**Positive Behaviour Policy**

***Aims of the School in Relation to Positive Behaviour***

Gilford Primary School’s Positive Behaviour Policy is an integral part of the School Development Plan and is a document that is regularly reviewed and updated as necessary.

The purpose of this policy is to reflect the school’s vision and the aims and underlying ethos of Gilford Primary School.

This policy seeks to set guidelines that support;

* Effective learning and teaching
* Enhanced self-esteem and social skills
* Self respect and in turn respect for others
* Independence, accountability and self-discipline
* Respect for property and the environment of the school and local community
* Appropriate skills and attitudes in relation to playground behaviour.

**The Need for Positive Behaviour**

Positive behaviour is an essential element of the school’s ethos which aims to cultivate in pupils an acceptance and recognition of responsibility for their own decisions, their actions and their consequences. Positive behaviour creates the conditions for effective learning and helps to develop in children responsible attitudes, respect for others and values for life.

It is the view of Gilford Primary School that effective learning can only take place in an atmosphere where positive behaviour exists. In turn instances of poor behaviour is conduct which prevents this, either when an individual hinders 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:

1. conforms to the reasonable expectations and requirements of the school.
2. is based upon mutual respect for the needs and aspirations of all in the school.

**Whole School Approach**

There is a whole school approach to promoting positive behaviour. All members of teaching and support staff share school rules with the pupils. All members of the school community have a part to play. Positive relationships are vital to facilitate positive behaviour.

Implementation of a Positive Behaviour Policy should have at its centre a concern for the safety and well-being of the pupils. It should never be seen as ‘punishment’ but as being concerned with the training of children to behave in a socially acceptable fashion while in the care of teachers and others in the education process. It may well be that ‘punishment’ – in the form of some sanction – is part of this training, but generally discipline should aim to be positive.

**Positive Steps Towards Positive Behaviour**

1. Pride in our school will be encouraged both explicitly and implicitly. Its history and the many family connections should be emphasised. The wearing of school uniform will be strongly encouraged as it gives a common sense of identity.
2. A positive, pleasant classroom environment will be created where children have meaningful work related to their ability, and where enthusiasm and industry dominate.
3. Pride in our school environment will be created by well-maintained grounds, clean buildings and attractive wall displays. Children will be encouraged to respect these and help both actively and passively to maintain these.
4. Children will be encouraged to fulfil their potential both in the classroom and in extra-curricular activities.
5. Respect for law and for religious and moral standards will be stressed at suitable opportunities.
6. Children will have a clear understanding of class and school rules and why they are important, with emphasis on reward, praise, good attitudes and setting a good example.
7. Children will be expected to exhibit good manners at all times. Adults should be addressed by title as appropriate ie “Yes Mrs Armstrong” .T he use of “Please”, “Thank You” and “Excuse Me” will always be expected. Children will be able to model themselves on the example of staff in regard to courtesy and respect both to other staff and children.
8. At all times active supervision will be expected from staff to ensure the school’s Positive Behaviour Policy is being adhered to.
9. Praise and the expectation of high standards of behaviour are ultimately more effective than sanctions.

**Parents and Positive Behaviour**

Standards of behaviour are well established in children before they come to school. The accepted standards of behaviour will vary from home to home and family to family, but conflict arises when the expectations of school are different from those of home. Often in a smaller community such as the home, individual needs can largely be accommodated without undue disturbance, but as school is a much larger community where the interests of each individual have to be addressed in relation to the children as a whole.

It is quite clear that a pupil’s acceptance of any system of rules for behaviour is determined by the attitudes of home and local society. Therefore parental acceptance of the school’s expectations and active co-operation with the staff is absolutely essential if an acceptable standard of discipline is to be achieved. Although parents are not in school with the children, their influence is still greater than that of a class teacher.

Parents have a duty to ensure that their children do not cause injury or damage to others or to any property and they, therefore, have an obligation to promote the general policy and rules of positive behaviour expected by the school.

The co-operation of parents is sought in relation to maintaining high standards of pupil attendance, punctuality, personal appearance, the wearing of school uniform, caring for learning materials, particularly those which belong to the school and which may be sent home and the supervision of homework.

It is also important for parents to be aware that their child may behave differently among their peers at school than they do at home. Therefore parents need to be willing to accept that their child may have behaved in school in a way which may seem out of character when compared to the same child’s behaviour at home. Parents will receive a copy of the school’s Positive Behaviour Policy and will be asked to sign a reply slip stating that they have read the policy and support it.

**Rewards**

It is part of the school policy to emphasise positive approaches in maintaining positive behaviour throughout the school.

