



**BALLYORAN PRIMARY SCHOOL**

# **Positive Behaviour Management Policy**

Reviewed January 2023

**Introduction**

It is a legal requirement that every school has a Positive Behaviour Management Policy. The purpose of this document is to set out clearly the views of the Principal, Staff and the Board of Governors regarding the promotion of positive behaviour strategies and preventative strategies. A copy will be in the possession of each member of Staff and the Board of Governors and a copy will be available to all parents in school or through the school website.

Our School Vision states

*‘As a welcoming Inclusive School we aim to provide a safe, happy, caring and stimulating learning environment which will enable each child to develop to his or her full potential - academically, socially, emotionally, physically and spiritually, in preparation for becoming responsible citizens.*

*We celebrate each person as an individual and as a valued member of our school and wider community.*

*In an atmosphere of tolerance and trust, we actively encourage respect, self-worth, independence, team spirit, imagination, creativity and fun.’*

Central to this vision being fulfilled is the maintenance of a school community with positive behaviour at its foundation.

## **Definition of Positive Behaviour**

The creation and maintenance of positive behaviour management within a class is a pre requisite to effective learning and teaching for all pupils (Good Practice Guidelines 2009)

We aim to:

- build self esteem and resilience in pupils
- develop a sense of empathy
- promote a sense of security, identity, competence and a sense of belonging
- develop self-positive behaviour in pupils
- create the conditions for an orderly community in which effective learning can take place and there is mutual respect among all members.

In the context of Ballyoran Primary School, good behaviour is conduct which assists the school in fulfilling its vision. Misbehaviour is conduct which prevents this, either when an individual prevents his/her own learning by misbehaving or when unacceptable conduct disrupts the learning of other members of the school community.

## **Aim and Objectives of the Positive Behaviour Policy**

The overall aim of the Positive Behaviour Policy is to instil habits of good behaviour, good manners, obedience to authority, respect for others, respect for property and an orderly movement around the school. Furthermore the policy encourages a pride among pupils in belonging to Ballyoran Primary School so that each pupil will feel safe, secure and confident on school premises. It is widely recognised that a positive and orderly working environment will enhance the effectiveness of both learning and teaching and give pupils a better opportunity to reach their full potential.

The objectives of the Positive Behaviour Policy are:

- 1) To build self esteem and resilience in pupils
- 2) To encourage pupils to obey the school rules.
- 3) To encourage pupils to respect others and have respect for school property
- 4) To encourage in pupils, self discipline and responsibility for their own actions.
- 5) To bring about an improvement in behaviour.

### **General Considerations**

- 1) This policy will be fully implemented by all the staff at all times and to be successful it must have the support of all parents.
- 2) The school promotes Positive Behaviour Management Strategies and Preventative Strategies.
- 3) Research has found that strategies employed and reported as effective by teachers are reflected in the categories of organisation, teacher skills, rules, rewards and consequences, routines and curriculum delivery. (Good Practice Guidelines 2009)
- 4) Teachers will encourage good behaviour at all times, it is they who largely determine the environment in which
  - effective learning can take place
  - good staff/pupil/parent relationships can exist
  - a sense of self-positive behaviour and responsibility for one's own actions can succeed.
- 5) Behaviour Management is corporate and no member of staff ignore bad behaviour because the child is not in his/her class or because he/she is not on organised duty.
- 6) Boredom, lack of understanding, a general low self-esteem and lack of progress are some reasons why pupils misbehave in class, thus the provision of a relevant, appropriate, interesting and challenging curriculum by teachers is essential.
- 7) Pupils will always be under an appropriate level of supervision.
- 8) **Bullying:** Bullying at any time in Ballyoran Primary School will be dealt with immediately it comes to light. An understanding of the complexities of bullying and the consequences on the 'bully' and the 'victim/s' is most important. (See Anti-Bullying Policy)
- 9) Dealing with low level behaviours often prevents more serious misbehaviour.
- 10) Pupils are regularly made aware of the school's high expectation of good behaviour and are familiar with the school/classroom rules, rewards and consequences.

### **Rules, Rewards and Consequences**

The Positive Behaviour Policy in Ballyoran Primary School is based on a positive approach of encouragement and reward. Misbehaviour, however, will be dealt with using a range of consequences.

## A) Rules

Ballyoran Primary School has a set of whole school Golden Rules:

1. We are gentle
2. We are kind and helpful
3. We listen
4. We are honest
5. We work hard
6. We look after property

These are values for all members of the school community and underpin all aspects of school life. They are prominently displayed in all classrooms and communal areas.

