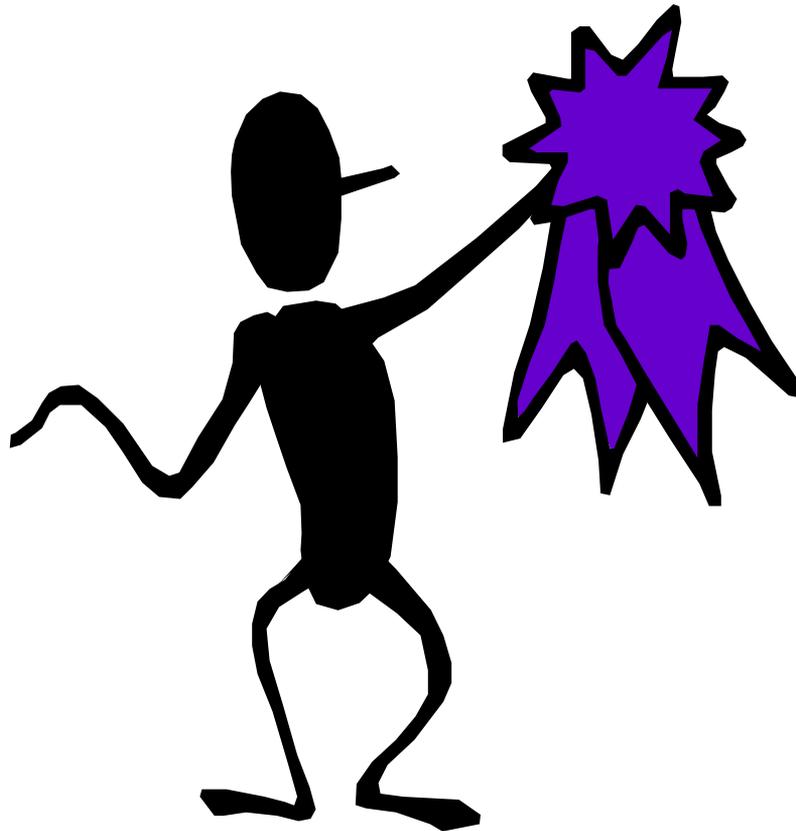


Aughnacloy Primary School



Positive Behaviour Policy

Mission Statement

We promise to make our school

~ Happy and caring

~ a place where we can learn
together

always better every day

Positive Behaviour Policy

Articles 3 & 29 UNCRC

This policy operates within the context of the school's Code of Conduct and reflects the ethos of the school. It takes into consideration the Children's Order and the United Nations Convention on the Rights of the Child.

At Aughnacloy Primary School we seek to develop an ethos of mutual respect FOR all and BY all involved in our school life.

Central to the creation of this is the recognition of the worth and value of each child.

UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD

Article 3

"Children have the right to have their welfare considered paramount in all decisions taken about them."

Article 12

"Children have the right to be heard"

Article 19

"Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment."

Article 28

"Every child has the right to an education"

Aims of Positive Behaviour Policy

The aims of our whole approach to a positive behaviour policy is;

- to create an atmosphere where effective teaching and learning can take place.
- to establish a mutually supportive school community.
- to develop good relationships between teachers, pupils, parents and support staff.
- to inform parents of our policy and to encourage their co-operation and support in its implementation.
- to enable our pupils to gain maximum benefit from their time at Aughnacloy PS.

Rights and Responsibilities

Parents and Teachers have discrete and complementary roles in the education of young people. These roles help to establish a harmonious and productive partnership.

