



**St Conor's Primary School**

# **POSITIVE BEHAVIOUR POLICY**

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## Introduction

At St Conor's Primary School, we believe that setting high standards for behaviour is an integral part of having a positive attitude to learning and raising attainment. Our Behaviour Policy is based on the belief that individuals are in control of their actions and can choose to act and respond in certain ways.

We believe that all adults and children in school have;

- The right to be safe;
- The right to learn;
- The right to be treated with fairness and respect.

## The School Vision

"Making a difference in the lives of all our pupils, so helping to nurture citizens who can participate fully in society"

## School Mission Statement

We believe in St. Conor's Primary School; that each child will succeed through experiencing quality in:

- An ethos which fosters the spiritual, moral and religious growth of the children, based on the teachings of the Catholic Church.
- A broad and challenging curriculum
- Quality learning and teaching within an ethos of support, challenge and encouragement to succeed.
- A stimulating learning environment with a rich, varied and up-to-date range of learning resources.
- An enriching program of extra-curricular activities and educational visits.
- Learning partnerships between home, school and the wider community.
- A positive, disciplined environment with high expectations for both learning and behaviour.

## School Aims

St. Conor's Primary School promotes high achievement and learning for life so that all children:

- Develop spiritually, socially, emotionally, academically, to the best of their ability.
- Develop enquiring minds and a spirit of curiosity.
- Become motivated life-long learners.
- Achieve high standards across the curriculum
- Are flexible and adaptable for the modern world
- Have high self-esteem and self-confidence, respecting themselves, others and the environment
- Are able to work independently and collaboratively.

## Purpose

- To develop a whole school approach towards behaviour
- To ensure all members of staff support and implement the policy
- To engender in all members of the school community feelings of dignity, mutual respect, and self-discipline
- To provide an environment in which shared values and positive attitudes can develop.

## Expected Outcomes

- To make clear to pupils the limits of acceptable and unacceptable behaviours:
- To ensure that all staff are as consistent in their behaviour as the children are expected to be.
- To encourage good behaviour rather than to simply punish bad behaviour:
- To teach children the difference between minor and more serious misbehaviour:
- To ensure that children are aware that good behaviour will be recognised and, when appropriate, will be rewarded for it:

- To ensure that children are aware that poor behaviour will be recognised and appropriate sanctions or punishments will follow:
- To ensure that all adults are consistent in their approach to behavioural issues and, that children are aware of it.

### **In order to achieve our outcomes we will:**

- Praise pupils for good behaviour.
- Praise good work and effort.
- Celebrate pupil's achievements and successes.
- Be a role model to the Catholic Ethos.
- Reward good behaviour
- Respect pupils' views and values.
- Value pupils, by listening to them and encouraging them to share their feelings with staff and each other.
- Celebrate children's work in class / whole school assemblies.
- Ensure progress to promote motivation.
- Encourage self-discipline.
- Model and promote non-confrontational strategies to deal with difficult situations.
- Adopt a consistent approach across the school
- To be fair and to be seen to be fair
- Encourage openness and honesty
- Working in partnership with parents/carers, valuing their views and being consistent
- Develop emotional intelligence
- Lead by example.

## **Expectations of Staff**

All members of the staff at Saint Conor's Primary school should treat each other courteously and with respect. Staff should:

- Build up positive relationships with all pupils
- Be the role model setting the desired standards
- Emphasise the positive
- Make fair and consistent use of reprimands, commenting on the behaviour and not the person
- Have lessons well planned and everything at hand at the start of a session
- Plan work to match the pupils' abilities and needs
- Promote pupils' organisational skills
- Raise pupils' awareness of daily routines
- Develop a positive classroom atmosphere by enthusiastic delivery and using a variety of approaches
- Plan the layout and organisation of resources to foster good behaviour
- Continually observe the behaviour and tasks of the class.
- Know that effective discipline can only be achieved through co-operation between parents/carers, staff and pupils.

