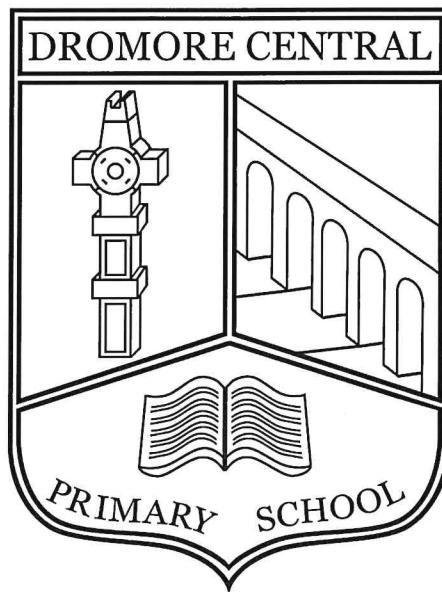
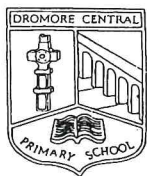


Dromore Central Primary School

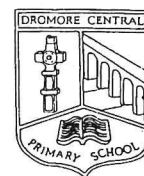


Positive Behaviour Policy

Reviewed January 2017



POSITIVE BEHAVIOUR POLICY



A Code of Practice for Governors, Staff, Pupils and Parents

Our vision is to create a safe, secure and caring environment in which all children are accepted, respected and valued. Within this atmosphere we will foster a stimulating, vibrant and challenging learning environment wherein the spiritual, social, physical, intellectual and aesthetic needs of the children are met and talents are nurtured so that each one may be enabled to fulfil their potential and become enthusiastic, confident, independent young people, equipped to achieve success and contribute positively to a constantly evolving society.

At Dromore Central Primary School we recognise each child as an individual. In order that each may work towards their personal best we aim to create a safe and caring atmosphere in which effective teaching and learning can take place.

In keeping with the requirements outlined in the EA Scheme of Management this Positive Behaviour Policy details the required standards of behaviour expected of pupils and the sanctions, including suspension and expulsion, which may be imposed whenever a pupil contravenes the standards. It has been devised in conjunction with Governors, Staff, Pupils and Parents and should be read in conjunction with the School Policy Statement for Teaching and Learning as 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 Safeguarding and Child Protection, Anti-Bullying, PDMU and Special Educational Needs.

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 to help facilitate a positive whole school approach to behaviour management at Dromore Central Primary School.

Introduction to Behaviour Management

It is the view of Dromore Central Primary School that effective learning can only take place in an atmosphere where standards of good behaviour are set as pre-requisites. Positive behaviour is that conduct which assists the school to fulfil its function, namely the full development of the potential of all pupils. Unacceptable behaviour is conduct which prevents this, either when an individual prevents his/her own development through inappropriate behaviour 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
- is based upon mutual respect for the needs and aspirations of all in the school and upon care for its environment

Aims

This behaviour policy aims to:

- Establish a community wherein pupils, teachers, parents and support staff are valued and enjoy a sense of belonging
- Create an acceptable level of order and behaviour so that effective teaching and learning can take place
- Develop, in all children, positive self-esteem and a sense of self-worth which will help them realise their potential in their physical, intellectual, social and personal development
- 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
- Begin to develop the skills necessary to resolve conflict and differences of opinion with sensitivity
- Ensure that parents are informed of our disciplinary policy procedures and to encourage their co-operation and support in the successful implementation of our school discipline policy

This policy will always have at its centre a concern for the safety and well-being of the pupils and its aims will best be achieved in the framework of a pleasant atmosphere of mutual respect, in which pupils are able to give of their best both in the classroom and in extra curricular activities and are encouraged and stimulated to fulfil their potential. This in turn demands a positive policy of encouraging good attitudes, reward and praise, and setting a good example.

Roles and responsibilities

(1) Pupils

We would expect the children who attend Dromore Central Primary School to enjoy their education and to have their needs met. However, at the same time we wish to encourage children to realise that other children deserve and must enjoy the same treatment as they do. A child who is experiencing difficulty at school should inform his/her class teacher or the Pastoral Team (Mrs Allen, Mr McCune and Mrs Mackay) or any other member of staff.