**Praise**

Praise can be given in many ways and, without any attempt to put this into a value order, might include the following:

* A quiet word or encouraging smile;
* A written comment on pupil’s work, specific points or ideas that gave pleasure;
* A visit to a colleague in the same year group or to a more senior member of staff and/or the Principal for commendation, eg a written comment or star;
* A public word of praise in front of a group, a class, a year or the whole school;
* Public acknowledgement by presentation at an assembly or by giving some special responsibility;
* Some system of merit awards, with or without public acknowledgement of that reward eg “Pupil of the Week” or awarding a star to the class star chart;
* School cups, formally presented, for good citizenship;
* Prizes which reflect behaviour;
* Use of school reports to comment favourably, not only on classwork and academic achievement, but on behaviour, involvement and general attitudes;
* A letter to parents informing them specifically of some action or achievement deserving praise.

**In the Classroom**

Good teaching and positive teacher/pupil relationships are major contributor to positive behaviour. This in turn enables effective learning to take place and in order to achieve this goal the following strategies should be implemented;

* The encouragement of genuine involvement of all pupils in classroom;
* Actively recognising children’s different abilities and matching tasks to those abilities so that pupils regularly achieve success;
* The recognition and encouragement of children’s individuality and the importance of self-esteem;
* Attempting to make lessons enjoyable and challenging with an approach which is sufficiently flexible to encourage children’s contributions;
* The use of positive rather than negative language to communicate expectations and feedback to pupils;
* Giving regular praise and encouragement to pupils, particularly to disruptive pupils as soon as acceptable behaviour is observed;
* The establishment of a small number of classroom rules which should be developed and discussed with pupils to encourage ownership;
* Children can earn stars for their class and there may also be a reward system such as ‘Star of the Week’ in operation.

**School Rules**

In order that pupils should behave responsibility towards themselves, towards others and towards their environment, there are certain areas of school life where it is necessary to indicate expected standards of behaviour.

**Guidelines for Staff when Rules are Broken**

These guidelines are designed to avoid negative and emotionally charged confrontations which are detrimental to both teacher and pupil. They are aimed at creating a positive learning environment where:

* People are courteous
* Communication is practiced
* Rules are reasonable, beneficial to the individual and the group
* The approach to discipline teaches self responsibility.

**Stage 1**

**Praise Positive Behaviour**

The behaviour of another child behaving well in class will be highlighted in order to encourage others to behave in a similar manner.

**A Look of Disapproval**

This will make the particular child and others aware of the school’s/teacher’s disapproval of unacceptable behaviour.

**Discussion**

Teacher will quietly talk with pupil to try to reach an understanding.

**Removal of privileges**

This will be left to the discretion of the teacher.

**Detention**

Keeping a child in during break or lunch time or exclusion from class activities. Children who are involved in such must be supervised. ***Children however should never be placed outside a classroom unsupervised during a lesson.***

**Relocation of the Pupil**

Relocating the child in an area away from the situation (ie other classroom) until child is willing to accept the behaviour expected. This is a temporary measure and the child should always be supervised.

**Meeting Between the Child and the Principal**

Following this meeting at the Principal’s discretion, parents may be asked to discuss the problem on an informal basis.

**Stage 2**

**Parent/Teacher/Pupil Interview**

Maintenance of a daily report book to be signed by parents and teacher which will hopefully highlight examples of good behaviour as well as times when behaviour has been inappropriate

**Stage 3**

**Intervention**

Seeking specialist assistance. For example ASCET, Psychology Department or Behavioural Support

**Stage 4**

**Reduced Day**

In exceptional circumstances it may be necessary to reduce a child’s day at school. This is always looked at as a short term arrangement and time in school will be increased as the child’s behaviour improves.

**Stage 5**

**Suspension**

All decisions with regard to the suspension of a pupil will be undertaken by the Principal and the school’s Board of Governors. All procedures will be in line with the agreed policy from the Southern Education and Library Board and their advice and support will also be sought at this stage. Parents may also be asked to collect their child early from school if the behaviour displayed from a pupil is extremely disruptive or deemed to be impacting on the safety of the other children in the class.

**Stage 6**

**Expulsion**

This is an option open to the school’s Board of Governors but will only be implemented in the most extreme case and all appropriate procedures will be adhered to closely.

All the above stages are descriptive rather than prescriptive. The procedure undertaken when a rule is broken will depend on the personnel concerned and the nature of the case. They are intended to be a flexible arrangement where guidelines only are offered to encourage and modify certain types of behaviour.

Teachers can only be responsible for the safety of children on the school premises for the duration of the school day and for the duration of after school activities and educational visits.