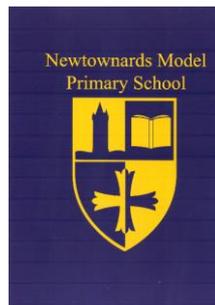


# **Newtownards Model Primary School**



## **Behaviour for Learning Policy**

Updated March 2018

## MISSION STATEMENT

*Working as a team within a respectful, safe, caring, and secure environment we will develop the intellectual, physical, moral and creative abilities of all our pupils, so that each child becomes responsible for their own learning and develops to their full potential.*

### 1. INTRODUCTION

The focus of this policy is the promotion of good behaviour.

There are certain values which we want to encourage in our pupils:-

- self-respect, self-discipline and self-confidence
- respect for others and their property
- respect for the environment
- toleration and appreciation of the opinions of others and other cultures
- good manners and politeness
- taking a pride in their work

This policy is based on the Policy for the Promotion Positive Behaviour (SEELB) and it is the intention of the school that the policy will be reviewed and updated when necessary.

### 2. AIM

To establish a school community where positive behaviour is promoted and each person is valued so that they can achieve their maximum potential.

### 3. OBJECTIVES

- a) To create an atmosphere conducive to effective teaching and learning
- b) To establish a sense of order
- c) To establish a sense of community
- d) To encourage and develop pupils' self-esteem and respect for others
- e) To encourage self-discipline and the notion that we all have rights but we also need to take responsibility for our actions
- f) To encourage pupils to be independent
- g) To encourage the development of interpersonal skills in situations which require pupils to co-operate in order to solve problems

#### 4. EXAMPLE OF RIGHTS/RESPONSIBILITIES

Rights	Responsibilities
<p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• To be treated with respect and dignity</li> <li>• To be in a safe environment</li> <li>• To hear and be heard – to express opinion</li> <li>• To learn – in an enjoyable environment</li> <li>• To be developed to full potential</li> </ul>	<p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• To know and follow school rules</li> <li>• To be equipped and ready to learn</li> <li>• To treat staff and peers with respect</li> <li>• To learn and continue to learn</li> <li>• To take responsibility for their behaviour and actions/not prevent learning of others</li> </ul>
<p><b>Staff</b></p> <ul style="list-style-type: none"> <li>• To be heard</li> <li>• To be treated with respect/dignity</li> <li>• To have a safe, clean, healthy environment in which to work</li> <li>• To support from management/Governors/EA</li> </ul>	<p><b>Staff</b></p> <ul style="list-style-type: none"> <li>• To deliver the common curriculum</li> <li>• To ensure quality of teaching and learning</li> <li>• To identify problems of pupils – learning needs etc/provide solutions</li> </ul>
<p><b>Parents</b></p> <ul style="list-style-type: none"> <li>• To be kept informed by school/work in partnership with school</li> <li>• Receive reports</li> <li>• Access to reports</li> <li>• Receive copies of policies – discipline/curriculum</li> <li>• Invited to parents evenings</li> <li>• Give permission for trips etc</li> </ul>	<p><b>Parents</b></p> <ul style="list-style-type: none"> <li>• Ensure good attendance of their children</li> <li>• Co-operate with school rules/attend meetings</li> <li>• Equip their child properly</li> <li>• To monitor the progress of their child</li> <li>• Promote good behaviour</li> <li>• Ensure punctuality, good standard of uniform, completion of homeworks.</li> </ul>

## 5. SCHOOL RULES

- Rules including Dining Hall, Playground and Class rules will be displayed prominently and be reinforced regularly by the class teacher and also at school assemblies.
- Individual rules will be reinforced by displaying them in appropriate places around the school.
- Each teacher will compile a set of classroom rules in consultation with the children. These will be displayed in the classroom at all times and be referred to regularly.
- Rewards will be given for keeping the rules and appropriate sanctions will be administered for breaking the rules.

We aim to be:

- consistent
- firm
- fair

and to follow up and follow through.

