



POSITIVE BEHAVIOUR POLICY

Updated May 2018

RATIONALE

Woodlawn Primary School is committed to creating and maintaining a safe and secure environment for all our pupils where we actively promote positive interpersonal relationships between all members of the school community. A positive behavioural approach should contribute to the creation of a supportive atmosphere in the school.

AIM

As a school we aim to provide, in partnership with parents, a safe, secure and stimulating learning environment where children can achieve their full potential and pursue excellence. The school seeks to place the emphasis on the positive approach of encouragement and praise.

PROCEDURES EMPLOYED TO POSITIVELY ENCOURAGE GOOD BEHAVIOUR

In order to achieve a positive approach to behaviour, the following rules have been agreed:

- *Be hardworking, always trying your best and never giving up.*
- *Being obedient.*
- *Being polite and friendly.*
- *Respecting others and listening to new ideas.*
- *Being kind and helping others.*
- *Being caring and not hurting others.*
- *Looking after property; yours, others and school.*
- *Walking quietly in the corridors.*
- *Wearing school uniform.*
- *Being punctual.*

To encourage good behaviour all staff at Woodlawn will:

- Praise and reward good behaviour as it occurs.
- Recognise and highlight good behaviour in all areas of the school.
- Class reward systems
- Whole school reward systems (Pupil of the Month, Handwriting Award, etc.)
- Have clear and consistent set of rules (see above).
- Encourage children to be responsible for their own behaviour.
- Make parents aware of good behaviour.

PROCEDURES EMPLOYED TO DEAL WITH INCIDENTS OF INDISCIPLINE

When there arises any incident of disruptive or anti-social behaviour or an act of vandalism or serious disobedience, which needs immediate correction, the Principal and staff of the school have an agreed strategy that is applied.

The following agreed procedures are administered in the order of the severity of the incident.

- Class teachers or supervisors will manage discipline within the classroom or the playground.
- When a child is repeatedly misbehaving, the teacher will make use of a positive reward chart focussing on particular targets for that child.
- Continued, repetitive disruptive behaviour will be reported to the relevant teaching staff for correction (Appendix 1). This will take the form of removal of privileges or *the imposition of extra work to be completed either at lunchtime or at home.*
- Incidents which show an escalation of aggressive or disruptive behaviour will be brought to the attention of the Principal. At this level the decision may be taken to put the pupil on report (Appendix 2). Parents will be informed and an interview requested.
- When placed “on report” a child’s behaviour will be monitored in the form of a written record to be signed by a parent on a weekly basis.
- If there is a further decline in the child’s behaviour it will be monitored on a daily basis.

This agreed discipline strategy is applied as a corrective measure and an attempt to ensure that the misdemeanour does not occur again. It takes account also of any repeated incidents of bad behaviour that, if left uncorrected, may lead to a general escalation of unacceptable behaviour within school.

The policy is structured to give teachers the opportunity to apply it according to the level of repetition or severity of unacceptable behaviour. It is monitored, evaluated and reviewed regularly.

Parents will be kept informed appropriately and their co-operation sought at all times. In this way any corrective measure taken by the school would be seen by the child to have the parents’ understanding. The application of this procedure ensures that parents are aware of any marked deterioration in a child’s behaviour at school.

As a final resort, and only if a misdemeanour is repeated and severely against the school rules, suspension may be put into operation. Suspension may also be invoked in the case of a one off serious incident. At this stage the Board of Governors will be consulted and the NEELB and DENI advice put into practice.

SANCTIONS

Although the emphasis of this policy is on encouraging and rewarding positive behaviour and attitudes, we at Woodlawn Primary School recognise that it may at times be necessary to employ a number of sanctions to enforce our class and school rules relating to reward, consistency and fairness are vital in the application of sanctions which should be appropriate to each situation.

When dealing with all forms of inappropriate behaviour, staff should employ the following strategies:

- Be calm – children should be dealt with calmly and firmly referring to the behaviour and the action is being taken.
- Logical consequences – a logical consequence is a sanction that is proportional to and fits the misdemeanour. The first step is to stop the behaviour and the second step is to provide an action that recalls the rules, reinstates the limits and teaches alternative behaviour.
- Fresh start – although persistent or serious misbehaviour needs recording, every child must feel that everyday is a fresh start.

LEVELS OF MISBEHAVIOUR

The school community has determined the following levels of misbehaviours, which will determine an appropriate response.

