



Greystone Primary School

Positive Behaviour Policy

(Incorporating Discipline Policy)

Written April 2014
Updated January 2017
Updated October 2020
Reviewed October 2023

GREYSTONE PRIMARY SCHOOL

ETHOS STATEMENT

(Written collaboratively by representatives of staff, parents and pupils)

As a school community we strive to **ACHIEVE**:

Acceptance: We embrace diversity and encourage mutual respect for everyone.

Caring: We nurture the whole child – academically, emotionally, socially, morally and spiritually.

Honesty: We develop a culture of open and honest communication.

Individuality: We celebrate, encourage and support the individual qualities and needs of each child.

Environment: We provide a safe and engaging setting where children are inspired to become inquisitive, independent learners.

Value: We endeavour to work alongside the wider community enabling us to contribute to an ever changing society.

Empower: We empower our children to have the confidence and resilience to make informed decisions.

- This policy has been agreed by all staff and governors within the school.

Introduction

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

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

- self-respect, self-discipline and self-confidence
- respect for others and their property
- respect for the environment
- tolerance and appreciation of the opinions of others
- the ability to work as part of a team
- good manners and politeness
- pride in their own work and achievements
- celebration of the achievements of others
- recognition of responsibility for our own behaviour and actions

Aim

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

Objectives

- a) To create an atmosphere conducive to effective teaching and learning where all pupils can reach their full potential
- b) To address the various barriers to learning faced by children
- c) To establish a sense of order
- d) To establish a sense of community
- e) To encourage and develop self-esteem and respect for others
- f) To establish self-discipline and the notion that we all have rights and responsibilities
- g) To encourage pupils to be independent
- h) To encourage the development of interpersonal skills in situations which require pupils to co-operate in order to solve problems
- i) To provide consistent affirmation and celebration of everyone's achievements

Roles and Responsibilities

The Teacher

- The teacher (or responsible adult) is specifically responsible for the behaviour of the children in their class.
- They will ensure that classroom and school Golden Rules are kept.
- The teacher will ensure their teaching is organised and in keeping with the statements in the learning and teaching and curricular policies.
- The teacher will be fully familiar with the children's needs and make every effort to be positive, motivational and inspiring – thus minimising the risk of poor behaviour during lessons.
- The teacher will be involved with any outside agencies working with families in his/her care in consultation with Principal.
- The teacher will carry out the contents of this policy in a fair and consistent manner.

The Pupils

The pupils have a vital role in ensuring that Greystone Primary school is a calm, peaceful, friendly and ordered environment where all feel free and supported in learning and teaching. Pupils are expected, with the support of school staff and from home, to adhere to the agreed classroom rules and the school Golden Rules. Through this they will...

- do their best and contribute to their own learning.
- treat all members of the school community with respect.
- treat all property and belongings with respect.
- be considerate of others.
- be mindful of the effects of their actions on others and on property.

The Principal & Senior Teachers

The Principal and Senior Teachers...

- will help and advise staff members with the delivery of the contents of this policy.
- will ensure that all staff are following the contents of this document.
- will ensure that all resources are available for the effective delivery of this policy.
- will hold regular meetings with parties concerned to review the effectiveness of this policy.

Other Staff

- Non teaching staff will be accorded the same respect by the school community as that given to teachers.
- Other staff will ensure that they are fully aware of the contents of this document and their role in its delivery. All staff have a responsibility to ensure that a culture of positive behaviour exists in Greystone Primary School. Non teaching staff will ensure that children move around the school in an orderly and disciplined manner and that class and the school Golden Rules are being adhered to.
- Non teaching staff on duty at break and lunch times will ensure that they report any incidents of misbehaviour to the appropriate teacher and/or Principal.

The Parents

We believe that parents play a vital role in the successful implementation of this policy. Without the support of parents this policy will not work. Parents have a responsibility to assist us as we encourage their children to learn, allow others to learn and to show respect which will ultimately help mould them into better citizens. We expect that parents.....

- Will celebrate their child's achievements with him/her and show an interest in their school life.
- Will ensure that their children are sent to school appropriately dressed in school uniform and in accordance with the rules of the school as laid out in the school prospectus.
- Will act promptly at the request of the school by letter or by telephone in the instance of a discipline or behaviour problem.
- Will work and support the school to improve children's behaviour.
- Will ensure that the child arrives at school on time and only on prior notice of **a signed letter from home** may the child be collected to leave early.
- Will return the child to school immediately if he/she runs home.
- Will ensure that the work given during exclusion is completed and returned to school.
- Will closely supervise their child during exclusion from school and not allow them to come within the vicinity of the school.

