



# Positive Behaviour Policy

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**Policy Reviewed:** Annually

# **Behaviour Policy**

## **Maine Integrated Primary School**

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### **Code of Conduct**

**We aim to provide an effective education within a caring school, working with parents to help each child reach their potential. In order to provide effective learning and a comfortable environment for the children we need to maintain a good standard of behaviour.**

#### **Staff at Maine IPS will endeavour to:**

- Treat the children with respect.
- Provide a welcoming and comfortable environment.
- Provide a good match of work to the child.
- Promote achievement and positive behaviour.
- Help to maintain a safe and orderly school.

Staff will aim to provide a model of mutual respect and considerate behaviour, and will allow time for the children to discuss school rules, rights and responsibilities, and respect for others.

#### **Pupils at Maine IPS will endeavour to:**

- Be kind and thoughtful to others.
- Behave well in school and going to and from school.
- Settle to work in class and share well.
- Play safely and be kind to others.
- Help to keep the classroom, cloakroom, and school tidy by using bins and hanging things up.
- Look after your own property and respect the property of others.

#### **When travelling pupils should:**

- Use seat belts (if fitted) when travelling by bus or car.
- Stay in their seat when on a bus and behave well. Keep any rules which the driver has given them.

**Parents will be expected to:**

- Stay in touch with the school.
- Be familiar with the school positive behaviour policy
- Support homework.
- Talk about school and encourage their child to behave well.
- Ensure that their child is at school as much as possible and arrives on time.
- Get in touch at an early stage if there are any problems which we can help with.

**Special Educational Needs and/or a disability**

Children may have particular difficulties and we will look to be flexible in our approach in order to help children succeed and learn appropriate behaviour. Help will be sought from support agencies such as the schools' psychology service when appropriate.

## **Rationale**

**The school was founded by parents in 2003, and set up to be child-centred, integrated and open to parental involvement. Founding staff and parents worked to establish an ethos which met the best interests of children. The school was set up with a positive approach to discipline and we continue to work to maintain a positive approach to behaviour.**

### **Home – School Partnership**

The school will aim to be a warm, welcoming place where pupils are treated fairly and with respect. The school will keep parents well-informed and involved, give pupils advice, and respond promptly to any concerns, including pupil relationships and progress.

We ask parents to support school policies, make sure that the children show respect for others and for the school rules, and keep in touch with the school. Please support homework and make sure that your children bring what they need for school.

Pupils should attend school as consistently as possible, arrive on time with their homework done, keep the school rules and respect others. We expect pupils to behave sensibly and to work well in class.

In addition, as an integrated school, staff will work to provide a shared, caring environment and to build the self-esteem of pupils. We hope that many parents will support the school in additional ways, such as lending support and help, joining Friends of Maine or standing as a parent representative on the Board of Governors, and helping to run school community events.

### **Class Rules:**

Each year a set of rules should be agreed with the children in each classroom. This allows the children to be involved in drawing up and owning their own rules.

## **Positive Behaviour Policy**

We take a positive approach to developing and supporting positive behaviour, which includes the following principles.

- An opportunity at each stage for children to make amends and take a fresh start.
- The involvement of parents at an appropriately early stage.
- The involvement of children in taking responsibility for their actions and having a say in class rules.
- Discussion with the children in circle time about the need for rules and the responsibilities we each have to one another.
- A readiness to be flexible in applying strategies with children who may have particular difficulties to help establish more positive behaviour.
- Ensuring a shared understanding of what will happen if...

## **Promoting positive behaviour**

At Maine IPS we believe children should be praised and rewarded for positive behaviour and hard work. We operate the 'Tremendous Tree' reward system in all the classes.

Children will be awarded snowflakes/apple blossom/leaves (depending on the season) for acts of positive behaviour or hard work e.g. Being kind to other children, excellent homework, literacy/numeracy work where a child has tried their best etc. The snowflakes are awarded at the teacher's discretion and are a reflection of the child's effort and attitude rather than their academic ability.

Once a child has received a snowflake they put their name on it and pin it to a tree that is displayed in the classroom thus raising their self esteem. The amount of snowflakes a child has been awarded should give the parents an indication of how hard they are working/trying in school.

At the end of each month the snowflakes from each class will be put into a pot. A name from each class will be drawn out in assembly and the winner will receive a small prize. In addition to this there will be three award certificates given out each month for each class. The certificates are:

- Certificate of Achievement (Won by pupil with most snowflakes)
- Best behaviour certificate
- Most improved pupil certificate

A picture of each monthly class winner will be taken and displayed on a notice board in the school.