Pupils have a right to:

- ✓ Be valued as members of the school community.
- ✓ Get help when they seek it, whether with their work or with bullying or other personal worries, and to have a sympathetic audience for their ideas and concerns.
- ✓ Make mistakes, and learn from them.
- ✓ Be treated fairly, consistently and with respect. (Article 3)
- ✓ Be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon.(Article 12)
- ✓ Be taught in a pleasant, well-managed and safe environment.(Article 19)
- ✓ Work and play within clearly defined and fairly administered codes of conduct.(Article 31)
- ✓ Experience a broad, balanced and suitably differentiated curriculum and to have any special learning needs identified and met. (Article 28)
- ✓ Develop and extend their interests, talents and abilities.(Article29)

Pupils have a responsibility to:

- ✓ Come to school on time, with homework done, and suitably equipped for the lessons in the day ahead.
- ✓ Respect the opinions, rights and property of others and behave safely in and out of class.
- ✓ Co-operate in class with the Teacher and with their peers.
- ✓ Work as hard as they can in class.
- ✓ Conform to the conventions of good behaviour and abide by school rules/class/playground/lunch time charters.
- ✓ Seek help if they do not understand or are in difficulties.
- ✓ Accept ownership for their own behaviour and learning and to develop the skill of working independently.

Teachers have a right to:

- ✓ Work in an environment where common courtesies and social conventions are respected.
- ✓ Express their views and to contribute to policies which they are required to reflect in their work.
- ✓ A suitable career structure and opportunities for professional development.
- ✓ Support and advice from senior colleagues and external bodies.
- ✓ Adequate and appropriate accommodation and resources.
- ✓ Respect from pupils and parents.

Teachers have a responsibility to:

- ✓ Behave in a professional manner at all times and ensure confidentiality.
- ✓ Ensure that lessons are well prepared, making use of available resources and that homework is appropriately set and constructively marked.
- ✓ Show interest and enthusiasm in the work in hand and in their pupil's learning.
- ✓ Listen to the pupils, value their contributions and respect their opinions.
- ✓ Be sympathetic, approachable and alert to pupils in difficulty or falling behind with work.

- ✓ Identify and seek to meet pupils' special educational needs through the SEN Code of Practice.
- ✓ Share with the parents any concerns they have about their child's progress or development.
- ✓ Expect high standards and acknowledge effort and achievement.
- ✓ Pursue opportunities for personal and professional development i.e. Inset courses.

Parents have a right to:

- ✓ A safe, well-managed and stimulating environment for their child's education.
- ✓ Reasonable access to the school and to have their enquiries and concerns dealt with sympathetically and efficiently.
- ✓ Be informed promptly if their child is ill or has an accident or if the school has concerns about their child.
- ✓ Be well informed about their child's progress and prospects.
- ✓ Be well informed about school rules and procedures.
- ✓ A broad, balanced and appropriate curriculum for their child.
- ✓ Be involved in key decisions about their child's education.
- ✓ A suitably resourced school with adequate and well-maintained accommodation.

Parents have a responsibility to:

- ✓ Ensure that their child is having adequate sleep, a nutritional diet and a good hygiene routine.
- ✓ Ensure that their child attends school regularly and arrives in good time, with homework done, and suitably equipped for the lessons in the day ahead.
- ✓ Be aware of school rules/class/playground/lunch time charters and procedures and encourage their child to abide by them.

- ✓ Show interest in their child's class work and homework and, where possible, provide suitable facilities for studying at home.
- ✓ Act as positive role models for their child in their relationship with the school.
- ✓ Attend planned meetings with Teachers and support school functions.
- ✓ Provide the school with all the necessary background information about their child, including telling the school promptly about any concerns they have about school, or any significant change in their child's medical needs or home circumstances.
- ✓ Any medication, such as inhalers, needs to be clearly and appropriately labelled.

Non-Teaching Staff & Students on Placement

The use of non-teaching staff to supervise pupils and to help to enforce school rules/class/playground/lunch time charters and procedures is common practice. They are fully conversant with responsibilities associated with their role as members of the school community and the extent and limits of their powers.

Non-teaching Staff have a right to:

- ✓ Work in an environment where common courtesies and social conventions are respected.
- ✓ Work in an environment, which is characterised by respect and caring for all.
- ✓ Support and advice from Principal and all teaching staff.
- ✓ Adequate and appropriate accommodation resources.