Pupils have a right 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 listened to in a sensitive manner
- Get help when they seek it
- Be made aware of the school's standard of expectations with regard to work and discipline
- A fair, consistent, clear and calm approach to behaviour management

Pupils have a responsibility to:

- Follow the school's code of conduct contained in the discipline policy, including rules relating to attendance, punctuality and uniform
- Show respect for staff, visitors and other pupils in school
- Show respect for their own and others' property
- Behave in an acceptable manner in class and in the playground
- Listen attentively in class and work to the best of their ability
- Follow the directions of staff, both teaching and non-teaching
- Represent the school in a positive way

(2) Role of Parents/Guardians

Standards of behaviour are well established in children before they come to school. Accepted standards of behaviour may vary from home to home and 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.

It is quite clear that a pupil's acceptance of any system of rules for behaviour is determined by the attitudes of home and local society. We believe in the principle of partnership and therefore encourage parents and guardians to establish and maintain a positive relationship with the class teacher and principal.

Although parents are not in school with the children their influence is still greater than that of a class teacher. Therefore, parental acceptance of the school's expectations and active co-operation with and support of the staff is absolutely essential if an acceptable standard of behaviour is to be achieved.

This pertains 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 expect:

- A safe, stimulating and happy learning environment for their child
- The delivery of a well balanced, broad and suitably differentiated curriculum
- Be well informed about their child's progress and any concerns the school has about the child
- Up-to-date information on the school behaviour policy and procedures
- To be kept informed should their child not meet the standards of behaviour set
- An opportunity to discuss disciplinary matters with the class teacher or principal, including sanctions imposed in accordance with policy procedures
- A consistent and fair approach to behaviour, with sanctions commensurate with the seriousness of the misdemeanour
- A school community which is sensitive to the needs of the individual child
- An acceptable level of courtesy and respect to be shown to their children by staff

Parents have a responsibility to

- Act as positive role models for their children in their relationship with the school
- Promote an understanding of what is acceptable and unacceptable in terms of behaviour
- Support the school in implementing the behaviour policy and in maintaining a high standard of discipline
- Ensure that children comply with school rules regarding uniform, attendance and punctuality
- Encourage children to show respect to all staff, school visitors and peers
- Encourage children to value their own property, school property and that of others

- Be realistic regarding their child's ability and offer encouragement and support to them
- Encourage children to complete school work and homework to an acceptable level
- Advise school at the earliest opportunity of any problems concerning their child
- Work in conjunction with the teachers and principal should any discipline be required
- Inform the school immediately if there are any access restriction orders placed on individuals who may attempt to make contact with a child during school hours

(3) Role of the Teacher

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.' (DE. 'Promoting Positive Behaviour' p.6.)

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 behaviour of 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 SENCo, Heads of Key Stages, Vice Principal and the Principal when necessary.

All Staff

The attitude of all staff is of great importance. It is they who in the end determine the environment in which good pupil/teacher relations can develop. They are expected to set the right example to pupils in matters of dress, punctuality and commitment. Good behaviour in pupils is found where teachers enjoy good relationships with their pupils, have high expectations of their pupils' work and provide a curriculum and teaching methods well matched to pupils' needs.

Teachers should consider themselves responsible at all times for the behaviour of pupils within sight or sound of them.

Each teacher's influence depends on attitude, character, example, teaching skills and the rapport established with pupils.

Above all consistency of approach is the keynote - consistency by an individual member of staff towards pupils and consistency across the staff as a whole towards all pupils.

Staff have a Right to:

- Expect courtesy and respect from colleagues, parents and pupils
- Be valued as part of the school team
- Discipline all pupils in the school according to school procedures
- Expect back-up procedures to be in place for managing behaviour
- Have an opportunity to work to their full potential in a calm, safe environment

Teachers / staff have a Responsibility to:

- Behave in a professional manner at all times
- Provide children with a broad, balanced and suitably differentiated curriculum in which their different abilities are recognised and tasks are matched to those abilities so that pupils regularly achieve success
- Recognise and encourage children's individuality and the development of high self-esteem
- Make lessons enjoyable and challenging with an approach which is sufficiently flexible to encourage children to be actively involved in their learning
- Use positive language to consistently communicate expectations and feedback to pupils
- Have high but realistic expectations for each child and strive to cater for their needs
- Acknowledge effort and achievement, giving regular praise and encouragement to pupils
- Be approachable, sympathetic and alert to pupils in difficulty
- Provide a safe, stimulating and caring working environment in the classroom, where all children can work effectively to the best of their ability
- Establish a number of classroom rules which should be discussed with pupils to encourage ownership and co-operation
- Enforce the school's behaviour policy in a fair and consistent manner
- Co-operate and work with the school management team and colleagues
- Consult with parents about a child's progress or behaviour
- Consider themselves responsible at all times for the behaviour of pupils within sight or sound of them. Responsibility for the behaviour of all pupils in the school is one that all teachers share

(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 teachers, pupils and parents 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 and the Education Board (if necessary) 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 Teachers' Code of Conduct and Practice, etc.

