

Churchtown Primary School



Caring, Believing, Achieving

**POLICY FOR PROMOTING
AND SUSTAINING
POSITIVE BEHAVIOUR**

Churchtown Primary School

'Caring...Believing...Achieving'

At Churchtown 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.

Aims of Positive Behaviour

At Churchtown Primary School we aim to:-

- * Establish a safe and secure environment where everyone is valued and supported at all times.
- * Create an acceptable level of order and behaviour so that effective teaching and learning can take place.
- * Develop a sense of self-esteem and self-worth in all children.
- * Encourage self-respect, self-discipline, respect for others and property in the school and community.
- * Help children become courteous, well-mannered, tolerant and understanding of others.
- * Work in partnership with home encouraging the co-operation of parents to support the successful promotion of positive behaviour.
- * Begin to develop the skills necessary to resolve conflict and differences of opinion with sensitivity.

Principles underpinning Behaviour Management

The Principal and Staff of Churchtown 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, unacceptable 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.

No school can guarantee parents that their child will not, at any stage of their school career, be the subject of poor behaviour from another pupil. However, we can guarantee that any incidents brought to our attention will be investigated and appropriate action will be taken to deal with the problem.

Please be aware that in certain circumstances it can be difficult to establish the true cause of a problem – particularly in a situation where we are dealing with ‘one child’s word against another.’ In such situations it is very important that we have your support whilst trying to establish a fair and reasonable solution.

Roles within our Positive Behaviour Policy

(1) Role of Pupils

We would expect the children who attend Churchtown Primary School to enjoy their education and to have their needs met. At the same time we wish to encourage children to realise that other children deserve and must enjoy the same treatment as they do.

Pupils should expect to:

- 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 fairly 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 behaviour.

Pupils have a responsibility to:

- Know and obey the school rules.
- 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’ views and property.
- Follow the directions of staff both teaching and non-teaching.
- Be well behaved and to treat fellow pupils with kindness and respect at all times of the day.

(2) Role of Parents

Standards of behaviour are well established in children before they come to school. Accepted standards of behaviour may vary from home to home and from family to family. Behaviour which can be tolerated at home may not always be acceptable at school because of the large numbers involved in the school community.

We believe in the principle of partnership and therefore encourage parents and guardians to establish and maintain a relationship with the class teacher and principal.

Active co-operation with staff is absolutely essential if an acceptable standard of behaviour is to be achieved. The co-operation of parents is sought in relation to maintaining high standards of pupil attendance, punctuality, pupil appearance, wearing of school uniform, caring for learning materials (particularly those belonging to school) and supervision of homework.

Parents have a right to:

- A safe, stimulating and happy learning environment for their child.
- The delivery of a well balanced, broad and suitably differentiated curriculum.
- Be kept informed of the life and work of the school and the progress of their child.
- Up to date information on the school behaviour policy 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, including those with Special Educational Needs.

Parents have a responsibility to:

- Ensure good attendance, punctuality and to send children to school, equipped and ready to learn.
- To promote good behaviour and respect at home.
- Act as positive role models for their children in their relationship with the school.
- Support the school in implementing its policies and procedures.
- To inform the school of circumstances which might affect the child's life in school.
- Allow the school time to follow procedures and investigate issues.
- Encourage children to complete school work and homework to an acceptable level.
- To support the work of the school.

(3) Role of the staff

A teacher's role is to provide education for the children in his/her care. 'A climate which fosters effective learning, both within the classroom and about the school, is at the heart of the education process.' (Promoting Positive Behaviour, pg.6 Dept of Ed. Publication).

When the teacher and pupil understand their different roles a positive, well ordered learning environment can be achieved. Children at different stages in education require instruction and guidance and our school rules form the framework of our expectations as teachers for the children in our care. Our rules will be clearly displayed in each classroom and commented on, at regular intervals, by the teacher. Teachers will enforce acceptable behaviour in their class in a positive

manner, having regard to the positive nature of the school policy, consulting with Senior Management and the Principal when necessary.