## **School Rules**

Pupils and staff have agreed on 5 Whole School Rules which are understood in terms of the associated desired behaviours and are displayed in various locations inside the school. Classroom rules are clear and concise, few in number and agreed by the children.

Rules, and the associated desired behaviours, are referred to regularly to remind the children of the high expectations for positive behaviour. We ensure that the children know and understand the rules, the reward system and the consequences if the rules are broken.

The rules are:

1. We come to school on time, prepared to learn

2. We respect ourselves, each other and our school
3. We are honest, kind and helpful to others
4. We always do our best
5. We should be quiet and sensible inside the school

## **Whole School Approaches to Managing Behaviour**

The staff at St Conor's:

- Request desirable behaviour politely and with respect
- Look for desired behaviour and praise, e.g. praise the children sitting well and request the desired behaviour.
- Use please and thank-you at every opportunity.
- Give constant reminders about positive behaviour and expectations.
- Avoid opportunities for indiscipline e.g. by always being punctual for class
- Reject negative behaviour **not** the child

### **Positive Classroom Rules:**

A set of rules, no more than 4 or 5, which make desired behaviour explicit, displayed prominently in the room and referred to often. They tell the pupils what to do, rather than what not to do!

### **Praising Good Behaviour:**

Praise is used both for the individual, groups and classes as a whole. We always aim to encourage good behaviour and work by praising good behaviour rather than criticising bad unacceptable behaviour.

### **Use of Rewards:**

Our reward system acts as a positive reinforcement of good behaviour. Rewards may include:

- Verbal praise and smiling at children

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- Verbal praise to parents about their children
- Smiley faces / stickers and stamps
- Certificates
- Sending good work to other staff members for reward or praise
- Special responsibility jobs /special privileges
- Principal's Award
- a note home to parents
- being allowed to' go first'

**Circle time** offers children the opportunity to discuss issues and feelings that may arise around friendship, feelings and behaviour in the classroom and playground. It offers pupils opportunities to listen, and be listened to in a structured way. It allows and encourages children to participate in a group. Circle time provides time for social skills to be developed, builds confidence and self- esteem while encouraging children to show respect for and value each other.

**PDMU and Religion** are taught throughout the school, following the Alive O' Scheme of work and the Revised Curriculum Materials from NI Curriculum: Living, Learning Together.

**Assemblies** promote the celebration of achievement and success. Stories, performances and discussions are used to promote the School Rules and School Ethos.

**Displays** promote and celebrate positive behaviour. House/Team points should be clearly displayed along with guidelines on the awarding of rewards. Posters should be displayed throughout the school made by the children, or showing photographs of children following golden rules.

**Playground behaviour – Support staff lunch time:** is an ideal time to promote positive social skills.

**Playground Monitors /Playground Pals** are Year 7 children who apply to help make break-times more enjoyable for all children. They organise play equipment for use by the children,

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encourage play and positive interaction between everyone. They look out for children who are lonely or left out and help them to find someone to play with.

**The Student Council** promotes positive relationships at all levels by giving children a voice to raise issues relating to behaviour and conduct.

**Focus Weeks e.g. Anti-Bullying Week** gives the children an opportunity to focus on the effects of 'bad' behaviour on others.

## **Points' Boards & House Teams ( see Appendix 1)**

Each class has a 'Points Board'. Points awarded for good work, positive behaviour and, importantly, for effort. At the end of each week the children with 15 points are awarded a Teacher's Certificate and those on 25, a certificate from the Principal.

In Years 4 -7, there are four house groups (Culmore, Lammy, Brookmount and Tamlaght). These houses are made up of children from each year group. At the beginning of the year, children from Year 7 are voted as Class Captain and Vice-Captain from their house groups. House Captains and Vice Captains must set good examples and be role models for other pupils to follow. The children stay in these teams until the end of the year.

House/Team points are awarded to pupils throughout the day for their good work, being sensible, helpful, good behaviour and participation. Individual children collect house/team points and these contribute to their house/team. Each week, at the School Assembly, the Principal/Vice Principal reads out the Principal Certificate winners (pupils who reach twenty five points). The winning house Team for each week is named and at the end of each term, the overall winning team receives a special reward or trip.

