

Gracehill Primary School



POLICY FOR PROMOTING AND SUSTAINING POSITIVE BEHAVIOUR

January 2024

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Gracehill Primary School

'Caring, Learning, Achieving Together'

At Gracehill Primary School we recognise each child as an individual. In order that each child may work towards reaching his or her full potential, we aim to create a safe and caring atmosphere in which effective teaching and learning can take place.

This document sets in place the principles, practices and procedures that the school has set in place in order to ensure a safe and orderly environment for all the members of our learning community. It should be considered in conjunction with our Anti-Bullying, Pastoral Care and Child Protection Policies. Effective teaching and learning is dependent on positive relationships established at school and classroom level between staff and pupil and between pupils themselves. The foundation of this policy for Promoting and Sustaining Positive Behaviour within school is the foundation for better learning.

Aims

At Gracehill Primary School we aim to help our children to:-

1. Establish a safe and secure environment where everyone is valued and supported at all times.
2. Create an acceptable level of order and behaviour so that effective teaching and learning can take place.
3. Develop a sense of self-esteem and self-worth in all children.
4. Encourage self-respect, self-discipline, respect for others and property in the school and community.
5. Help children become courteous, well-mannered, tolerant and understanding of others.
6. Work in partnership with home encouraging the co-operation of parents to support the successful promotion of positive behaviour.
7. Begin to develop the skills necessary to resolve conflict and differences of opinion with sensitivity.
8. Become active learners throughout the curriculum, helping them to develop skills and values to contribute to their community and beyond.

Principles underpinning Behaviour Management

The Principal and Staff of Gracehill Primary School firmly believe that effective learning cannot take place without a requisite standard of good behaviour. In the context of this school, good behaviour is defined as conduct which assists the school to fulfil its function, namely the full development of the potential of all its pupils.

Conversely, bad behaviour would be defined as 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.

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.

It is our desire to cultivate in pupils an acceptance and recognition of their own decisions, their actions and consequences. We hope to train and guide children to behave in a socially acceptable way, whilst in the care of teachers and others in the education process.

Links with other Learning Areas

There are important elements of this policy in all the areas of pastoral care within Gracehill Primary School. These include the following:

- Child Protection
- PDMU
- Reasonable Force and Safe Handling
- Anti-bullying
- E-safety

Without good discipline, teaching and learning cannot effectively take place. Therefore good behaviour is an integral part of the whole school curriculum.

Links with other Agencies

In order to support a child with emotional and behavioural difficulties, the school may seek advice and support from the EA eg. education psychologists, Behaviour Support Service or other appropriate agencies.

Rights and Responsibilities

Rights	Responsibilities
<p>Pupils should expect to:</p> <ul style="list-style-type: none"> • 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 treated with respect and dignity. • Get help when they seek it. • Be listened to in a sensitive manner. • Be made aware of the school's standard of expectations with regard to work and discipline. 	<p>Pupils have a responsibility to:</p> <ul style="list-style-type: none"> • Know and obey the school rules. (Appendices A, B, C) • Show respect for staff, visitors and other pupils in school. • Be equipped and ready to learn. • Learn from their mistakes. • Work to the best of their ability. • Take responsibility for their behaviour and actions. • Show respect for their own and others' property. • Follow the directions of staff both teaching and non-teaching.
<p>Staff have a right to:</p> <ul style="list-style-type: none"> • Have a safe, clean, healthy environment in which to work. • Expect courtesy and respect from colleagues, parents and pupils. • Expect opportunities for professional development. • Be valued as part of the school team. • Discipline all pupils in the school according to school procedures. 	<p>Staff have a responsibility to:</p> <ul style="list-style-type: none"> • Behave in a professional manner at all times. • Provide children with a broad, balanced and suitably differentiated curriculum. • Be approachable, sympathetic and alert to pupils in difficulty. • Recognise the individuality of children. • Have high but realistic expectations for each child and strive to cater for their needs. • Acknowledge effort and achievement. • Consult with parents about a child's progress and behaviour. • Enforce the school's policy for Promoting and Sustaining Positive Behaviour in a fair and consistent manner. • To take account of problems children may have at home.

Rights	Responsibilities
<p>Parents have a right to:</p> <ul style="list-style-type: none"> • A safe, stimulating and happy learning environment for their child. • Be kept well informed of the life and work of the school and the progress of their child. • Up to date information on the school policy for Promoting and Sustaining Positive Behaviour and procedures. • Be kept informed should their child not meet the standards of behaviour set. • A consistent and fair approach to behaviour with sanctions matching the seriousness of the misdemeanour. • A school community which is sensitive to the needs of the individual child. 	<p>Parents have a responsibility to:</p> <ul style="list-style-type: none"> • Ensure good attendance, punctuality and to send children to school, equipped and ready to learn. • Encourage children to complete schoolwork and homework to an acceptable level. • Support the teacher and the school in relation to the school rules. • Be courteous and respectful towards staff • Promote good behaviour and good manners. • Support the school in implementing the behaviour policy and in maintaining a high standard of discipline. • Inform the school of circumstances which might affect the child's life in school.
<p>Governors have a right to:</p> <ul style="list-style-type: none"> • Be kept informed about relevant matters associated with the school. 	<p>Governors have a responsibility to:</p> <ul style="list-style-type: none"> • Support the principal and teaching staff. • Maintain a policy for Promoting and Sustaining Positive Behaviour for the school which is current, being implemented, positive in nature and reflective of the school ethos

Expected Standards

Our pupils are expected to become self-disciplined and observe a positive code of conduct which protects the safety and well-being of themselves and others in a variety of situations eg.