Staff have a right to:

- 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.
- Promote positive behaviour with all pupils in the school according to school procedures.

Staff have a responsibility to:

- 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 behaviour policy in a fair and consistent manner.
- To take account of problems children may have at home or which form part of wider Special Educational Needs.

(4) Role of the Principal

The Principal has a key role in formulating and reviewing the behaviour policy and establishing the ethos of the school. She must ensure that pupils, parents and staff play a vital role in the life and organisation of the school.

The principal must ensure that the rules of the school are administered fairly and consistently to all pupils. She should support her staff where appropriate and furnish the Board of Governors with a report on the behaviour within the school or on the behaviour of an individual pupil where necessary.

The Principal must also ensure that the school behaviour policy is processed in accordance with and alongside all other relevant school policies i.e. SEN Policy, Pastoral Care Policy, Anti-Bullying Policy and Code of Practice etc.

(5) Role of the Board of Governors

The Board of Governors have legal responsibility for the school's behaviour policy and it is their role to maintain a policy for the school which is current, being implemented, positive in nature and reflective of the school ethos.

If or when a case of unacceptable behaviour should come before them they must act upon it, having considered the views of the principal, other interested parties and any reports forwarded to them. Where appropriate they should support the principal and her teaching staff.

CHURCHTOWN PRIMARY SCHOOL

GENERAL SCHOOL PROCEDURES

At Churchtown Primary School pupils should not perceive the following school procedures as limitations on their freedom but rather as guidelines for keeping the school environment safe.

1 Movement about school

Children should at all times walk inside the building in an orderly manner.

Pupils moving up or down stairs/steps must do so carefully.

2 Going to the toilet

When pupils leave class at break time and lunch time they are expected to go to the toilet.

Permission to go to the toilet at other times throughout the day will be at the teacher's discretion.

If a pupil has a medical problem requiring frequent visits to the toilet, the teacher should be informed in writing.

3 Playtime

- (a) Pupils should play in that part of the playground allocated to their class.
- (b) Bullying, fighting, damage to property and offensive language are unacceptable forms of behaviour.
- (c) Pupils are discouraged from re-entering the building at break and lunch as supervision only takes place outside.
- (d) If pupils are well enough to be at school it is assumed that they are well enough to go outside – additional supervision indoors at break and lunch time is not generally available.

4 Attendance & Punctuality

- (a) Regular school attendance is essential.
- (b) The school day is from 9.00am to 2.00pm or 3.00pm
- (c) Pupils should be on the school premises by 8.40am at the earliest when teacher supervision begins.

5 Entering and Leaving School

- (a) All pupils should enter school in the mornings via the main door / mobile classroom.
- (b) If a child is entering or leaving school at any time during the school day their parent/guardian should use the main front door and sign in/out on the iPad.
- (c) Leaving school at home-time:

All P1-P3 pupils must be met by an adult at 2pm /3pm

All P4-P7 pupils who do not travel via bus must be met by an adult or the school must have written confirmation that children are permitted to leave the school.

6 **Bicycles**

Pupils who travel to or from school on their bicycles **must** get off their bicycles on arriving at the school gate and **wheel** the bicycle to a designated area.

7 **Good Manners**

(a) Pupils should practise good manners at all times. e.g. use of please, thank you, excuse me etc.

(b) Doors should be opened for any adult seen about to enter or leave.

(c) Pupils entering another classroom should knock the door, and excuse themselves, before addressing the teacher in a proper manner.

8 **Environment**

Children should take pride in their school and school environment by:

(i) keeping the school tidy and litter free

(ii) using recycling facilities

9 **Appearance**

A high standard of personal appearance is expected at all times.

Full uniform or P.E. uniform should always be worn unless previously arranged with the class teacher/principal.

Jewellery is restricted to a watch and stud earrings. When engaged in physical activities it will be necessary to remove jewellery (unless ears have been recently pierced).

Pupils should not have brightly coloured or multi-coloured hair, unless this is allowed for a designated fundraising event. Pupils should not have shaved heads. In addition, pupils should not have 'radical' hair styles.

