

ACORN INTEGRATED PRIMARY SCHOOL

POSITIVE BEHAVIOUR GUIDELINES

Aims

The school aims to help the children achieve self-discipline, respect for others and self, the ability to work independently and co-operatively with others, respect for the environment and property, good standards of behaviour and responsibility for their own behaviour.

Each teacher will help the children in the class understand why good behaviour is important and various aspects of good manners and acceptable standards will be taught on regular occasions. This enables children to know and understand why certain behaviour is acceptable, or not, as the case may be.

Throughout the school, good behaviour and attitude is praised. In this way, the children recognise that the approval of the teacher and others is gained by producing praiseworthy behaviour. This then instinctively becomes normal. This standard of behaviour is expected towards all school staff and pupils and towards visiting adults e.g. teachers, coaches and towards other visiting schoolchildren.

The importance of good relationships and mutual respect between the children, between the children and adults and between adults is positively encouraged.

Out of school

Pupils must be aware of their need to be on their best behaviour out of school and especially when wearing school uniform in public. They must at all times endeavour to enhance the good name of the school.

Reward System

Throughout the school a reward system for good behaviour and high standards of work is in place. This includes: verbal praise, peer praise, note on work or to home, stickers, Friday Treat (extra playtime).

Each Key Stage also operates a reward system:

Key Stage 1

Each class in Key Stage 1 has its own positive behaviour agreement, which is age appropriate. This is agreed with the children at the beginning of each year and reinforced throughout the year. Each child signs their own class agreement. Certificates are regularly awarded to pupils to praise and reward them for various aspects of good behaviour.

Key Stage 2

At Key Stage 2, a House system is in operation. All three classes are divided into Houses and points are awarded for various types of good work and behaviour. Trophies and medals are awarded monthly for the pupils who exhibit the best characteristics of good citizenship. Weekly and monthly rewards are given to the House with the highest number of points. This fosters team work and a sense of responsibility and provides ideal opportunities for good behaviour to be promoted both in the classroom and the in the playground.

The pupils are made aware that there are consequences for inappropriate behaviour.

Consequences

If a pupil is not responding to positive behaviour reinforcement then teachers will endeavour to investigate triggers for inappropriate behaviours and address these. In conjunction with this, a number of sanctions may be used to address the pupil's behaviour. These sanctions support the school rules and ensure a safe and positive learning environment. An explanation of the reasons for the sanction(s) will be given to the child.

Sanctions will endeavour to channel behaviour in a positive direction. Any criticism will be constructive in its approach. As far as possible, sanctions will be applied in the steps listed below. However, in certain circumstances and at the discretion of the Principal or the Senior Management Team, sanctions may not necessarily follow the order listed below:

- ❖ Reminder of the class/ school rules. The reminder may be either verbal or given by using a visual card
- ❖ Warning related to the class/school rules
- ❖ Isolation from the body of the class, which may be by either sitting separately at a desk or by having 'time out' in another class
- ❖ Related sanction e.g. completion of class work at break or at lunchtime or work being sent home for completion or cleaning up mess
- ❖ Child being referred to relevant Key Stage Co-ordinator for persistently misbehaving
- ❖ Contact and update child's parents
- ❖ Key Stage 1 child may be placed on a report card for a short period of time.
- ❖ Key Stage 2 child may be placed on a yellow or red card*
- ❖ Discipline note sent home which is signed by a member of the Senior Management Team i.e. Head of Key Stage, Vice Principal or Principal.
- ❖ Reduced designated playtime e.g. lunch, Friday Treat
- ❖ Child interviewed by a member of the Senior Management Team.

- ❖ Parents invited for interview to discuss child's behaviour and to discuss strategies that will be used to modify the child's behaviour
- ❖ At Key Stage 2, being placed on a weekly report card. This goes home daily for parents to sign.
- ❖ Reduced timetable
- ❖ Suspension** from school
- ❖ Expulsion** from school
- ❖ At Key Stage 2, one house point is removed if another incident occurs after a child has already been reminded about their inappropriate behaviour. If two points are lost in a day or three in a week then the child moves onto a yellow report card if necessary. Parents are informed and required to sign the card and to support the school's efforts to change the child's inappropriate behaviour.