- Arrive/depart from school in an orderly fashion
- Arrive punctually at school
- Pupils' who travel to or from school on their bicycles/scooters, must get off the bicycle/scooter on arrival at the school gate and wheel it to the bicycle shed
- Adhere to Gracehill's Golden Rules (Appendix A)
- Walk in the corridors
- Move up or down stairs on the left-hand side, one step at a time, in single file
- Observe proper standards of hygiene in toilet areas
- Play fairly in the playground with due consideration for the interests and safety of themselves and others within the permitted play areas
- Adhere to Playground Rules at all times (Appendix B)

- Avoid all situations which might be termed bullying in various forms (gestures, language, physical, extortion or exclusion)
- Pupils should practise good manners at all times. e.g. use of please, thank you, excuse me, including proper table manners in the dining hall (Appendix C)
- Give a courteous reception to visitors
- Keep the school and grounds free from litter
- Dress appropriately in school uniform at all times.
- Follow any special instruction on aspects of safety related to the practical subjects such as P.E. or outdoor activities.
- Work to the best of their ability in class, observing any relevant classroom rules
- Be good ambassadors for the school on outings or visits to other places

Positive Behaviour Incentives

The best and most successful approach to creating a positive ethos is to treat children positively, by praising them, offering them encouragement and acknowledging their achievements. Rewards should:-

- Be given as soon as possible
- Be small but tangible

In Gracehill Primary School we use a positive system of rewards within our classrooms and assembly which includes:-

- Verbal Praise – encouragement, publicly praised and clapped in assembly for achievements
- Non-verbal praise – thumbs up, smile
- Positive comments in books and praise stampers
- Stickers/certificates presented in class and at assembly
- Exhibiting good work in class or corridors
- Star of the Week
- Seesaw message to parents
- Informal referral to other teachers or principal for commendation
- Dojo Points/Table Points
- Whole class Golden Time
- Inspirational quotes displayed in the classroom
- Photographs/achievements in school weekly newsletter/Seesaw

Inappropriate Behaviour

In responding to unacceptable behaviour in our school, we have agreed to a range of interventions which will assist in helping our pupils to recognise and reflect on their behaviour, its impact on others, and will help them to change and get back on track.

We will also listen to and support and strengthen any pupil affected by this behaviour.

In each of the three levels, we have included a list of suggested strategies that can be used to respond to behavioural incidents. This list can also be used in conjunction with the Anti-Bullying Policy. It is not exhaustive, but seeks to provide best practice guidance on how to achieve the required change in behaviour and to restore the well-being of all those involved and affected by this behaviour.

Levels of Behaviour and Interventions

- **Level 1 – Behaviour generally will be led by the class teacher**
- **Level 2 - Behaviour will still be led by the class teacher however the Principal will be informed and may also intervene in the process. Parents informed.**
- **Level 3 – Behaviour is very negative and could warrant external support**

Level 1 Low Level/Inappropriate Behaviour	Level 1 Appropriate Interventions may include:
<p>Examples include:</p> <ul style="list-style-type: none"> • Not staying in seat when directed • Teasing • Telling tales • Interrupting the teacher • Answering back • Unkind behaviour, such as name-calling, hurting another pupil, pushing in the line • Sulking/Huffing • Rude to staff/peers • Defiance • Throwing objects in the classroom • Not completing work/refusal • Not following class rules <p>Interventions at this level are to help pupils recognise that their behaviour is unacceptable and to help ‘get them back on track.’</p> <p>Teachers/Staff will address concerns with all pupils directly involved or impacted upon.</p> <p>Appropriate records will be maintained throughout by class teacher based on own observations or those of support staff.</p>	<p>Strategies detailed below will be teacher led supported by Learning Support Assistants and Playground Supervisors to help pupil to consider his/her behaviour, its impact on others, to build empathy for those affected and to achieve change. The majority of one-off negative behaviour incidents should be appropriately dealt with at this level in school.</p> <ul style="list-style-type: none"> • Rule reminder • A simple look/gesture • Circle time discussion/PDMU lesson • Warning given • Removal of rewards/points • Additional work given • Time out from an activity eg. Play, ICT • Reshuffling of seating arrangements to encourage a more conducive learning environment, removing distractions. • Temporary loss of ‘privileges’ in classroom/school eg. Line leaders, distributing milk throughout school (when behaviour improves, the child will be allowed to participate in these activities again).