The definition of a 'radical' hairstyle is applied at the discretion of the Principal, in keeping with the principles of this dress code.

10 **Lunchtime**

Classroom and general assistants supervise in the dining hall and in the playgrounds during the lunch period.

In the dining hall children are expected to:-

* sit in their seats and display good table manners.

* enter and leave the dining hall in an orderly manner.

Children are expected to show respect to all non teaching staff who play a valuable role in maintaining good behaviour in school.

Where behaviour at this time is unsatisfactory, the assistants will report the pupil concerned to his/her class teacher at the end of lunchtime and necessary follow up action will be taken.

Rewards which may be used in school

Our emphasis will be on the positive approach of praise and encouragement rather than a negative one of criticism and punishment. We wish to acknowledge the good behaviour of all children and to gain motivation and attitude change towards intrinsic good behaviour and reward.

Pupils can be encouraged and rewarded in many ways including:-

- * A quiet word or smile/kind look
- * A written comment on pupils work
- * Visit to other member of staff/ co-ordinator for commendation.
- * Public word of praise in class or assembly.
- * Class reward systems including sticker, charts, certificates, prizes
- * Monthly Headteacher awards which reflect progress and effort
- * Weekly 'Pupil of the Week' award
- * Weekly 'Star Reader' award
- * Half-term heroes
- * Accelerated Reader awards
- * Note home to parents
- * Favourable report comments
- * Involvement in school teams
- * Mention in school information sheets and/or on the school website.

Sanctions

The ethos of the school is to create a positive and happy environment. While all staff will endeavour to acknowledge and reward the positive behaviour of pupils, it may be necessary at times to use a range of sanctions to address inappropriate behaviour. It is essential that pupils understand it is the behaviour that is not acceptable and not the pupil him/herself.

Sanctions should:

- be constructive.
- be applied with sensitivity, flexibility and discrimination.
- where possible, be related to the misdemeanour.
- be specific to the culprit and not applied to whole group.

Sanctions aimed at improving behaviour may include:

- * A look of disapproval
- * Verbal rebuke
- * Movement of pupil from normal seat
- * Repeated work, work sent home to be completed
- * Withdrawal of privileges
- * Loss of free activity choice (Foundation Stage and Key Stage 1)
- * Time Out from the Playground
- * 'Yellow cards' and records in the yellow Class Behaviour Book
- * 'Red card' system
- * Timeout (P1), Breaktime (P2-3) or Lunchtime (P4-7) detention
- * Referral to senior member of staff

- * Involvement of parents
- * Daily Report to monitor behaviour
- * Referral by the Principal to Board of Governors
- * Suspension
- * Expulsion

Our Behaviour Code

The behaviour code will be displayed in each classroom and discussed with the pupils on a regular basis throughout the year. The expectation is that pupils in Churchtown PS will always 'go for green' and their behaviour will be exemplary. However when incidents occur or persist staff will have a mechanism to issue yellow or red cards.

Yellow cards will be used for minor misdemeanours and should be taken as a warning thereby giving the children the opportunity to improve their behaviour. When a yellow card is issued details of the incident will be recorded in the class behaviour book. If a child is issued with 3 yellow cards within a half-term this will lead to a red card.

Red cards can be issued immediately for serious behaviour incidents. Red cards can also be issued when 3 yellow cards have been issued within a half-term. When a red card is issued the child will speak to Mrs Cunningham or a teacher, parents will be informed and there will be a timeout (P1), breaktime detention (P2-3) or lunchtime detention (P4-7) on the next school day.

Daily Report

Where there is a persistence of red cards being issued parents will be invited to discuss matters with Mrs Cunningham and a joint strategy of Daily Report may be drawn up.

Special Educational Needs

In some instances children who have specific individual needs may have plans and systems in place that sit alongside this policy. Depending on the nature of their needs their individual plans may supersede the implementation of this policy in terms of behaviour matters, for example in the issuing of a red card the timeout / detention may take place on the same day as the incident to bring closure to the matter more quickly – such decisions will be at the discretion of the member of staff dealing with incidents.