(5) Role of the Board of Governors

The Governors have legal responsibility for the school's Positive 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.

Pupils' Code of Conduct

Pupils are responsible for their own behaviour.

A very high standard of conduct, work and appearance is expected from each boy and girl who is a pupil at Dromore Central Primary School. Respect for oneself and consideration for others are the ideals by which pupils should be guided in all their behaviour in school, in the home and in the wider community. This code of conduct is very important in ensuring that each pupil can reach his/her full potential in DCPS.

I. Attendance

Regular attendance is essential.

The school day is from 9.00 a.m. to 2.00 p.m. or 3.00 p.m.

No pupil may leave school without the permission of his/her teacher or Principal, on receipt of a note. If the management is in any doubt about the validity of a child leaving school during the day, the child will be prohibited from doing so. Management reserve the right to verify the identity of any individual collecting a child from school.

II. Punctuality

Teacher / Classroom Assistant supervision begins at 8:30am each morning. (There is no supervision prior to this time.)

Children are supervised as they leave the building at 2:00pm and 3.00pm. Pupils are expected to be in class, ready for lessons to begin at 9:00am each day.

III. Behaviour

Pupils should have respect for themselves and others and take responsibility for their own actions. Pupils should be well-mannered at all times, especially in the presence of other adults.

The use of bad language and gestures is unacceptable. Boisterous games and activities which are liable to cause injury to the pupils or others are prohibited. Teachers and supervisors are to be obeyed at all times.

IV. Appearance

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

Full uniform should always be worn unless previously arranged with class teacher/principal.

For safety reasons jewellery will be restricted to a watch and stud earrings. When engaged in physical activities it is necessary to remove jewellery as it may cause danger. Pupils are expected to remove and put on their own jewellery, including ear-rings.

V. Property

It is expected that all pupils will show due care and respect for their own and others' property.

School property and school grounds are due the same importance as something which is their own.

Pupils' names should be clearly marked on all clothing and articles brought to school. Pupils should only bring to school items of property which they need or are asked to bring by their class teacher.

Expected behaviour in:

The classroom

- Pupils will walk in the classroom
- Pupils treat everyone with respect
- Pupils share and take turns
- Pupils always bring the things they need to school
- Pupils are attentive to the teacher and other pupils

- Pupils listen and look when being spoken to by the teacher
- Pupils always try their best
- Pupils put their hands up if they want to speak
- Pupils work quietly and stay in their seats during written work
- Pupils are always ready for work

The corridor

- Pupils will always walk quietly and safely, in single file, on the left hand side
- Pupils will open doors for visitors

The playground

In the playground, children should abide by the following rules:

- In dry weather, we will play outside at break and lunch-time
- We will only play on the grass when we are permitted to do so
- We always play in a kind and friendly way using safe hands and safe feet
- If using school equipment we will use it appropriately, take turns and share
- We will keep our playground tidy
- We will use kind words
- We will not throw things we should not
- We are careful when playing games so that everyone remains safe
- We will respect and obey teachers and supervisors at all times
- We will always remain in the main playground area and not go anywhere we are not permitted to be

Playground rules can be summarised as follows:

We will always be respectful of others and use safe hands, safe feet and kind words.

The dining hall

In the dining hall children should abide by the following rules:

- We will walk when entering, exiting or moving within the dining hall
- We will say “please” and “thank-you” appropriately
- We will eat and drink with good table manners
- We will talk quietly to our friends
- We will remain in our seats and put our hands up if we need attention
- We will listen to, and obey, our teachers and supervisory assistants at all times

Rules for ourselves and others

- We care for ourselves
- We care for our school
- We are kind to each other
- We show good manners to each other

Educational Visits

Pupils on school visits will be expected to abide by the aims of our school positive Behaviour Policy and school rules regarding behaviour.