In Newtownards Model Primary School the day begins at 8.45 am. Children should arrive in school **no earlier** than 8.45 am as supervision begins at this time. The school gates will be open before this time but no supervision will be available until 8.45 am. Parents allowing their children to enter grounds before 8.45 am must be aware of this.

### Movement

Pupils should:

- walk within the school building
- walk in marked 'no run' areas in the playground (Zig zag yellow lines)
- move safely and in single file within the school building
- play carefully in the playground at break and lunch times
- display caution and follow instructions when negotiating stairs
- enter and leave school in a sensible manner

### Learning

Pupils will be encouraged to:

- listen to instructions and explanations
- do their best at all times
- bring a note to explain –
  - non-presentation of work
  - non-participation in PE/swimming lessons
  - absences from school

## Communication

Pupils will be encouraged to:

- speak respectfully to one another and to adults
- show good manners when visiting other classrooms
- solve their problems by talking

## Respect

Pupils should:

- be polite, respectful, tolerant, kind, thoughtful and considerate to everyone. Children must learn to tolerate and respect children with different religions, different ethnic backgrounds, different colour of skin and different countries of origin
- look after books, equipment and all other aspects of school property
- put litter in the bin

We do not accept:

**BULLYING  
BEHAVIOUR**

**BAD OR INAPPROPRIATE  
LANGUAGE**

**DESTRUCTION OF  
PROPERTY**

**STEALING**

**FIGHTING**

**NAME CALLING**

**LACK OF RESPECT**

**DANGEROUS PHYSICAL CONTACT**

**DISRUPTION OF CLASSES**

## 6. REWARDS

In implementing our reward system we aim to positively recognise and reinforce good behaviour and positive attitudes to class work.

Our objectives are to:

- make these rewards attainable for all children
- make these rewards consistent throughout the school, used by all staff – teaching and non-teaching
- promote self-esteem
- communicate 'good news' to parents
- encourage pupils to take responsibility
- move from the need for extrinsic rewards (changing behaviour to gain compliance) towards intrinsic rewards (changing attitude and gaining motivation)

As staff we would endeavour to find opportunities to give:

- a quiet encouraging word or a public word of praise in front of the class  
e.g. Well done Good  
I like the way that... I am pleased that...  
Congratulations Terrific

and

- non-verbal praise or encouragement  
e.g. Thumbs up Handshake  
Good eye contact Smiling

Smile by teachers/classroom assistants  
to give

- public acknowledgement of good behaviour in assembly
- opportunities for children to praise and appreciate one another
- opportunities to display work in classroom and corridors
- opportunities for children to visit another teacher or the Principal to inform them of something deserving praise
- 'good news' messages to parents e.g. 'Parentgram'

Staff will give these rewards in the form of

- positive comments in children's exercise books
- certificates
- pupil of the week
- pupil of the month
- prize day awards
- sports day awards
- lunchtime star awards

### **Reward System at Key Stages 1 & 2**

To encourage the children to always give of their best, teachers will operate their own reward system within their classroom.

In conjunction with this an additional school system will implemented.

**P1 – P3** reward system operates as follows-

Each week 2 or 3 children from each class will receive certificates presented at assembly. These certificates can be awarded for good work, good behaviour, kindness, endeavour etc.

A child who has been awarded 3 star certificates then receives a rocket certificate plus a special badge.

**P1 – P7** will operate a Principal's award system.

Two pupils per class will be chosen – the criteria being – behaviour or academic achievement. Certificates will be presented in assembly

## Example of reward systems in individual classes

### KEY STAGE 1

- Verbal praise
- Praise given for best work/book/group
- Motivation stars, stickers, happy faces for good work
- Showing good work to the rest of the class to be applauded
- Displaying work on the wall
- Taking work home to show parents
- Showing work to another teacher or V/Principal
- Allowing a child to be 'leader' in the line, messenger
- Attainment stamps on work e.g. excellent, good effort
- Treats given occasionally