In the principal's office there is a 'Wall of Achievement' display and each teacher can send exemplary pieces of children's work each month for the principal to display. Parents will be invited in to view their child's work on the board.

At Maine IPS we hope this reward system outlined above will help children strive to reach their full potential and enhance their learning experiences within the school.

**In addition to the tremendous tree reward system positive behaviour can be encouraged:**

***In class***

- By issuing extra privileges such as giving additional jobs or responsibilities.
- By using circle time to discuss and celebrate positive behaviour.
- Use of 'Golden time' or 'Table points' to encourage positive behaviour.

***In assemblies***

The children will be given opportunities to show good pieces of work, talk about their achievements and interests, and share special class projects. An award assembly is held every month when certificates are presented to a number of children for achievement and good behaviour linked to the Tremendous Tree Reward System. A Golden Book is used to celebrate children's good behavior.

***On display***

Wall displays will be used to present and celebrate the children's work and achievements.

***End of year***

Distribution of records of achievement to the P7 leavers as part of a special assembly created and performed by P7. Awards to pupils in each class for academic achievement, most improved and best behaved children.

**A positive environment**

Perhaps most important of all is the overall climate and ethos of our school. Our ethos of care, forgiveness and recognition of individual need and worth includes the following characteristics.

- A positive climate that relies upon and promotes reward and praise rather than criticism and sanction.
- The example set by members of staff in their relationships and communications with children.
- The support and relationships that members of staff have with one another.
- The sense of community within the school and that all children are ambassadors for us.
- Interesting and well-prepared lessons that cater for individual need.
- A colourful and stimulating environment in and around the school building.

## **Rules and sanctions**

***In order to maintain the environment which we want for the children we expect the following behaviour.***

### **Mutual respect- care and consideration.**

To achieve this pupils will try to:

- Be friendly and polite.
- Move around the building quietly and safely.
- Follow directions from staff straight away.
- Look after personal and school property.
- Be helpful to those in need.
- Only use acceptable language.
- Put things away in their proper place.
- Be in the right place at all times.

## **Action to manage unsatisfactory behaviour**

It is the responsibility of all members of staff to monitor the children and to promote positive behaviour. If a child is still not responding and behaving properly then a number of sanctions may be implemented:

### **Low level incidents of unsatisfactory behaviour.**

**For instances of low level unsatisfactory behaviour a teacher can use their discretion to implement one or more of the sanctions below:**

- Withdraw a privilege for a limited period of time.
- Ask the pupil to write out a letter of apology or a piece exploring positive behaviour (rather than lines).
- Seat the child in a different area of the classroom for a defined time.
- Inform the child they will miss a period of play time to complete an educational activity.
- Ask the child to complete work elsewhere in a supervised environment.
- Give the child additional homework with a cover note attached explaining to the parents why additional homework has been given.

If, after trying one or more of the above sanctions, unsatisfactory behaviour still persists, the child can be sent to the designated teacher for behaviour/discipline (Mr

Costelloe). This teacher will discuss what has happened with the child and take appropriate action.

Children should be allowed to redeem themselves and effort should be made to keep children motivated so they don't feel that 'all is lost'.

### **Serious incidents of unsatisfactory behaviour**

For serious incidents of unsatisfactory behaviour the principal should be notified immediately.

For example:

- Children who have broken the class rules on several occasions and/ or have broken a major rule such as noted below.
- Children who have been involved in systematic bullying.
- Children who have been offensive to an adult / member of staff.
- Children who have physically hurt another child intentionally.
- Children who have been fighting.
- Children who have deliberately vandalized school property.
- Verbal abuse including racist and sectarian remarks.

**If the behaviour is significant or is repeated the principal will issue an appropriate sanction, which may include the following**

- A letter home explaining significant concerns.
- Withdrawal of a privilege e.g. Not being allowed on a school trip or not being allowed to represent the school in a sporting or extra curricular activity.
- Further discussion with the child and consideration of strategies to avoid further incidents.
- Discussion with the child's parents.
- A pupil may be placed on a weekly report card. The card will be reviewed on Friday afternoon and sent home to parents.

The above list is neither exclusive nor exhaustive and decisions will always be based on the individual circumstances of the case.

External support will be sought as appropriate (for instance if any underlying special need may be an issue). This may include referral to the educational psychologist or to the NE Region behaviour support team.