In addition, the Principal and staff will reserve the right to implement any rules which they deem necessary to ensure the safety and welfare of pupils and staff and achieve the aims and purpose of the visit.

Safety

In consideration of their own safety and the safety and comfort of others pupils should adhere to the following:

Travelling to and from school / entering and leaving school

1. When coming to and going home from school pupils must walk on pavements and cross with patrol people at all times
2. There should be no boisterous behaviour inside or outside the school
3. Only Year 7 pupils may bring their bicycles to school for Cycling Proficiency
4. Children must not cycle inside the school grounds unless under supervision
5. Children must conduct themselves in an appropriate and acceptable manner when coming to school and going home from school
6. Children are not permitted to leave the school premises for any purpose during the school day without permission from the Principal or Vice Principal. If the management is in any doubt about the validity of a child leaving school during the day, the child will be prohibited from doing so. (Management reserve the right to verify the identity of any individual collecting a child from school)
7. Children must enter and leave the school grounds by the pedestrian gates and keep to the paths. Children must not walk through the car park
8. Children should take extra care when close to parking areas

Within school

1. Instructions on fire drill must be strictly obeyed
2. Fire doors must be kept closed at all times
3. Children must walk in an orderly manner inside the school buildings
4. Children must keep to the left-hand side of all corridors and stairs when moving around the school
5. Toilets should be used at set times or when otherwise directed by the teacher
6. In the dining hall, pupils are expected to walk in an orderly manner when entering, exiting or moving within the hall. Pupils are expected to have good table manners
7. Children must not enter the school building before 8.45 am
8. Apparatus in Assembly Hall must only be used when a teacher is supervising, ie PE lesson

Courtesy

1. Children should never use inappropriate language
2. Children should allow adults through doors in front of them
3. Children should always display good manners e.g. using the words 'excuse me', 'please' and 'thank you' appropriately
4. Children must enter and leave assembly quietly and should be quiet and reverent during assembly
5. Children must not interrupt when an adult is speaking
6. When entering a classroom or office, children must knock prior to entry, excuse themselves and wait for the teacher's/secretary's attention
7. Children must obey instructions from teachers and assistants
8. Children must not take, without permission, things belonging to others
9. Children should put all litter in a bin
10. Children must not deface their own property or the property of others, including that of the school
11. Children must be courteous to visitors and help them where possible

These expectations will be discussed with all children each year.

Praise and Reward

It is intended that behaviour management within our school should be a positive process and children will be encouraged and rewarded for progress and achievement.

However, a combination of rewards and sanctions are necessary to encourage children to follow the rules in class and throughout the school. A healthy balance needs to be struck between these two and both should be clearly specified. The following list is not exhaustive but gives an indication of the value we place in self-esteem and reward.

Rewards

- Quiet word or encouraging smile
- A public word of praise in front of a group or the class
- A written comment on pupil's work, or in a more detailed way, picking out specific points or ideas that gave pleasure
- Stickers / stampers
- Display of particularly good work in special place in classroom
- Peer praise
- A visit to a colleague in the same year group or to a more senior member of staff and/or Principal for commendation, for example, a verbally written comment or sticker
- Given responsibility within class
- Prize from class teacher to reflect endeavour, improvement, good behaviour and a positive approach
- Some system of merit marks or points, with or without public acknowledgement of that reward
- Use of school reports to comment favourably, not only on good work and academic achievement but on behaviour, on involvement and on general attitudes
- Entries in the school newssheet
- A letter to parents informing them specifically of some action or achievement deserving praise.
- Praise in Assembly
- Prize from Principal/Vice Principal

Unacceptable Behaviour

At our school we **classify unacceptable behaviour** into **3 broad bands**:

- Level 1: Misbehaviour that can be effectively managed within the classroom environment by the teacher.
- Level 2: More serious misbehaviour, or persistence of Level 1 that is not so easily managed within a classroom environment. Class teacher may involve the Head of Key Stage and parents. The SENCo, VP and Principal will be notified.
- Level 3 Very serious misbehaviour or persistence of Level 2 behaviour. This will result in the formal involvement of SENCo, Vice Principal and/or Principal within the school, along with parental involvement. Additionally, the involvement of outside agencies may be sought.

Even with good classroom practice it will be necessary to have sanctions. These are necessary for two main reasons:

1. To make the particular child and others aware of the school's/teacher's disapproval of unacceptable behaviour
2. To ensure that the education of other pupils is not disrupted

The following are examples of what constitutes Level 1, 2, 3, of unacceptable behaviour and examples of sanctions and strategies which may be used.