### KEY STAGE 2

- Rewards similar to previous key stage one
- Public praise in front of class/assembly/another teacher
- Quiet praise, usually one to one. Using words like "That is better/good etc" "You can do this..." "You keep trying..." "I am very proud of..." Notes of praise on books/homework
- Being allowed to do specific jobs/messages
- Pupil of the month awarded for a curriculum area and aspect of positive behaviour at the beginning of the month
- Treats/stickers as prizes for individual groups or the whole class

## 7. SANCTIONS

Low level misbehaviour (Sanctions 1-4)	Range of sanctions
Talking out of turn Shouting out/interrupting Leaving seat at the wrong time Fidgeting Not having pencil/pen Not doing homework Not listening/paying attention Distracting others Not doing best work Making noises Annoying others Telling tales Sulking Cheekiness Disobeying school rules Using the occasional bad language	<ol style="list-style-type: none"> <li>1. The look/hand signal</li> <li>2. Rule reminder/warning 1,2,3</li> <li>3. Moving seat/extra work</li> <li>4. Related sanction e.g.                             <ul style="list-style-type: none"> <li>• completing or repeating work</li> <li>• doing homework during playtime</li> <li>• cleaning up the mess</li> </ul> </li> </ol>
<b>Moderately serious behaviour (Sanctions 5-12)</b>	
Hitting/pushing (on a low or moderate scale) Regularly talking out of turn Regularly shouting out/arguing back Spitting Persistently leaving seat at wrong time Regularly not doing homework Regularly not listening/paying attention Regularly not doing best work Rudeness to peers Intimidating peer (verbally or physically) Defiance	<ol style="list-style-type: none"> <li>5. Think sheet eg. "What should you do?"</li> <li>6. Withdrawal to another member of staff in another classroom</li> <li>7. Put on daily report</li> <li>8. Parents/guardians contacted</li> <li>9. Referred to Key Stage Co-ordinator</li> <li>10. Consult SENCO regarding Stage 1 or 2 intervention</li> <li>11. Shadowing staff in the playground</li> <li>12. Inappropriate behaviour in the playground/classroom/dining hall will result in Withdrawal to the Thinking Room which can last up to 10 minutes depending on the severity of the bad behaviour</li> </ol>
<b>Very serious behaviour (Sanctions 13-21)</b>	
Offensive gestures Deliberately telling lies Regularly distracting others Stealing Persistently disobeying school rules Rudeness/insolence to adults Hurting others physically or mentally (high scale) Deliberate punching to the face/head in an unprovoked attack will warrant high sanctions Bullying (persistently annoying another child) Persistently swearing Running out of school Deliberate damage to school property Deliberate damage to others' property Truancy Aggression towards staff Persistent/deliberate lateness Inappropriate sexual language/actions or related behaviour	<ol style="list-style-type: none"> <li>13. Referred to V P and/or Principal</li> <li>14. Removal from playground at break and/or lunchtime for a period relative to the behaviour. For the most serious offence, such as deliberate punching to the head or face in an unprovoked manner, this period may last up to 5 days.</li> <li>15. Detaining for up to 5 minutes to prevent trouble on the way home.</li> <li>16. Loss of privilege.</li> <li>17. The school may ask the parent/guardian to collect a child from school and take him/her home for the rest of the day, should a child become emotional /agitated/distressed.</li> <li>18. Exclusion from swimming programme, (children should have the opportunity to attend swimming on at least 6 occasions over the two terms)</li> <li>19. Suspension / change of placement</li> <li>20. Debarring from an Educational Visit.</li> <li>21. Where staff are concerned about the Health and Safety /Welfare of a pupil or other pupils- debarring from a Residential Educational Visit.</li> </ol>

During lunchtime/breaktime pupils may be sent to the "Thinking Room" for various misdemeanours for a duration of time directly related to the misdemeanour.

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.

Foundation and KS1 classes will apply a 'Traffic Light' system, whereby, at the beginning of the day every child's name will appear in a green circle displayed in the classroom. If a child disobeys school or classroom rules his/her name will be moved into an amber circle. If a child continues to break the rules his/her name will be moved into a red circle. During the day the child's behaviour will be monitored and, if appropriate, the name may be moved back to the amber or green circles. However, if the name is still in the red circle at the end of the day, an agreed classroom sanction will be imposed.

