

Agreed by SMT/BOG	
REVIEW DATE	
Person/s Responsible	



Abbey Primary School

POSITIVE BEHAVIOUR
POLICY

ABBAY PRIMARY SCHOOL

POSITIVE BEHAVIOUR POLICY

1. THE NEED FOR A POSITIVE BEHAVIOUR POLICY

- 1.1** It is the view of Abbey Primary School that no effective learning can take place without a requisite standard of good behaviour. Every pupil has the right to be educated in an atmosphere which is conducive to learning. Hand in hand with this is the expectation that every pupil has a responsibility to contribute to the creation of such an atmosphere. It therefore follows that good behaviour is that which conforms to the reasonable expectations and requirements of the school and is based upon mutual respect for the needs and aspirations of all in the school and upon care for its environment.
- 1.2** Good behaviour is that conduct which assists the school to fulfil its function, namely the full development of the potential of all its pupils. Unacceptable behaviour is conduct which prevents this, either when an individual prevents his/her own development by behaving badly, or when unacceptable conduct disrupts the development process for other members of the school community.
- 1.3** Behaviour in Abbey Primary is generally of a very high standard and is promoted through:-
- a positive teaching attitude of praise, encouragement and rewards
 - the involvement of the children in the rule making process
 - communication with parents
 - an awareness of preventative measures
 - supportive action from appropriate agencies for behaviour of serious or ongoing concern
 - sanctions when appropriate

A child's behaviour is seen to be the shared concern of the child, teaching staff, ancillary staff, non-teaching staff, parents, governors and external agencies.

2. AIMS

- 2.1** Our school aims that we encourage self-confidence, self-discipline, self-respect, independence and respect for others.
- Promote positive attitudes and behaviours in order that:
 - (a) effective learning can take place
 - (b) good personal relationships can be developed
 - (c) there is mutual respect between all members
- 2.2** A system of positive behaviour should have at its centre a concern for the safety and well-being of the pupils, staff and all who are involved in the life of the school.

2.3 Positive behaviour is concerned with the training of children to behave in a socially acceptable fashion whilst in the care of teachers and others in the education process. It may well be that sanctions need to be used, but these should be meaningful and the emphasis should always be on the positive.

2.4 Such aims are best achieved in the framework of a relaxed pleasant atmosphere, 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 through the use of reward and praise and by setting a good example.

2.5 Specific Aims

- to develop in pupils a sense of self-discipline and an acceptance of responsibility and consequences for their own actions with regard to peers, staff and property
- to create an environment in which pupils show motivation and work well with their teachers in an atmosphere of mutual respect and co-operation in which teachers can teach and children can learn
- to develop a classroom environment based on fairness, honesty and trust
- to develop in pupils a sense of self-esteem and self-respect
- to develop in pupils a sense of respect for others who share the school environment with them
- to develop in pupils the ability to resolve differences without resorting to physical or verbal abuse
- to enable pupils to receive and staff to give praise.

3. ROLE OF PARENTS

The school works collaboratively with parents and believes in parental involvements. The school Staff informs parents about inappropriate behaviour and welcome the support and co-operation of parents.

If the school has to impose sanctions parents should support the actions of the school.

4. ROLE OF TEACHERS AND SUPPORT 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. A teacher's influence depends on attitude, character, example, teaching skills and the rapport established with pupils.

If a child misbehaves repeatedly in class, the class teacher should keep a written, dated record. If behaviour continues class teacher should seek support from the Head of Year Group, Head of Key Stage and then Principal. Staff should consider themselves responsible at all times for the behaviour of pupils within sight or sound of them.

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

Senior Management liaise with external agencies when necessary to support and guide the progress of each child.

5. THREE STAGE STRATEGY

5.1 Strategies for promoting and sustaining good behaviour and for managing difficulties should be seen as a three-stage approach running parallel to the Code of Practice for Special Educational Needs. Stage 1 is entirely school-based while stage 2 is also school-based but with help and support from outside agencies. Stage 3 is external to school, in that outside agencies, particularly the Education Authority – South Eastern Region, will be involved in handling specific behaviour problems.

5.2 **STAGE 1** relates to the management of behaviour within the classroom where individual class teachers will promote positive behaviour and discourage unacceptable behaviour by:

- understanding the reason the behaviour is unacceptable
- using effective positive teaching strategies
- including the children in the creation of common classroom rules
- employing common disciplinary strategies/sanctions
- putting in place common measures to prevent and deal with bullying
- ensuring common approaches to verbal and physical aggression
- involving parents at an early stage

This stage is also managed by the school's Senior Management Team in conjunction with the class teacher.

At this stage they may decide to:

- initiate counselling support arrangements for the children
- initiate more formal consultations with parents
- complete a daily report focussing on the positive

5.3 An action plan for the promotion of positive behaviour will be drawn up and agreed with parents. This plan will indicate the strategies the school proposes to use to manage the pupil's behaviour as well as the arrangements for monitoring and reviewing the success of these measures.

5.4 **STAGE 2** involves referral to agencies outside the school such as Educational Psychology, Outreach Support Services, and the Education Authority's Behaviour Support Team.