Non-Teaching Staff have a responsibility to:

- ✓ Behave in a professional manner at all times and ensure confidentiality.
- ✓ Show interest and enthusiasm in the work in hand and in their pupil's well-being but keeping a professional distance at all times.
- ✓ Listen to the pupils, value their contributions and respect their views.
- ✓ Be sympathetic, approachable and alert to pupils in difficulty or distress and report to Class Teacher or any other member of the staff
- ✓ Attempt to defuse trivial misdemeanours.

- ✓ Acknowledge effort and achievement

Desirable and undesirable behaviour:

The following is an identification of the type of behaviour that is conducive to effective learning and that which militates against it.

Desirable behaviour in pupils-

- ✓ Demonstrating a positive self-image and the confidence to engage successfully in activities.
- ✓ Showing respect for the views, ideas and property of others.
- ✓ Recognising that all have a right to share in and contribute to the lesson.
- ✓ Co-operating with Teacher and with their peers on shared activities.
- ✓ Applying themselves to the task and working to the best of their ability.
- ✓ Adhering to the accepted conventions of courtesy and good manners.
- ✓ Responding positively to opportunities.
- ✓ To be able to demonstrate independence and show initiative at appropriate times.

Undesirable behaviour in pupils -

- ✓ Being unkind to their peers, including engaging in any form of bullying.
- ✓ Calling out in class, interrupting others and being inattentive when others are contributing to the lesson.
- ✓ Displaying a lack of interest in learning and preventing others from learning.
- ✓ Being unable or unwilling to abide by the accepted conventions of courtesy and good manners.
- ✓ Defacing or destroying other pupil's belongings or school property.
- ✓ Directing abusive language at other pupils or adults.
- ✓ Acting aggressively or with violence towards other pupils or adults.

Bullying Behaviour -

Bullying is a form of aggressive, hurtful behaviour, which is persistent and unprovoked. It involves an abuse of power. It may take various forms, including physical, verbal and emotional.

Examples of bullying behaviour include:

Physical : kicking, nipping, pushing, tripping

Verbal : name-calling, teasing, spreading rumours

Emotional: excluding from play, threatening, pulling faces

(For more details refer to the Anti-Bullying Policy)

Rules and Procedures:

The rules and procedures and charters are drawn up to help ensure good behaviour throughout the school. Teachers will work with their own class to draw up class charters base on UNCRC

School Rules:

When in class, pupils should always -

- ✓ Be fully equipped for work.
- ✓ Get down to work quickly and stay on task.
- ✓ Ask for help when it is needed.
- ✓ Be attentive to the Teacher and other pupils.
- ✓ Co-operate with others on shared tasks.
- ✓ Understand that others may take longer to complete tasks and use any spare minutes productively.

Rewards and Sanctions:

While rules and procedures protect the rights and define responsibilities, rewards and sanctions are necessary to encourage and maintain the rules in class and throughout the school. A healthy balance needs to be struck between rewards and sanctions and both should be clearly specified.

Rewards -

All school staff will reinforce good behaviour by:

- Recognising and highlighting good behaviour as it occurs
- Ensuring that children are praised for behaving well
- Reward individuals and groups for behaving well

Class rewards/positive reinforcement

Teachers will choose from a selection of rewards which may include the following:

- Verbal encouragement
- Written comments - books (Tickled Pink/Green for Go)
 - reports
- Work on display
 - in class
 - in corridor
 - on website
- Giving responsibility

A system of rewards and incentives, applied with consistency by all of the staff, will help establish and maintain a climate in which pupils come to appreciate what constitutes acceptable behaviour and positive attitudes.

Non-Verbal Rewards for Good Behaviour -

There are a number of non-verbal rewards, which occur in everyday social interactions between Teachers and pupils e.g. smiling, nodding, clapping, the thumbs up sign, high five or a handshake.

