

MISSION STATEMENT

We seek to provide a happy and caring learning environment for each child. We hope that by helping them fulfil their potential, celebrating their achievements, respecting their differences and encouraging mutual respect for others, we will foster self-esteem and provide a sound foundation for their future life.

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 of Positive Behaviour (Education Authority) and it is the intention of the school that the policy will be reviewed and updated when necessary.

AIM

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

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

EXAMPLE 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 follow 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 behaviour and actions/not prevent 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 management/board	<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/provide solutions
<p>Parents</p> <ul style="list-style-type: none">• To be kept informed by school/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• Co-operate with school rules Attend meetings• Equip their child properly• To monitor the progress of their child• Promote good behaviour• Ensure punctuality, good standard of uniform, completion of homeworks.• Courteous and respectful to members of staff, pupils and other parents

SCHOOL RULES

- The school rules including Dining Hall, Playground and Class Rules will be displayed prominently in each classroom and be reinforced regularly by the class teacher and also at school assemblies. These rules were drawn up and agreed by the pupils, teachers, catering staff, classroom assistants and supervisory assistants (January 2015)
- 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 Newcastle 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 in single file on the left hand side within the school building
- Keep to the left when walking up and down the stairs
- Play carefully in the playground at break and lunch times
- Use equipment properly and treat it with respect
- Enter and leave school in a sensible manner

Learning

Pupils will be encouraged to:

- Be in school on time
- Listen to instructions and explanations
- Do their best at all times
- Present work at an acceptable standard
- Ask for help when they need it
- Bring a note to explain non-presentation of homework, non-participation in PE or swimming lessons or absences from school (explanation proformas are available from the school)

Communication

Pupils will be encouraged to:

- Raise a hand if they wish to speak in class or assemblies
- Speak respectfully to one another and to adults
- Show good manners at all times
- 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 disabilities, different religions, different cultures and different countries of origin
- Keep hands, feet and objects to themselves
- Look after books, equipment and all other aspects of school property and the property of others
- Put litter in the appropriate 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

SANCTIONS

Low level misbehaviour	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 bad language	<ul style="list-style-type: none"> • The look/hand signal/visual cue • Rule reminder/warning 1,2,3 • Moving seat/extra work • Related sanction e.g. completing or repeating work doing homework during playtime, cleaning up the mess
Moderately serious behaviour	Sanctions may include any of the above as well as the following strategies:
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	<ul style="list-style-type: none"> • Think sheet eg “What should you do?” • Withdrawal to another member of staff in another classroom • Put on daily report • Parents/guardians contacted Consult SENCO regarding Stage 1 or 2 of The Code of Practice • Shadowing staff in the playground Inappropriate behaviour in the playground will result in withdrawal to the Thinking Wall which can last up to 10 minutes depending on the severity of the behaviour
Very serious behaviour	Sanctions may include any of the above as well as the following strategies:
Offensive gestures and language Deliberately telling lies Regularly distracting others Stealing Biting 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 Inappropriate sexual language/actions or related behaviour Substance abuse	<ul style="list-style-type: none"> • Referred to Senior Teacher and/or Principal • 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 of face in an unprovoked manner, this period may last up to 5 days. • Detaining for up to 5 minutes to prevent trouble on the way home • Loss of privilege • Consult SENCO regarding Stage 3 of the Code of Practice • Payment to replace or repair damaged property • Detention • Formal letter to parent • Suspension • Expulsion

During breaktime and/or lunchtime pupils may be sent to the “Thinking Wall” for various misdemeanours for a duration of time directly related to their behaviour.

When considering which sanction to employ teachers, classroom assistants 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.

Detention

Detention will normally apply to P5 – P7 children but in exceptional circumstances, to children in P4 as well. Detentions are to be used exclusively for behavioural issues or problems connected with the child’s attitude. Detention will be held in a designated classroom and will be supervised by the Principal or a teacher delegated to the duty by her. If a child is put in detention, this will be recorded in writing and parents will be required to sign and return an acknowledgement slip. A pupil in detention will be expected to complete a Reflection Sheet.

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 SEELB. Suspension or change of placement will be made in accordance with the provisions in Education Orders and SEELB 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)

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

to give

- 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

Staff will give these rewards in the form of

- Positive comments in children's books
- Certificates
- Pupil of the month
- Prize day awards
- Sports day awards

Reward System

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.

P1 – P7 will operate a Pupil of the Month and Principal's award scheme.

One pupil per class will be chosen – the criteria being – behaviour, academic achievement or effort, outstanding achievement or effort in other areas e.g. sport, music, drama, courtesy etc. Certificates will be presented in assembly, their photograph displayed on a school notice board and website if appropriate and pupils are invited to afternoon tea with the Principal.

Example of reward systems in individual classes

FOUNDATION AND 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
- Attainment stamps on work e.g. excellent, good effort
- Treats given occasionally
- Pupil of the month awarded for a curriculum area and/or aspect of positive behaviour at the end of the month

KEY STAGE 2

- Rewards similar to Foundation and KS1
- 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
- Golden Time

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 many of the other school 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.

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 you are aware of what may be a difficult time for your child, please let us know, so that we are more prepared and able to help him/her cope with it.

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 January 2015

Reflection Sheet

Name: _____ Class: _____ Date: _____

Why were you in detention?



How did your behaviour affect other people?

How could you have changed your actions?

How will you make amends for your behaviour?

Signed: _____

Dinner Hall Rules

- **Walk sensibly in the dinner hall.**
- **Food is for eating.**
- **Treat all adults in the dinner hall with respect.**
- **Listen to instructions carefully.**
- **Wait for your turn in the line.**
- **Sit properly at your table.**
- **Use your indoor voice in the dinner hall.**
- **Always show good manners.**
- **Clean up after yourself by putting your plate and cutlery away.**

Playground Rules

- **Treat all adults in the playground with respect.**
- **Be kind and caring to other pupils.**
- **Treat all equipment from the container with respect.**
- **Listen to and follow instructions carefully.**
- **Line up quietly in the morning and at the end of playtime.**
- **Walk your bike or scooter through the playground.**



N E W C A S T L E
P R I M A R Y S C H O O L
& N U R S E R Y U N I T

**Discipline
and
Positive Behaviour
Policy**

February 2015