We expect parents/carers to behave in a reasonable and civilised manner to all school staff. Incidents of verbal or physical aggression to staff by parents/carers will be reported to the Principal who will take appropriate action.

If the school has to use reasonable sanctions against poor behaviour of a pupil, the parents should be supportive of the school.

If a parent/carer has any concerns about how the school is dealing with their child in matters of behaviour, they should, in the first instance, discuss the matter with the class teacher. We operate an 'open door' policy with parents/carers and encourage informal 'chats' but parents should bear in mind in certain cases it is more appropriate to make an appointment to speak to the teacher at a mutually suitable time. If after speaking to the teacher the parent/carer is still concerned, the matter the matter can be referred to the Vice Principal/Principal. Ultimately if the issue is still unresolved the parents/carers can write to the Chairperson of the Board of Governors. The school complaints policy will assist in this procedure.

Support for Staff

We at Greystone Primary School believe it is vital that staff feel supported and receive the appropriate training to deal with pupils with challenging behaviour. Where appropriate the SENCO and/or a member of the School Management Team will, in conjunction with the class teacher, ensure that an action plan and/or an IBP is put in place to support any pupil whose behaviour reflects significant learning or personal problems.

Where appropriate, the Pastoral Care Coordinator in conjunction with the Principal, will arrange for any training of staff deemed necessary in helping manage behaviour in school. The Pastoral Care Coordinator will ensure that all staff are familiar with the contents of this policy.

Appendix 1 of this policy shows a flow chart of possible strategies to assist teachers in behaviour management in their classroom.

Examples of rights/responsibilities

Rights	Responsibilities
<p>Pupils</p> <ul style="list-style-type: none">• To be treated with respect and dignity• To be in a safe environment• To hear and be heard – to express opinion• To learn – in an enjoyable environment• To be developed to full potential	<p>Pupils</p> <ul style="list-style-type: none">• To know and obey classroom and school rules• To be equipped and ready to learn• To treat staff and peers with respect• To learn and continue to learn• To take responsibility for their own behaviour and actions• To seek to help rather than prevent the learning of others
<p>Staff</p> <ul style="list-style-type: none">• To job satisfaction/to enjoy their work• To be heard• To be treated with respect/dignity• To have a safe, clean, healthy environment in which to work• To support from leadership	<p>Staff</p> <ul style="list-style-type: none">• To deliver the common curriculum• To ensure quality of teaching and learning• To identify problems of pupils - learning needs etc and provide possible solutions
<p>Parents</p> <ul style="list-style-type: none">• To be kept informed by school and to work in partnership with school• Receive reports• Access to reports• Receive copies of policies - discipline/curriculum• Invited to parents evenings• Give permission for trips etc	<p>Parents</p> <ul style="list-style-type: none">• Ensure good attendance of their children• Ensure their child is adequately prepared for school and has had sufficient sleep to allow a good day's learning• Co-operate with school rules and attend meetings• Equip their child properly• To monitor the progress of their child• Promote good behaviour

Rules and Procedures

To ensure uniformity between classes the following basic rules and procedures will be maintained:

- children answering questions should do so by raising their hands; not by shouting out;
- when a visitor is in class or enters the room pupils are expected to carry on working or to read quietly;
- children will be expected to respond to adults with honesty and responsibility;
- during wet break/lunch times pupils know what activities are available to them and should remain seated;
- children should walk quietly along corridors; and
- good manners are encouraged. Children are expected to say, "Excuse me", "Sorry", "Please" and "Thank you" and to allow adults through doors first.

School Rules

- The school 'golden' rules will be displayed in each classroom and in the corridors. (*See Appendix 2*)
- Individual rules will be reinforced by displaying them in appropriate places around the school.
- Each teacher will compile a set of classroom rules or a class contract in consultation **with the pupils** at the beginning of each academic year. This should also be shared with parents at the start of the academic year. These will be displayed in the classroom at all times and will be reinforced regularly.
- Rewards will be given for keeping the rules and appropriate sanctions administered for breaking the rules.

We aim to be ...

- consistent
- firm
- fair

We also aim to follow up and follow through.

In Greystone Primary School the school day begins at 8:45am when a bell will ring and a teacher will then begin supervision. Parents allowing their children to enter school grounds before 8:45am must be aware of this and be prepared to take responsibility for their children as there will not be any supervision.

Expected Behaviour

Movement within school

Pupils should...

- not run in the school building
- move safely and in single file within the school building
- play safely in the playground at break and lunch times
- enter and leave the school in a sensible manner

Learning

Pupils will be encouraged to...