Low Level	Moderate Level	Serious Level
Fidgeting / fiddling Telling tales Late for school Dropping litter Noisy eg talking/shouting Failing to keep on task Leaving seats without permission Unkind remarks Bad language (one off) Time wasting Telling lies (one off) Running in corridors Pushing in line Chewing gum Borrowing without permission Leaving work area untidy	Consistently shouting out Poor effort Distracting others Poor attendance Unprepared for work (continuously) Non uniform/jewellery Fighting/kicking Stealing Disregarding supervisors Threatening / aggressive behaviour Refusal to cooperate Telling lies (persistent)	Serious assault Vandalism e.g. damage to school property/graffiti Physical / verbal threats made to staff Use of or in possession of drugs / solvents Violent outbursts, verbal / physical Leaving school without permission

Sanctions may include:

- Being spoken to by teacher/another staff member.
- Being asked to repeat/complete work. This may be at home or during break/lunch time.
- Spending time in another teacher's/ Pastoral Care Coordinator /VP/Principal's room.
- Loss of break/lunch time to consider/write out explanation of inappropriate behaviour.
- Removal from playground due to inappropriate behaviour there.

Sanctions for poor behaviour in class will be agreed across each year group and these agreed sanctions will be made known to the pupils.

Usually most cases of poor behaviour will be dealt with by the class teacher. In cases of persistent or more serious matters the teacher will record the instance/s on the Pastoral Care Sheet in the pupil's Pink Folder, which is kept confidentially in class. If there is a build up (three instances) of such behaviour or a serious misbehaviour occurs, then the pupil will be referred to the Vice Principal for action. At this point the Vice Principal will take appropriate action, which will be recorded in the Pink Folder. If any instance of poor behaviour is deemed particularly serious, then the matter may be referred directly to the Principal for appropriate action. Parents will be contacted by the school in cases of serious misbehaviour where deemed necessary by the teacher/Pastoral Care Coordinator /VP/Principal.

For continual unacceptable behaviour or in the case of serious verbal or physical violence, the child may be excluded from school. This could take the form of fixed term exclusion, or on rare occasions, permanent exclusion.

SUSPENSION

The following can be considered as grounds for suspension:

1. Recurring bullying of a pupil.

For dealing with incidents of bullying, see the Bullying Policy.

2. Physical attacks on a pupil.
3. Verbal abuse of a pupil.
4. Disruptive behaviour in class (persistently occupies teacher time or distracts other pupils).
5. Persistent infringement of the school rules.
6. Significant damage to property (of school, staff or other pupils in school or outside school).
7. Stealing (from school, pupils, staff in school or outside school while in uniform).
8. Verbal abuse of staff (including swearing at a member of staff).
9. Physical attack on staff.

If a pupil engages in an act of violence against the person or property of a member of the school staff, or to an immediate member of the member of staff's family, at any time whether inside or outside school disciplinary action will be taken against the pupil which may include consideration of the option to expel.

10. Possession of alcohol, solvents or illegal drugs on school premises.

ROLES & RESPONSIBILITIES

Principal

- Adequate staff development in the area of Positive Behaviour Management.
- Encourage positive behaviour in all aspects of school life through Assembly, Circle Time, etc.

Teachers and all Adults within School

- Promote positive behaviour and self discipline within the classroom.
- Regularly reinforce class/school rules ensuring that children understand why rules are in place.
- Offer a level of supervision which ensures that children feel safe at all times.
- Ensure a fair and consistent approach in managing behaviour.
- Ensure that children know who to speak to if they ever have any concerns.
- Ensure that children are aware of the role of the Family Worker.
- Record any incidents of inappropriate behaviour.
- Inform the Principal/Vice-Principal(SMT)of any persistent or serious infringement of school rules.

Pupils

- Develop the ability to manage their behaviour in a variety of situations.
- Adhere to the school rules both in and out of school (eg school trips).
- Display mutual respect for their peers and all members of the school community.
- Speak to a responsible adult should they ever have any concerns.

Parents

- Encourage children to have a positive attitude towards school and all aspect of school life.
- Support the school's Positive Behaviour Management Policy by reinforcing and adhering to the school rules.
- Draw to the attention of school (initially the class teacher) any concern that they might have regarding their children.
- Support the school when sanctions are invoked.

Last reviewed: May 2018

Next review: May 2019

POLICY: Positive Behaviour Management

APPENDIX 1

POSITIVE BEHAVIOUR MANAGEMENT

CHILD'S NAME: _____

CLASS	DATE	BRIEF DESCRIPTION OF INCIDENT	ACTION TAKEN

Appendix 2

Woodlawn Primary School

	Monday		Tuesday		Wednesday		Thursday		Friday	
Lining Up										
9.00-10.30										
Break-time										
10.45-12.15										
Lunch-time										
1.00-3.00										
Parental Comment										