Suspension/Expulsion

Where a situation arises of a serious nature because of the unacceptable behaviour of a pupil, the school will adopt the EA Scheme for the Suspension and Expulsion of Pupils.

Review

This policy is reviewed on a regular basis via consultation.

PROCEDURE FOR CONSULTATION

- The class teacher will attempt to deal with incidents of unacceptable behaviour and will record noteworthy events in their yellow class behaviour book.

- Teachers may contact parents and make them aware of the situation.
- Teachers will use their professional judgement about when to approach a parent about incidences of inappropriate behaviour / numerous recordings in the yellow class behaviour book.
- Parents will be informed when red cards have been issued. Red cards will only be issued to P1-3 pupils in extreme circumstances.
- If the unacceptable behaviour continues and further red cards are issued parents will be formally contacted by the principal.
- Should the behaviour persist the school may implement the Code of Practice drawing up a personal learning plan or place a child on daily report, in consultation with the parents.
- The Principal will discuss with the parents the necessity of involving outside agencies e.g. EWO, Educational Psychologist etc. and proceed with arrangements.
- If unacceptable behaviour persists the Board of Governors will be informed and the parents may be invited to attend a meeting to discuss the matter with the Governors.
- The Governors and Principal will refer the matter to EA for advice and guidance.

Reviewed October 2024

Our Behaviour Code

Green	Yellow	Red
<p>Treat everyone the same Polite Listening Working together Sharing Keep school tidy Kind and helpful Working hard Giving ideas Good attitude Friendly Walking in the corridors Honest Supporting others Giving your best</p>	<p>Time wasting Swinging on chairs Excessive chatting in class Regularly not listening / paying attention Shouting out Inappropriate noises Not helping others Poor manners Taking others' belonging Excluding others Name calling Disobeying instructions Poor presentation of work Not being prepared for school Homework persistently not completed/done Being cheeky Hurting people's feelings Running in corridors Pushing into others Deliberately telling lies 'Giddy' behaviour that can lead to any of the above Inappropriate language/gestures</p>	<p>Deliberate kicking Deliberate biting Deliberate spitting Deliberate punching Deliberate nipping Highly Offensive language Wilful damage to property Total refusal to work Stealing Dangerous behaviour eg pushing down stairs Talking back to adults Inappropriate sexual language / actions or related behaviour Leaving school premises without permission Continuing behaviour after yellow book record(s)</p>
<p>We expect our pupils to behave in this way all the time at our school. This list is not exhaustive. These behaviours will be rewarded in a variety of ways.</p>	<p>This list is suggested and not exhaustive and decisions on the issuing of yellow cards will be at the discretion of teachers. Persistence of or one-off incidents from the above list (not exhaustive) will lead to a record in the yellow behaviour book held by each teacher. Three entries in the yellow class behaviour book per half-term will lead to a red card being issued.</p>	<p>This list is suggested and not exhaustive and decisions on the issuing of red cards will be at the discretion of teachers in consultation with the principal/senior member of staff. Evidence of these incidents will lead to a red card being issued along with a sanction eg Time out (P1); Break-time detention (P2-3); Lunch-time detention (P4-7). Red cards must be presented to the principal / senior teacher who will speak to the child and parents will be informed.</p>

Appendix 2

Yellow Behaviour Card

You have been issued with a
yellow card.

This is a warning to improve
your behaviour.

Remember 3 yellow cards will
lead to a red card.

Red Behaviour Card

You have been issued with a red card.

You will speak to Mrs Cunningham / senior teacher.

You will have a timeout.

Your parents will be informed.

P1

Red Behaviour Card

You have been issued with a red card.

You will speak to Mrs Cunningham / senior teacher.

You will have lunch-time detention.

Your parents will be informed.

P2-3

Red Behaviour Card

You have been issued with a red card.

You will speak to Mrs Cunningham / senior teacher.

You will have lunch-time detention.

Your parents will be informed.