**In the case of extreme behaviour or where significant unsatisfactory behaviour continues the principal will begin a process of:**

1. fixed- term suspension
2. permanent exclusion

### **Playground behaviour**

Children are expected to behave sensibly and appropriately in the playground. Any behavioural issues in the playground should be dealt with as soon as possible by the member of staff on duty. Serious incidents of unsatisfactory behaviour in the playground should be referred to the principal to deal with.

### **After Schools Club behaviour**

In the case of unsatisfactory behaviour in After Schools / Breakfast clubs, the school reserves the right to exclude the offending pupil from attending the club.

### **Encouraging Positive Behaviour.**

We need to be firm in setting expectations but at the same time flexible - children need to have the possibility to succeed. A positive relationship counts for a lot: children can accept order, discipline and a high expectation if they feel that they are cared for. Pupils who feel valued will normally want to please their teacher and earn his or her good opinion. Keep rooms bright and the work interesting. The pace of work should be a good match to a child's ability and concentration.

### **Children with particular needs**

In most cases, difficulties with behaviour will be dealt with by the sanctions and processes already described. However, in some cases the normal procedures used may have little effect upon the child. This might be because of other circumstances at home or because of medical conditions or a special need. In some cases children have a very low self-esteem and find it difficult to find a place for themselves within the normal school routines and the reward / sanction process. **In these cases different approaches will be necessary and personalised according to the needs of the child.** Some possible options for supporting children who fall into this category are given below:

**Individually adapted reward cards and stickers** may be used as some children will respond to individual rewards tailored to their interests and level of concentration.

**Mentoring** – some children will find it difficult to work with a number of people but may benefit from establishing particular links with one individual in the school who can act as a mentor. Where behaviour is likely to erupt, the mentor's support might be requested to help talk to the child and pre-empt any further difficulties.

**Providing responsibilities** – some children in this category will benefit from being placed in a position of responsibility either in relation to a task or to a peer. Helping younger children with a task, being given set routines at 'trigger' times can increase their self-esteem and bring out the best in them.

It is worth remembering that for some of these children: **friendships and relationships** are crucial. They may develop a particular rapport with any member of the school community – this should be built into the support for the child.

For some children praise is not part of their normal expectation and as such they can find it difficult. This might be seen where a child is close to obtaining a major reward only to fail at the last moment. Quickly administered incentives very closely linked to the desired behaviour should be considered. It might also be appropriate to 'freeze' rather than remove rewards. This can help to remove the 'self-fulfilling prophecy' of constant failure.

**For a small number of children actions are not easily linked with consequence** – their pattern of behaviour may be so entrenched that they continue to repeat it even though they dislike the resulting consequence.

**Feeling 'cornered' will result in extreme reactions.**

There are no quick fixes and time and patience is needed. This can be draining on the staff most directly in contact with children with Social and Emotional Behaviour Difficulties. They should also be given counseling as appropriate and provided with encouragement to reflect on their behaviour. Every attempt should be made to avoid the escalation of problems through direct confrontation or 'backing children into a corner'.

Children should be encouraged to consider and discuss their own feelings, the feelings of others and come up with their own solutions where possible. Involving the child in a particular activity which invites discussion can be one way of calming down a situation and providing the opportunity for reflection and discussion. SEBD children can make great demands on individual members of staff. It is crucial that we maintain our climate of support and understanding both for the child and the members of staff involved with them.

## Appendix 1

### from the NICIE STATEMENT OF PRINCIPLES

The Northern Ireland Council for Integrated Education is an umbrella organisation which supports and advises integrated schools. The statement helps to define the character of integrated schools, setting out the need for balanced representation in all aspects of the school and noting that the core aim of the integrated school is to

'provide the child with a caring, self-fulfilling educational experience which will enable him/her to become a fulfilled and caring adult.'

#### ***Child-Centred Education***

The school aims to provide an environment within which the children are secure and positive in their learning.

Children should:

- regularly encounter success as their development progresses
- be challenged up to their limits
- be enabled to perform basic life skills
- be encouraged to develop confidence and self-esteem
- be encouraged to behave responsibly and respect the needs of others.

It is important that children develop a positive image of themselves and a positive attitude to learning. Each child should feel valued irrespective of their innate ability.

Discipline should centre on a positive approach, praising what is good as often as is realistic, with appropriate sanctions when behaviour is not acceptable. We aim to develop self-discipline in the children, and to provide a structure which creates the order in which this can develop. Discipline should be seen by the children as fair and consistent, and should value their self-respect. This is particularly important in an integrated school. Individuals who do not value themselves will find it harder to value and to respect others, especially others who are different.

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