## **Monthly Award Assembly**

Each month, the children have 2 targets to work towards: one for *learning* and the other for an aspect of behaviour, manners etc. These are announced at the beginning of each month at General Assembly and reinforced by the class teacher. Teachers reward children who

have met the target to a high standard by putting their names forward for the Principal's Certificate at the monthly, whole-school Assembly.

All children who have received awards at Assembly have their name printed in "The Monthly Newsletter" and their photograph displayed on a central display board.

### **Managing Undesirable / Disruptive Behaviour**

Whilst a consistent positive approach to children should always be the priority, there are times when realistic sanctions are necessary.

Where classroom rules are being continually broken and behaviour is of an unacceptable nature, a classroom teacher should first of all try and diagnose the reason for the problem.

### **Traffic Lights / Exit Strategy**

#### **Step 1:**

If a child behaves inappropriately firstly, a 'look' of disapproval is given. The desired behaviour is requested politely. If this is not successful and the child continues, then a yellow card is given (this should be enough to get most children on track during your teaching session). If the child misbehaves after receiving a yellow card then playtime is missed and he / she 'reflects' on what she/he has done using a 'Reflection Sheet'. Appendix 2). At the beginning of every year, and as necessary throughout the year, the yellow card should be given with a clear request for the desired behaviour and reasons why.

#### **Step 2:**

If the undesired behaviour persists the child is sent to a colleague's class for a set period of time (this must not become a habit or used for minor issues). The child is sent to the colleague's class with work. The receiving teacher will accommodate the child, but would not have to ask questions about why the child is there. The child will be sent back to his/her class at the end of the session/time unless otherwise specified.

## Step 3

If the child's behaviour is out of control then he/she should be sent immediately to the Principal. The Principal may decide to involve parents at this stage.

## Step 4:

Consistent / serious misconduct will lead to:

- The child's parents being rung or a letter sent home.
- The child being placed on a behaviour book/monitoring sheet (Home School Diary)
- The child being placed on the SEN register (if appropriate)
- Suspension (if appropriate)

## Extreme Misconduct

- Children at risk of falling outside of the code of conduct are identified and observed; information is communicated to SENCO, Vice- Principal, Principal, the Educational Psychologist and / or Behaviour Support Team (SEBD @ WELB) as appropriate. The Board of Governors are informed as appropriate.
- Behaviour intervention plans – to identify support, monitor and review progress.
- Behaviour Books (Home School Diary)
- Suspension / Expulsion (following CCMS Guidelines)
- Written Records are kept throughout in order to monitor behaviour over time

## Monitoring and Evaluation

We have several systems for tracking and monitoring behaviour including: Teacher Records, Reflection Sheets, SEN Review Meetings / Home School Diaries / Behaviour Logs etc

The Senior Management Team is responsible for:

- Ensuring a consistent and effective School Behaviour Policy

- Monitoring and evaluating the policy procedures.
- Training and INSET for staff on a regular basis.
- Induction for new staff

We monitor and evaluate both incidents of misbehaviour and rewards to evaluate our practice to ensure equality.

The Policy will be reviewed on an annual basis.

## Appendix 1

### ST CONORS'S PRIMARY SCHOOL HOUSE SYSTEM

**Aim:** To promote and sustain positive behaviour and develop self-esteem throughout the school.

**System:** Primary 4 – 7 children will be divided into four houses.

**CULMORE (Green); TAMLAGHT (Blue); BROOKMOUNT (Red); LAMMY (Yellow)**

- Children will receive points for positive behaviour, effort, showing care for others, showing care for the environment, etc.
- Children's successes are recognised with the reward of points, which are prominently displayed in the classroom. (Once a point has been rewarded it cannot be removed).
- This points system has two key targets for the individual child.
  - STAR CERTIFICATE.....15 points
  - PRINCIPAL'S CERTIFICATE.....25 points
- The Point System operates at a collective level when a child's individual score is totalled on a FRIDAY each week and contributes to their House total.
- The results will be displayed communicated to the children each Friday.
  - The house totals for last week
  - Each house progress to date
- House scores will be recognised at Assembly.
- On a half-termly basis, house winners will be recognised at a special assembly and receive appropriate rewards, e.g. cinema visit, party, trip, etc.
- A range of incentive stickers and certificates has been requisitioned to promote positive behaviour.