- listen to instructions and explanations
- do their best at all times
- help others with their learning where appropriate
- bring a written 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 and disputes by talking

Respect

Pupils should...

- be polite, respectful, kind, thoughtful and considerate to everyone
- look after books, equipment and all other aspects of school property
- put litter in the bin (even if it is not their own litter!)

We do not accept:

- × **BULLYING**
- × **NAME CALLING**
- × **DELIBERATE LIES**
- × **BAD OR INAPPROPRIATE LANGUAGE**
- × **DESTRUCTION OF PROPERTY**
- × **STEALING**
- × **FIGHTING**
- × **DANGEROUS PHYSICAL CONTACT**
- × **LACK OF RESPECT**
- × **DELIBERATE EXCLUSION OF OTHERS**

Rewards

In implementing our reward system, as a whole school, 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 by making our expectations explicit
- make these rewards consistent throughout the school, used by all staff – teaching and non-teaching
- promote self-esteem
- seek to reward all areas of pupil development – academic, social, emotional and physical to ensure everyone has an opportunity to celebrate success
- 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
eg Well done. Wow! Impressive! I like the way that...
I am pleased that... Congratulations Terrific
- non-verbal praise or encouragement
eg Thumbs up Wink Handshake
Good eye contact Smiling (teachers/classroom assistants)
- public acknowledgement of good behaviour and work through the awarding of weekly ‘Greystone Superstars’ and giving mention in monthly parent’s bulletin
- opportunities for children to praise and appreciate one another, through work in PDMU (Personal Development and Mutual Understanding) and AfL (Assessment for Learning)
- 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

Staff will give these rewards in the form of

- positive comments in children's exercise books
- certificates and 'Praisepadz'
- 'Greystone Superstar' with picture displayed in main corridor
- sports day awards, swimming certificates, participation awards etc

Reward Systems used throughout the school

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 be implemented. Currently this is a Weekly Superstars scheme. One pupil from each classroom is chosen for behaviour and/or work and will be presented with a certificate and pencil. Their photograph will be displayed in the main corridor on the 'Greystone Superstars' notice board.

Points are also awarded in the 'big' playground when the pupils line up at the end of lunch time. They are encouraged to line up quickly and quietly. The line or lines with the most points at the end of the week will receive 10mins of extra play on the following Monday. This should also help to settle pupils before they return to the classroom after play as it will encourage them to settle and 'calm down'!

Examples of reward systems in individual classes

Foundation/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 Principal
- Allowing a child to be 'leader' in the line, messenger etc
- Student of the week given weekly
- Attainment stamps on work eg excellent, good effort
- Sweets given occasionally
- Golden Time every Friday

Key Stage 2

- Rewards similar to previous key stage one
- Public praise in front of class/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
- Extra privileges - responsibilities
- “My book” time in P5
- Prize box
- Do-Jo points in P6
- Sweets/stickers as prizes for individual pupils/groups or the whole class
- Free homework voucher may be issued to individual pupils/best team each week
- Reward/Golden Time every Friday

Reward/Golden Time

Once a week each class (P3-7) will award their pupils a period of Golden Time. At the beginning of the week all pupils are ‘granted’ 30mins of Golden Time however disappointing behaviour, non-compliance with class rules, lack of effort etc throughout the week may result in them losing some or all of this time.

Teachers use their own discretion when deciding how much time the pupil will lose and the amount lost will reflect the severity and duration of the misbehaviour. This should be clearly explained to the pupil so that he/she is aware of the ‘good choices’ they could have made in order to attain maximum Golden Time and other privileges.

Sanctions

Unfortunately, on occasion, it will be necessary to issue sanctions on a pupil or group of pupils if school rules have been broken or other inappropriate behaviour has been displayed.

Sanctions will be appropriate to the severity of the incident and will be addressed as deemed necessary by the class teacher (in consultation with the Principal if necessary)

The following table which follows lists a number of misbehaviours and the relevant range of sanctions which will be applied if necessary. The sanctions listed are only

possible sanctions and may change depending on the severity or frequency of the misbehaviour. Teachers will use their own professional judgement and common sense but WILL aim to ensure they are fair, firm and consistent as clearly stated in this policy.

