be taken regarding the suspension of the pupil. Chairman of the Board of Governors will be notified and consulted.

Area Board will further be consulted on the proposed expulsion of the child from the school. Board of Governors will be informed.

Management reserve the right to bypass stages 1 to 4 of the above and move to the imposition of formal disciplinary proceedings on children considered to have seriously broken the school rules. If this occurs loss of privileges may include immediate withdrawal from school teams, educational visits etc.

At any stage if there is non-compliance or non co-operation on the part of the pupil ie. the pupil refuses to heed warnings, listen to or engage a member of staff / Key Stage Co-ordinator, a parent may be contacted and required to remove the child from the class for a period of time. If a situation as such arises, the incident will be recorded and the Principal informed. The matter will be discussed with the S.E.N.C.O. and Pastoral Care teachers as deemed appropriate.

In listing the discipline procedure it is noted that;-
(i) the Discipline Book remains with the Principal.
(ii) the procedure as outlined here and in the Discipline Book may, in exceptional circumstances, be varied in consultation with the Principal and/or Chairman of the Board of Governors.
(iii) the Pastoral Care teacher/s should be involved as considered appropriate.
(iv) Code of Practice behavioural plans will be introduced at the discretion of the Vice Principal or Key Stage Co-ordinator in consultation with the SENCO and class teacher.
(v) Should a child receive a verbal warning, have his name entered into the discipline book and then not commit similar or equally scaled offence for three clear months, the verbal warning will cease to be in force. (July & August not incorporated into three month time scale).
Management will consider as appropriate the situation of a child who has reached Written Warning stage.

In all cases the school will endeavour to work in the best interests of the child concerned whilst at the same time ensuring that it fulfils its responsibilities for the health, safety and welfare of all other pupils and the school staff.

Children with behavioural issues, who have a Statement of Special Needs, will be dealt with on an individual basis and the statement of their needs will be taken into account along with any other specialist advice.

BULLYING (Ref. Anti-Bullying Policy)

Sometimes it involves physical assault such as hitting or kicking. This is the most obvious kind of bullying and is often seen as part of the rough and tumble of everyday school life. This is not so. Children are frightened, bewildered or threatened as a result of bullying. There is a world of difference between a spontaneous fight as a way of resolving a dispute and a deliberately planned assault designed to intimidate and control others. Less visible, but no less distressing, are other forms of bullying such as name-calling, 'sending to Coventry', or taunting.

Definitions will be discussed regularly and a shared understanding reached.

It is important to remember that any child can become a victim.

HOW SHOULD THE SCHOOL REACT TO BULLYING INCIDENTS

King's Park anti-bullying policy will be followed at all times.

- Bullying of any sort is unacceptable in King's Park.
- Take the incident or report seriously and be wary of 'labelling' pupils or parents. On occasions schools transmit the message that parents are making a fuss about nothing and are over-anxious.
- Offer concrete help, advice, support and feedback to the victims and their families.
- Encourage the child displaying the bullying behaviour to see the child being bullied's point of view.
- Remember both have needs which need to be addressed by the school.

Kings Park policy on Reasonable force / Safe Handling

(Ref. Regional Policy Framework on Reasonable force / Safe Handling May 2004)
The school actively promotes positive behaviour management strategies thus reducing the need for the use of any form of physical intervention. **Emergency situations excepted.** These are defined as occasions such as 1) When the health, safety and welfare of an individual or group is endangered by the action of other persons or an event, or where an individual is a danger to him/herself. 2) Where there is a developing risk of injury or significant risk to property.
In the event where contact is necessary as a last resort, the procedure and guidance as outlined in the Department of Education Circular "The Regional Policy Framework on Reasonable Force / Safe Handling" (May 2004) will be followed.
A management team is currently considering / drawing up a complete policy on the above.

King's Park Primary School Rules

General Code
We are always well mannered
We always show respect
We look after our school
We stop and think before acting
We always act in a safe manner
We always do our very best

School Rules
1. We have respect and care for ourselves, others and property
2. We come to school on time and ready to learn
3. We always try to do our best
4. We listen and take turns to speak
5. We move quietly and carefully around the school

Dining Hall
We line up calmly
We walk carefully
We speak quietly
We keep our table clean
We are polite
We use good manners

Assembly Hall
In assembly we show respect at all times
In assembly we sit quietly with hands and feet still
We enter and leave assembly quietly

Playground

Key Stage 1
We always play in a kind and friendly way
We always look after our playground equipment and take turns to share
We always keep our playground tidy

Key Stage 2
We always keep our playground tidy
We always play safely in the proper area and don't interfere in others' games
We always play in a kind and friendly way
We always respect all adults and playground friends
We always look after our playground equipment and take turns to share

References

Dept. of Education Pastoral Care in Schools "Promoting Positive Behaviour" June 2001
Regional Policy Framework on Reasonable force / Safe Handling May 2004 The Education (Northern Ireland) Reform Order 1998
The School Improvement Programme - Promoting and Sustaining Good Behaviour: A Discipline Strategy for Schools (DENI, 1998)
Child Protection Guidelines - Pastoral Care in Schools: Child Protection (DENI 1998)
Evaluating Pastoral Care (DENI, 1999)
Article 19 United Nations Convention on the Rights of the Child (1992)
Pastoral Care in Schools: Child Protection (DENI, 1998)
Addressing bullying type behaviour in schools (EA)