5.5 **STAGE 3** Where the balance of evidence presented to and assessed by the Board suggests that the child's behavioural difficulties have not responded to the purposeful measures taken by the school then statutory assessment will begin. The Board will draw up a proposed statement and when amendments are made a final statement will be issued.

6. REWARDS – THE POSITIVE SIDE OF MANAGING BEHAVIOUR

6.1 In any disciplinary system the emphasis must always be on the positive approach of encouragement and praise, rather on the negative one of criticism and punishment. In any case criticism should always include advice on how to improve and should be constructive in its approach.

6.2 Praise. Praise can be given in many ways and, without any attempt to put this into a value order, might include the following:

- a quiet word or encouraging smile
- a written comment on pupils' work, or in a more detailed way picking out specific points or ideas that gave pleasure
- a visit to a colleague in the same year group or to a more senior member of staff and/or the Principal for commendation, e.g. a written comment or star
- a public word of praise in front of a group, a class, a year or the whole school
- public acknowledgement by presentation at an assembly or by giving some special responsibility
- some system or merit marks or points, with or without public acknowledgement of that reward
- school badges or certificates, presented either formally or informally for good behaviour, community support or a positive approach
- prizes which reflect endeavour, not least by way or service to the community
- use of school reports to comment favourably, not only on good work and academic achievement, but on behaviour, involvement and general attitudes
- informing parents at an appropriate time of some action or achievement deserving praise.

7. SANCTIONS IN MISBEHAVIOUR

7.1 Immediate checking of misbehaviour, including verbal and non-verbal individual and public indications of disapproval.

7.2 Time given to examining why the behaviour has occurred.

7.3 Restitution, repair of wilful damage and/or payment for it. (see section 11).

7.4 Time Out – must be constructive and if possible discussion of reasons is most beneficial.

7.5 Referral to class teacher, year head, Head of Key Stage, teacher in charge of Pastoral Care, Vice-Principal, Principal.

7.6 Parental Consultation

This should come at an early stage and has a triple advantage of being a sanction, of throwing more light on the problems behind the misbehaviour and of providing joint/consistent action between school and home.

7.7 Placing on report which will emphasise good behaviour. (see appendix A/appendix B).

This may be on a weekly or a daily basis and requires a comment from all staff teaching the pupil and from parents. It may be shown to a variety of staff, especially more senior staff or Principal.

7.8 Loss of privileges, such as membership of school teams, attendance at after-school activities and attendance on school trips. Consultation with parents essential before attendance at after-school activities and school trips are removed. Consideration has to be

given however to the impact on others leading or taking part in those activities, to possible financial losses and to the effect on general attitudes.

7.9 Stage 3 of the Code of Practice.

7.10 Suspension or expulsion under the provisions in the 1986 and 1989 Education Orders (subject to the Education Authority's scheme for the suspension and expulsion of pupils)

7.11 In the case of a pupil found to be using illegal drugs or misusing volatile substances, he/she may be suspended at the discretion of the Principal. Similarly a child found in possession of these items may be suspended at the discretion of the Principal.

8. ACTION ON REWARDS & SANCTIONS

Individual class teachers will enact a full range of rewards and sanctions. Where it is necessary or indeed desirable to go beyond the classroom, the teacher should refer to: -

- another class teacher in the same year group
- another class teacher, probably someone who had previously taught the child in question
- Head of Year
- Head of Key Stage
- Vice-Principal
- Principal

9. BULLYING

It is the view of Abbey Primary School that bullying in any form is totally unacceptable. Through formal and informal education the school will seek to eradicate such behaviour. However it may be that disciplinary action may need to be taken against a child found bullying.

For details of the school's policy against bullying, please see the school's Anti Bullying Policy.

10. TIME OUT

Withdrawal of playground privilege at break, whereby the child attends 'Time Out' to complete reasons for and consequences of actions written or oral activities. Child must be given sufficient time for eating his/her break and for toileting.

11. DAMAGE TO PROPERTY

The cost of damage to school property, whether it be to the fabric of the building, such as a broken window, or to items such as books, which are lost, defaced or damaged, may be required to be met by parents who will be informed by the teacher, either verbally or in writing, of the incident with a request for payment.

12. DRUGS

See Drugs Education Policy

ABBEY PRIMARY SCHOOL – BEHAVIOUR

REPORT ON CHILD SHOWING CONSISTENTLY UNACCEPTABLE BEHAVIOUR

The idea of this report is to use it to compile a list of misdemeanours or offences made by a child. This might be used later in consultation with senior staff, parents or others involved.

CHILD’S NAME _____ CLASS _____ DATE REPORT OPENED _____

Date of incident	Nature of the incident (inc. where & when etc.)	How dealt with? (incident by whom)

BEHAVIOURAL REPORT

STRICLY CONFIDENTIAL

PUPIL _____ CLASS _____ DATE PUT ON REPORT _____

REASON FOR BEING PLACED ON REPORT				
DATE PARENTS INFORMED				
DAY	COMMENTS ON BEHAVIOUR	CLASS TEACHER	PRINCIPAL V.PRINCIPAL	PARENT'S SIGNATURE & COMMENTS

TAKEN OFF REPORT YES/NO

(CLASS) TEACHER Please complete the 'Comments on Behaviour' column and send to the office immediately after school.

PARENT Please sign this report and see that it is returned to the class teacher at 8.50 a.m. on the next school day