Level 1 – Low level misbehaviour

Examples of misbehaviours	Range of <u>possible</u> sanctions
<ul style="list-style-type: none">▪ 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▪ Inappropriate questions▪ Distracting others▪ Not doing best work▪ Making noises▪ Annoying others▪ Telling tales▪ Sulking▪ Cheekiness▪ Disobeying school rules▪ Occasional use of bad language▪ Mild ignoring of the teacher	<ol style="list-style-type: none">1. The look/hand signal2. Rule reminder/warning 1,2,33. Moving seat/extra work4. Related sanction eg<ul style="list-style-type: none">• completing or repeating work• doing homework during playtime• cleaning up the mess5. Reduction in amount of Golden Time

Level 2 – Moderately serious misbehaviour

Examples of misbehaviours	Range of <u>possible</u> sanctions
<ul style="list-style-type: none">▪ Offensive gestures▪ Hitting/pushing▪ Telling lies▪ Regularly talking out of turn▪ Regularly shouting out/arguing back▪ Spitting▪ Destroying own or others' work▪ Persistently leaving seat at wrong time▪ Regularly not having pencil/pen▪ Regularly not doing homework▪ Regularly not listening/paying attention▪ Regularly distracting others▪ Regularly not doing best work▪ Regularly making noises▪ Rudeness to peers▪ Intimidating peer (verbally or physically)▪ Defiance▪ Continual use of bad/inappropriate language▪ Persistently disobeying school rules	<ol style="list-style-type: none">6. Verbal/written apology7. Time out with another member of staff in another classroom or outside Principal's office8. Parents/guardians contacted9. Referred to Principal10. Consult SENCO regarding Stage 1 or 2 Intervention11. Shadowing by staff in the playground12. Reduction/Removal of Golden Time

Level 3 – Very serious misbehaviour

Examples of misbehaviours	Range of <u>possible</u> sanctions
<ul style="list-style-type: none">▪ Deliberately telling lies▪ Stealing▪ Rudeness/insolence to adults▪ Hurting others physically or mentally▪ Bullying (Persistently annoying another child)▪ Persistently swearing▪ Deliberate damage to school property▪ Deliberate damage to others' property▪ Aggression towards staff▪ Truancy▪ Persistent/deliberate lateness▪ Running out of school	<p>13. Barred from playground</p> <p>14. Removal of Golden Time</p> <p>15. Referred to Principal</p> <p>16. Loss of privileges which may include swimming, after-school activities, trips</p> <p>17. Put on a behaviour chart/IBP/daily report</p> <p>18. Referred to Educational Psychologist (Stage 3)</p> <p>19. Referred to Board of Governors</p> <p>20. Suspension/expulsion</p>

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.

Some classes may use a 'Traffic Light' or warning system, whereby, at the beginning of the week 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 week 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 on a Friday, an agreed classroom sanction will be imposed, for example some/all Golden Time withdrawn. Other classes may use a warning system where 'marks' may be placed next to the child's name. Repeated marks will then result in an appropriate sanction. Teachers will discuss their rewards and sanctions at the beginning of the academic year at a 'meet the teacher' meeting.

A child who is displaying consistently bad behaviour will be placed on a Behavioural Report and/or an IBP (Individual Behaviour Plan). Staff will keep detailed records of all misdemeanours or offences.

General procedures

- Incidents should, in the first instance, be dealt with by the class teacher.
- Continuous infringement of classroom/playground/dining hall rules or repeated misbehaviours will result in the child being reported to the Principal.

Procedures for dealing with serious situations and consistently bad behaviour e.g. confrontations/fights

The staff present or on duty will initially deal with these situations. Prevention of situations where physical restraint has to be considered is always preferable. However, if physical restraint cannot be avoided, it should only be in the case of having to intervene...

- where there is danger of injury to the child or others
- to avoid serious damage to property

Suspension/Expulsion

In the case of major 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 NEELB. Suspension or expulsion will be made in accordance with the provisions in Education Orders and EA suspension guidelines.

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

Child Protection

Anti-bullying

PDMU

Marking Policy

Safe-handling Policy

Complaints Policy

Curricular Policies

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.

Once again staff should be aware of each pupil's educational needs in order to ensure all class and home work is set at an appropriate level thus reducing the likelihood of a child misbehaving to perhaps overcome academic difficulties. Clear targets set within Individual Education Plans (IEPs) will help staff with planning in this area and ensure appropriate content and approaches are used for individual children as necessary.

Monitoring and Evaluation

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

It is important to remember that staff, governors, pupils and parents all have an active part to play in the implementation and maintenance of this policy. This policy will be made available to parents and will be published on the school website.

Next review date: Spring 2016
Reviewed and Updated: January 2017
Updated: October 2020
Reviewed: October 2023

The main emphasis will be on positive classroom management. In implementing corrective strategies we will be using this model which has been adapted from

START →