<p style="text-align: center;">Level 2</p> <p style="text-align: center;">Intermediate Level/Unacceptable Behaviour</p>	<p style="text-align: center;">Level 2</p> <p style="text-align: center;">Appropriate Interventions may include:</p>
<p>Examples include:</p> <ul style="list-style-type: none"> • Repeated incidents despite previous interventions at Level 1 • Persistent arguing back • Persistently throwing objects in classroom • Persistent rudeness to staff/peers • Continual Defiance • Destroying own/others work or property on purpose • Dishonesty • Offensive gestures • Persistent Swearing • Teasing (if ongoing and persistent) • Deliberately pushing/hitting/kicking/fighting/biting another with intension of harm <p>Appropriate records will be maintained throughout by class teacher/Principal.</p>	<p>Although infrequent, intermediate or unacceptable behaviour can occur from time to time in a primary school setting. The emphasis remains however for the staff and Principal to highlight the negative behaviour the pupil is demonstrating, underline that it must not continue and make it clear that the consequences will become more severe if it does continue. At this stage the focus must continue to be on restoring the child without any stigma into their class and whole school community.</p> <ul style="list-style-type: none"> • Time out from an activity eg. Play, ICT • Whole class/group discussions, if required, using Circle Time/PDMU lessons • Reduced play time at break/lunchtime, subject to the proviso the child is given sufficient time for eating his/her meal and for toileting. • Temporary loss of privileges (in some situations with parental consent) eg. Membership of a school football team, withdrawal from an outing/class trip. • Behaviour monitored eg report card • Communication with parents/carers eg. Phonecall, face to face meeting

Level 3	Level 3
Serious Complex Behaviour	Appropriate Interventions may include:
<p>Examples include:</p> <ul style="list-style-type: none"> • Shows repeated incidents despite previous interventions at Level 2. • Is not compatible with the provision for the efficient education of other children with whom the child in question is being educated • Involves serious, actual or threatened violence against another pupil or member of staff • Puts himself/herself, other pupils, members of staff or the wider community at risk of harm or injury • Deliberate physical harm to another pupil • Damage or theft of valuable property belonging to another pupil, a member of staff or the school. <p>Appropriate records will be maintained throughout.</p>	<p>At this level, it is probable that there is already a history of on-going concerns and SEN or behavioural interventions by Staff and Principal have been implemented. These interventions may include:</p> <ul style="list-style-type: none"> • Removing the child to a place of safety, ensuring safety of others' pupils/staff • Notifying parent/carers • Maintaining communication with pupil's parents/carers • Possible removal of child from school for the remainder of the day pending risk assessment • Use of IEP – managing behaviour • Teacher/SENCO/Principal will be involved in gathering and assessing information • Consultation with external agencies eg Behaviour support, Education Psychology • Supporting staff in discreet school and classroom based interventions.

Suspension/Expulsion

Only in the most exceptional circumstances, will the school authorities consider invoking procedures for the suspension/expulsion of pupil(s). This will be done in accordance with the Department of Educations Suspension and Expulsion Procedures and following agreement of the Education Authority.

Monitoring and Evaluation

Monitoring and evaluating are integral parts of school life and are the responsibility of all stakeholders in Gracehill Primary School. Sustaining good behaviour creates a need for continuous assessment of the effectiveness of approaches to behaviour management in our school. We will review and make changes

to meet the changes in school circumstances and or new legislation/EA guidelines and as part of the ongoing audit of practice within the school.

Appendix A

Gracehill's Golden Rules

1. Work hard and always do our best.
2. Listen carefully to our teachers and do not speak when they are speaking.
3. Show respect to each other and adults.
4. Play carefully and make sure we don't hurt ourselves or others.
5. Treat others in the way we would like to be treated.
6. Always tell the truth.
7. Say please and thank you.
8. Look after our belongings and take care of school property.
9. Use appropriate language and voices.
10. BE KIND!



Pablo's Playground Rules



1. We will always do what the adults say.
2. We will talk to the adults or Playground Pals if we need help.
3. We will be kind with our hands, feet and mouths.
4. We will look after our school and keep it clean and tidy.
5. We will look after the plants.
6. When we are outside school (Daily Mile), we will respect our badge.
7. We will keep our playground tidy.
8. We will line up quickly, quietly and sensibly.
9. No being rough.
10. Include everyone.

Appendix C

Mr Munchie's Golden Rules

1. **Use indoor voices.**
2. **Keep the canteen area tidy.**
3. **Say please and thank you.**
4. **Put your knives and forks in the bucket and tidy the table.**
5. **Line up when told.**
6. **Always be sensible in the canteen.**
7. **No skipping or jumping the queue**
(Playground pals and people with allergies can skip to the front).
8. **No running or saving seats.**
9. **Listen to and respect adults.**
10. **Only take food that you will eat.**