At Key Stage 2, the Thinking Room is used as a consequence to bad behaviour and work which is not submitted/completed. Each child is given the opportunity to amend behaviour of minor breaches to class rules using the three colours of the traffic light system as a visual reminder. On the third occasion, the pupil will be asked to go to the Thinking Room to complete a Reflection Sheet. A major breach of class rules will result in immediate removal to the Thinking Room from break/lunchtime play.

In the case of 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 Education Authority. Suspension or change of placement will be made in accordance with the provisions in Education Orders and Education Authority suspension guidelines.

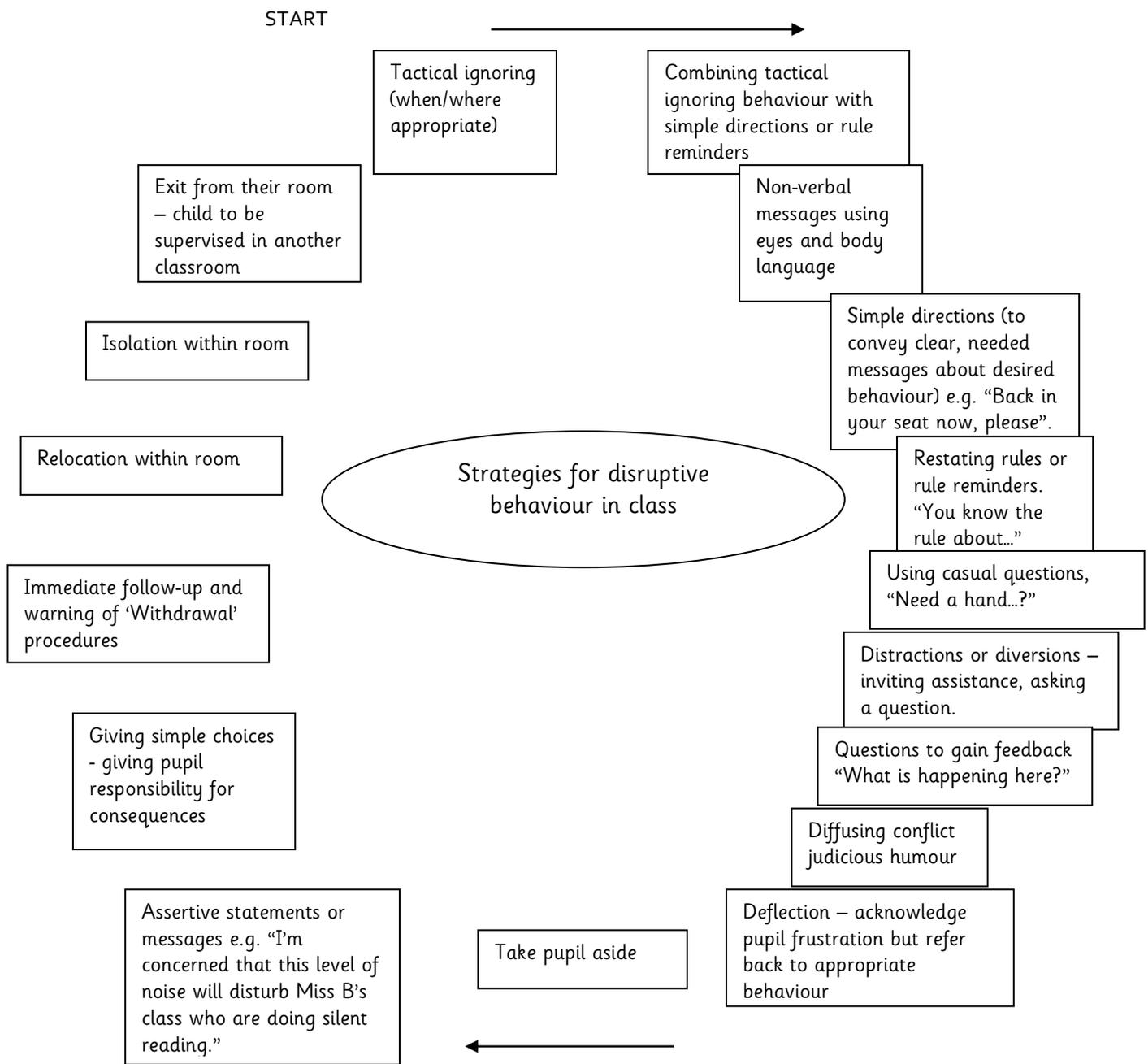
#### Procedures for dealing with serious situations involving the need for restraint.