Sanctions will be constructive, applied with sensitivity and flexibility, where possible, be related to the misdemeanour and will be specific to the offender and not applied to the whole group.

Examples of unacceptable behaviour

Level 1			
Arguing	Boisterous behaviour	Talking at inappropriate times	Distracting other pupils
Not completing homework	Making unkind remarks	Running in corridors	Disobeying instructions

Level 2			
Unabated Persistence of Level 1 behaviour	Aggressive behaviour persistent/serious (eg. biting, hitting, nipping etc.)	Refusal to work / general defiance	Consistent non-completion of homework
Refusal to engage with an adult	Bad language	Persistent name calling / teasing	Wilfully damaging property eg. a book or ruler
Stealing			

Level 3			
Persistent occurrence of Level 2 behaviour	Serious Physical assault teacher/adults/children	Verbal abuse to teachers/staff/peers	Wilfully damaging property eg. windows, iPad
Major disruption of class activity	Leaving school premises without permission	Dangerous refusal to obey instructions	

Examples of Sanctions and Strategies

Level 1	Level 2	Level 3
A disapproving look	Time-out/settle down in another teacher's room	Principal, Vice-Principal and SENCo, if appropriate, informed immediately
A signal to indicate behaviour must stop	Report to Head of Key Stage	Formal discussion with Principal/Vice-Principal and pupil (and SENCo if appropriate)
A verbal rebuke	Formal appointment with parents (Principal and Vice Principal informed prior to meeting to allow their attendance if deemed appropriate)	Formal appointment with Principal and Vice Principal/SENCo and Parents
Moved in class to another desk	Discussion with SENCo. An IEP will usually be implemented at this stage	IEP will be implemented and an action plan agreed
Time-out chair/cool-off	Daily report/withdrawal of privileges	Behaviour contract between school and child
Discussion with parents	Home/school report sheet	Involvement of outside agencies, e.g. EWO, BST, Educational Psychology, Social Services, Pupil Personal Development Services etc
Withdrawal of small privileges/responsibilities	Teacher may begin to record daily observations of behaviour.	Suspension
Reminder of/discussion about class rules and/or the behaviour exhibited	Withdrawal from extra-curricular activities	Expulsion
Apology (either written or given verbally)	Break/lunch detention or removal of playtime privileges	Restitution (as deemed appropriate)
Break/lunch detention (during which time the child will complete additional work)	Repeated or extra work at home, (where the child has been uncooperative in completion of work in class). Work signed by parent.	

It should be noted that, in applying sanctions, behaviour modification and positive reinforcement strategies have been, and will continue to be, implemented. In Dromore Central Primary School we view Positive Behaviour and Discipline as complementary aspects which should be worked through together. Staff will always encourage children to take responsibility for their actions and draw the child's attention to the fact that undesirable behaviour usually has a negative consequence on another person, the class, the school environment or themselves. Where possible, staff will try to link the sanction to the behaviour. Sanctions / discipline are not intended to punish pupils but to serve as a mechanism through which children learn that positive behaviour has positive consequences and negative behaviour has negative consequences.

Minor misdemeanours will be dealt with, as they occur, by the class teacher, who will decide on appropriate action. Incidents will be recorded by the teacher, in their own notebook.

Issues arising at break or lunch times must be reported to the teacher following the recess.

The class teacher will deal with the vast majority of issues.

If a pupil is habitually misbehaving, despite repeated and ongoing attempts to modify the behaviour, the child will be referred to the Vice Principal, SENCo or Principal. The child will be made aware of the possible consequences of continued misbehaviour.

The Vice Principal, SENCo or Principal will note details.

In cases of extreme, unacceptable behaviour, where the well-being of children, staff or the individual concerned is at risk, or property is being damaged, the Principal or Vice-Principal, in order to defuse the situation, reserve the right to ask parents to remove a child from school immediately.

This does not constitute an expulsion or suspension but is intended to give time for the pupil and/or parents to reflect upon the unacceptable behaviour.

On occasion it may be necessary to invoke Formal Disciplinary Proceedings. These are outlined in the Suspension and Expulsion Policy.

This policy was ratified by the Board of Governors at a meeting on:

Signed: _____ **Chairman**

Signed: _____ **Principal**

Date: _____