** Following the school's Suspension and Expulsion Policy.

Examples of Unacceptable Behaviour

Persistent lateness
 Flicking food in the dinner hall
 Inappropriate table manners
 Displaying a lack of respect towards others
 No P.E. gear
 No music/instruments
 Repeated no/late homework
 Inappropriate language
 Noise making during instruction time
 Persistent disruption of a class
 Persistent breaking of the class agreement/rules
 Use of a mobile phone without permission
 Vandalism of any property
 Use of any object as a weapon
 Fighting
 Anti-social behaviour
 Bringing drugs or alcohol into school
 Any dangerous/harmful/illegal behaviour
 Bullying
 Disobedience
 Defiance

Attempting to/leaving class or school without permission

N.B. this list is not exhaustive.

Depending on the severity of the behaviour and or the individual circumstances, a discipline note may be sent home.

Persistent Inappropriate Behaviour

If a child is deemed to need additional support to address his/her persistent inappropriate behaviour, parents will be contacted with regard to recording the pupil's name on the school's Special Educational Needs register. Appropriate action will be taken, in line with the five staged approach in the Special Education Needs Code of Practice. As part of this, the school may seek additional specialist help e.g. from Educational Psychology.

Restraining Pupils

All members of staff are made aware of the regulations regarding the use of force by teachers and in particular the DE circular on The Use of Force to Control or Restrain Pupils (1999/9). Staff in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if the child is in danger of hurting him/herself.

The Role of Parents

We acknowledge and are appreciative of the influence of parents on their children's behaviour and we wish to work together with them to promote good behaviour and to keep open channels of communication with them. This means that we will be prompt in contacting parents if we have concerns about a child's behaviour or welfare. We would expect to be informed promptly if there is any change in the child's home circumstances which may be affecting the child's behaviour or if there is a significant change in their behaviour at home.

The school rules are explained in the school prospectus and we expect parents to read them and to support them. We expect parents to support their child's learning and to cooperate with the school. In asking for parental support, our aim is that the child experiences consistent responses to their behaviour both at home and at school.

By following the policy, should the school have to impose sanctions on the child to deal with inappropriate behaviour, we expect parents to support the actions of the school. Should the parents have concerns about the way the issue has been handled, they should contact the child's class teacher in the first instance. Should concerns remain, they should contact the Principal. If they should continue to have concerns, they may contact the Chairperson of the Board of Governors by letter.

The Role of the Class Teacher and the Special Needs Co-ordinator (SENCo)

The class teacher has a responsibility to have high expectations for behaviour and work in their classroom and to encourage children to take responsibility for both. The class teacher is expected to treat children fairly and to apply the class rules consistently.

Should a child behave inappropriately repeatedly, the class teacher is expected to maintain records and to seek advice from the Senior Management Team / Principal. If appropriate, the class teacher may contact the pupil's parents. As appropriate, the class teacher is expected to liaise with the SENCo and outside agencies e.g. the Educational Psychologist.

The Role of the Principal and the Board of Governors

The Principal has overall responsibility for the operation of these guidelines and will keep the Board of Governors informed about pupil discipline as part of the normal process of reporting on developments in the school. The Principal will keep a record of all serious incidents of inappropriate behaviour.

It is also the responsibility of the Principal to ensure the health, safety and welfare of the pupils in the school.

Any serious breaches of discipline which could affect the reputation of the school will be brought to the attention of the Chairperson as soon as possible and if appropriate the Suspension and Expulsion Policy will be put into effect.

The Board of Governors has responsibility for setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The Governors support the Principal in adhering to these guidelines.

The Principal has the day-to-day authority to implement the school's guidelines on behaviour and discipline but the Governors may give advice to the Principal about particular disciplinary issues. The Principal must take this into account when making decisions about matters of behaviour.

The Chairperson of the Board of Governors reviews and signs the written records concerning behaviour annually.

Governors will review this policy on a two yearly basis.

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