Verbal Rewards for Good Behaviour -

Verbal rewards include overt or unobtrusive words of commendation, praise from other pupils and Teachers, written comments in workbooks, end of session reports and Records of Achievement.

Sanctions -

Sanctions too are an integral part of a school's behaviour policy. They help to uphold the rules and procedures, they provide pupils with the security of clearly defined boundaries and, in doing so, they encourage appropriate and acceptable behaviour. When each class set up their class charter, along with their class teacher they determine their own sanctions for breaking the points drawn up on their charters. This ensures that pupils are fully aware of the conditions, which will lead, in all likelihood, to the imposition of the sanctions that they have decided on.

Sanctions should

- ✓ Be fully understood by all staff (teaching and non-teaching), pupils and parents.
- ✓ Be applied by the staff in a fair and consistent manner.
- ✓ Be applied as soon after the offence as possible, not impulsively, but in a calm and measured manner.
- ✓ Be appropriate to the offence.
- ✓ Defuse, rather than escalate, the problem.
- ✓ Focus on the misdemeanour, rather than the pupil.
- ✓ Allow the pupil to save face and encourage a more positive attitude in future.
- ✓ Take account, as necessary, of the age and degree of maturity of the pupil and any special educational needs he or she may have, the home background and any other relevant circumstances.

Sanctions should not

- ✓ Be applied to entire classes or groups of pupils, when the guilty parties have not been identified.
- ✓ Degrade pupils, or cause them public or private humiliation.
- ✓ Involve physical force.

Sanctions may include

- ✓ Changes in seating arrangements.
- ✓ Withdrawal of privileges for a fixed period or permanently.
- ✓ Restriction of access to extra-curricular facilities or activities for a period.
- ✓ Completion of additional work to complement or reinforce current studies.
- ✓ Carrying out a useful low-level task in school, such as tidying the classroom, books etc.
- ✓ A reporting system, which allows staff and parents to monitor the behaviour, attitude and response to authority of a particular pupil over a given period.
- ✓ The referral of a troublesome pupil to a senior member of staff for reprimand.
- ✓ The temporary removal of a pupil from his/her peers into another class.
- ✓ A letter sent home to parents informing them of the incident and sanctions and requesting that they sign the letter and return it to the Principal.

- ✓ Where a pupil is disturbing lessons they will be sent to the Principal. Free time, break, lunchtime and after school, will be restricted and the parent will be contacted. If a pupil is kept in after school, 48 hours notice will be given to parents.
- ✓ Meet at an appropriate time with parent to discuss a way forward. The onus is on the parent.
- ✓ In extreme cases, suspension following the SELB procedures for suspension.
- ✓ Expulsion following the SELB procedures for expulsions.

Parents need to be involved, in partnership with the school, in securing and maintaining their children's good behaviour in school, although they should not, of course, expect to be informed about every trivial misdemeanour. Parents will be notified if the incident is serious, including the sanction, which has been imposed, and the reason for it, and/or arranging a meeting to discuss the pupil's behaviour.

SENDO -

It is unlawful for a responsible body to suspend or expel for a reason related to disability.

Policy Review:

The Positive Behaviour Policy will be evaluated and reviewed every 3 years (or sooner if deemed necessary) to determine whether the approaches and procedures advocated are being successful in encouraging positive attitudes on the part of the pupils, keeping unacceptable behaviour to a minimum and creating a climate within the school which is conducive to sound relationships and effective learning and teaching.

Communication to Parents:

Parents of all P1 children will be issued annually with a copy of the Positive Behaviour Policy.

Communication to Permanent Teaching Staff/Non-Teaching Staff:

A copy of the Positive Behaviour Policy will be issued to all permanent teaching staff and permanent non-teaching staff.

Communication to Temporary Teaching Staff/Non-Teaching Staff:

The Principal will be responsible for briefing temporary teaching staff and temporary non-teaching staff on contents and school procedures of Positive Behaviour Policy.

This policy will be reviewed annually or as and when required.