The staff present, or on duty will deal with these situations. Prevention of situations is preferable but, if physical restraint cannot be avoided, the procedures set out in the Use of Reasonable Force Policy must be adopted.

Under Duty of Care, staff may use physical intervention and when they do they should be clear that the action was:

- **in the child's best interest**
- necessary
- reasonable and proportionate
- last resort ( where possible )

*Our emphasis in school is on positive classroom management. In implementing corrective strategies we will be following this model as adapted from Rogers.*



**8. PROCEDURES FOR CONCERNS**

I have a concern about the behaviour of my child  
or behaviour management of my child

I can talk to the Class/Form Teacher

If I am still concerned, I can talk to the Vice Principal

If I am still concerned I can talk to the Principal

If I am still concerned, I can write to  
The Chairman of the Board of Governors

## **9. LINKS WITH OTHER POLICIES**

This policy is seen as an integral part of the School Development Plan and can be linked directly and indirectly with all of the other school policies such as:-

SEN  
Safeguarding and Child Protection  
Anti-bullying  
PDMU  
Health and Safety  
Curricular Policies  
Use of Reasonable Force

With special reference to SEN, strategies for promoting and sustaining good behaviour and for managing behaviour difficulties, are seen as part of the 5-stage approach set out in the Code of Practice for Special Educational Needs. Stages 1 and 2 are entirely school based, Stage 3 is also school based but with the help and support of agencies outside school.

## **10. WORKING TOGETHER TO IMPROVE BEHAVIOUR**

We aim to form good relationships with children, helping them to develop their self-esteem. We believe true success and increased self-esteem occurs when children learn how you expect them to behave and then choose that behaviour as their own. We are concerned with helping children to set and achieve their personal, social and academic goals within a supportive atmosphere. Each class teacher has a pastoral role and works to establish stable, supportive relationships with the children in their care, encouraging them to become increasingly capable of making independent, responsible choices.

Pastoral advice and support is an important part of the ethos of our school. When we are following up incidents of misbehaviour we try to discuss feelings and attitudes and more appropriate forms of behaviour with the children and parents concerned.

## **11. KEEPING SCHOOL INFORMED**

We recognise that at times unsatisfactory behaviour can stem from personal problems or difficulties. Children can become upset about things inside or outside of school. If parents are aware, of what may be a difficult time for their child, they must let the school know, so that we are more prepared and able to help him/her cope with the issue/s.

**12. MONITORING, REVIEW AND EVALUATION.**

This policy has been formulated in consultation with Governors, staff, parents and pupils as appropriate and it is the intention of the staff to review and update it regularly.

It is important to remember that Governors, all staff, pupils and parents have an active part to play in the implementation and maintenance of this Policy.

*Updated March 2018*

# Thinking Room Reflection

Name: \_\_\_\_\_ class: \_\_\_\_\_ Date: \_\_\_\_\_

Why were you in the thinking room ?



How did your behaviour affect other people ?

How could you have changed your actions?

How will you make amends for your behaviour?

Signed: \_\_\_\_\_

# PARENTGRAM



My teacher is pleased with me because:

Teacher's Signature: \_\_\_\_\_

Pupil's Signature: \_\_\_\_\_

Date: \_\_\_\_\_