**Appendix 2**

**REFLECTION (Key Stage 2)**

MY NAME:: .....

DATE:.....

This is what happened:

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This is what I **should** have been doing:

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Next time I will::

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## Appendix 3 (Classroom Management Strategies)

### 1 Be in charge...

As the teacher, and the adult, you are 'in charge'. It is your classroom and you must actively and consciously make the rules and decisions, rather than letting them happen out of habit, poor organisation or at the whim of the pupils.

Demonstrate your 'in-chargeness' by the position you take in the room; keep on your feet as much as possible and be where you can watch everything that is going on. Pupils should be convinced you have eyes in the back of your head! Pick up the good things they are doing (see number 3 below). Keep moving around the classroom to establish yourself as the focal point of interest and authority.

Remember that the pupils need to feel safe; they can only do this if you are in charge. Do not justify or apologise for your rules, your standards or your insistence on compliance.

### 2 Use positive classroom rules...

Pupils need to know what is expected of them in your classroom. Establish a set of rules, no more than 4 or 5, which make desired behaviour explicit; display them prominently in the room and refer to them frequently so that they don't disappear into the wallpaper!

- The rules should tell the pupils what to do, rather than what not to do, e.g.
- Don't call out = Put up your hand and wait to speak.
- Don't walk around the classroom = Stay in your seat.
- Don't break things = Look after classroom equipment.

Praise good behaviour and refer to the rule being followed. Use the rules to point out inappropriate behaviour, "Remember our rule about ..."

Have a 'feature' rule now and again, written on the board and tied to a special individual or class reward to be given to pupils who follow the rule.

### 3 Make rewards work for you...

Give pupils relevant rewards for desirable behaviours, starting tasks, completing tasks, following class rules, etc. The goal is to establish the HABIT of co-operation. Standards can be subtly raised once the habit has been established. The easiest, quickest and most appreciated reward is descriptive praise.

Other possible rewards, besides those used as a school-wide system are

- a note home to parents
- name on a special chart which earns a later tangible reward
- being given special responsibilities
- being allowed to go first
- having extra choices

### 4 Catch them being good...

Praise is the most powerful motivator there is. Praise the tiniest steps in the right direction. Praise often, using descriptive praise, for example, 'It can be annoying having to look up words in the dictionary. I can see you are getting impatient but the dictionary is still open in front of you. You haven't given up.' Or, 'I can see you don't want to come in from break, but you are facing the right direction for coming in.' Be willing to appreciate the smallest of effort and explain why it pleases you.

Pupils will not think you are being too strict and will not resent your firm decision making if you remember to smile, to criticise less and to praise more. Tell the pupils there will be positive consequences for positive behaviour, then follow through and show them.

Stick to your guns and don't be 'bullied' into giving rewards that haven't been earned.

Some positive behaviours are easily overlooked. Try to remember to praise pupils for

- homework in on time
- homework in late but at least it's in
- working quietly
- good attendance
- neat desk
- not swinging on chair
- smiling
- contributing to class discussion
- helping another pupil
- not laughing at another pupil's mistakes
- promptly following your instructions
- wearing glasses
- using common sense

Use the reward systems of the school consistently and fairly.



### 5 Be specific and clear in your instructions...

Get a pupil's full attention before giving instructions. Make sure everyone is looking at you and not fiddling with a pencil, turning around, looking at a book, etc. Only give instructions once; repeating can unwittingly train a pupil to not bother to listen properly the first time. Smile as you give instructions.

Don't be too wordy and don't imply choice when there actually isn't a choice by tacking 'Okay?' on the end, or sound as though you are merely suggesting, 'Would you like to ...?' 'How about ...?' 'Don't you think you should ...?'

Be very clear in all your instructions and expectations. Have a pupil repeat them back to you.

## 6 Deal with low level behaviours before they get big...

Low level, or minor, behaviour infringements will escalate if they are

- not dealt with quickly and consistently. A pupil's behaviour is reinforced
- when he gets attention for it, but don't be tempted to ignore it. Find a
- calm and quiet way to let the child know that you see exactly what he is
- doing and that there is a consequence, without making a fuss, getting
- upset or sounding annoyed.

Give your instructions once only. If the pupil continues to misbehave, instead of repeating your original instruction, try one or more of these actions

- point to a place (eg on the board, on a post-it in the pupil's book, a note on your desk) where you wrote down the original instruction at the time you first gave it
- use a description of reality, ' Paul, you are tapping your ruler.'
- stop everything and look at the pupil pointedly and wait for them to figure out why
- descriptively praise those who are behaving appropriately, praise the target pupil as soon as he complies
- ask other pupils what is needed (the squirm factor)

Always follow through, even on minor infractions, so that pupils know there is no point in testing. They should know what will happen. Only give second chances after a period of good behaviour.

### 7 The consequences of non-compliance...

If a pupil does not obey instructions straight away, do not give up. Keep waiting. Praise every little step in the right direction, even the absence of the wrong thing. For example, if you've just asked a pupil to stand up and he's not doing it, you could say, 'You're not shouting out now, thank you.'

Do not protect the pupil from the consequences of his action or lack of action. The pupil is making a choice and you will have told him this, and given a clear warning of the consequence.

A consequence should be uncomfortable and not upsetting enough to breed more resentment. The purpose of the consequence is to prompt the pupil to think, 'I wish I hadn't done that.'

Have a ready repertoire of easy to implement and monitor consequences. These might include

- loss of choices (e.g. where to sit)
- loss of break time
- loss of a privilege
- sitting in silence for a set amount of time

### 8 Find a 'best for both outcome'...

Avoid confrontational situations where you or the pupil has to back down. Talk to the pupil in terms of his choices and the consequences of the choices, and then give them 'take up' time.

'Patrick, I want you to leave the room. If you do it now we can deal with it quickly. If you choose not to then we will use your break time to talk about it. It's your choice. I'll meet you outside the door in two minutes.' Then walk away and wait.

'Joe, put your mobile phone in your bag or on my desk. If you choose not to do that it will be confiscated,' then walk away and wait.

### 9 Establish 'start of lesson' routines...

Never attempt to start teaching a lesson until the pupils are ready. It's a waste of everyone's energy, giving the impression it's the teacher's job to force pupils to work and their job to resist, delay, distract, wind up, etc. Often this task avoidance is a 'smoke screen' hiding worries about what you are going to ask them to do.

Have a routine way of starting a lesson; a quiet activity that pupils can get right down to, without needing any explanation. Handwriting, copying the WALT and WILF from the board, spelling practice (familiar key language from the current topic), mental arithmetic are good activities to set a quiet tone. Do not allow discussion or be drawn into discussion yourself – say there will be time for that later and make sure you follow this through.

If you take the time to establish this, lessons will start themselves! You won't have that battle at the beginning of every lesson to get yourself heard.

## To Manage the end of the lesson...

Do not run your lesson right up to the last minute and then have to rush to the next lesson. Allow time to wind down, answer questions, put equipment away, refer to WILT and how this has been met, outline plans for next lesson, etc.

Have a short, educational game up your sleeve if there is time to spare.

Manage the pupils' exit of the room, have them stand behind their chairs and wait to be asked to leave. Address each pupil by name and have them tell you some good news about the lesson, or you tell them something they did well today. Send them out one-by-one.



## Reflection Sheet

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Name: ..... Class: ..... Date: .....

Which of our rules was broken?

This is what happened:

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☺ This is what I **should** have been doing:

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☹ This is what I **chose to do**:

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