Nursery and Foundation Stage have simplified these rules to:

- We share and take turns
- We listen
- We tidy up
- We use our manners
- We try our best

## Expectations

Staff have very high expectations for all the pupils in Ballyoran Primary School. These expectations will be clearly shared on the first day of term each year and regularly revisited throughout the year. To make expectations clear, staff have come up with a list of behaviours which are banned in school and for which there will be consequences:

- Not Listening
- Running in the corridor
- Lack of respect for property
- Inability to sit still/fidgeting
- Swinging on chair
- Loud behaviour/shouting
- Not using hands up rule
- Throwing things
- Distracting others
- Making silly noises
- Talking when teacher or others are talking
- Walking around for no reason
- Uniform/appearance breaches
- Failure to bring PE/Swimming kit
- Answering back
- Bad Language to another pupil
- Bad Language to staff member
- Lines – talking, out of line, turning the wrong way, not lining up quickly enough
- Refusal to do work
- Physical Violence
- Rude gestures eg sighing, rolling eyes, shrugging shoulders

- Defiance/Refusal to follow instructions or not responding when spoken to
- Extreme emotions
- Forgotten Homework

Please note that the list is not exhaustive.

## **B) Rewards**

Positive behaviour can be applied in a range of ways. Without attempting a value order, these will include:

### Class Rewards

- 1) Golden Time
- 2) Stamp/Sticker
- 3) Star/Pupil of the Week
- 4) Homework Voucher
- 5) House Points.
- 6) Individual Class Reward System
- 7) Celebrate work with another member of staff
- 8) Golden Pupil Awards

### Principal's Rewards

- 1) House Points
- 2) Reward Stickers
- 3) 'Five Minutes Extra' playtime for lining up

Please note that the lists are not exhaustive.

## **C) Consequences**

A gradual increase in the level of consequence is more likely to deter a child than imposing the most extreme consequence early. However, the Principal and staff will use their professional judgement in matching the consequence to be imposed with the scale of misbehaviour in question. The school reserves the right to review strategies at any time and impose new consequences particularly in relation to pupils for whom the normal strategies are not working.

- 1) Immediate reminder of expected behaviour
- 2) Warnings on Traffic Lights System – Yrs 1 - 4
- 3) Time Out – Yrs 1 & 2
- 4) Loss of Golden Time – Yrs 3 - 7
- 5) Sent to another classroom
- 6) Detention
- 7) Referral to Key Stage Co-ordinator, Vice-Principal or Principal
- 8) Parent informed
- 9) Time Out in playground

Please note that the list is not exhaustive.

The teacher will talk to the pupil about his/her behaviour, support the child to identify possible triggers and recap on conflict resolution skills.

Any referrals to the Principal **must** be accompanied by an Incident Report Form.

### **Consequences given by Principal** (or Vice Principal in Principal's absence)

- 1) Daily Report which must be signed each evening by parent/guardian  
Please note when a pupil is on Daily Report they are excluded from the following during that time:
  - After School Clubs
  - Representing the school on teams
  - Playground Friends
- 2) Loss of privileges eg Playground Friends, after school clubs, teams, residential visits, educational visits/school trips.
- 3) Restitution - repair of wilful damage and / or payment for it

### **Formal Disciplinary Procedure**

- 1) First Verbal Warning - given by Principal and recorded. Parents informed in writing.
- 2) Second Verbal Warning - procedure as First Verbal Warning.
- 3) Written Warning - procedure as first and second verbal warning.
- 4) Suspension. The EA will be informed of all suspensions. (When a child has been suspended they will automatically go on Daily Report when they return to school for a length of time which is deemed necessary by the Principal.)
- 5) Expulsion - The EA will be consulted on the proposed expulsion of a pupil.

### **Targeted Behaviour Initiatives**

From time to time it may be necessary to target a specific behaviour initiative at certain classes. Parents will be full involved in the implementation of this.

### **Support from Outside Agencies**

- a) Advice may be sought from the EA Behavioural Support Team at any stage of the above procedure.
- b) The Principal can make a referral to the Educational Psychologist for an Assessment on a child displaying Social, Emotional and Behavioural Difficulties.
- c) EA's Behaviour Support Team may offer a Behaviour Support Classroom Assistant to assist the pupil in school or recommend a Placement at Lough Road Learning Centre.
- d) The school can refer pupils to CAMHS, CAPs and PPDS who require further support in addressing their social/emotional difficulties.

### **How Parents Can Help**

- 1) Teach them the importance of respect, good manners and honesty.
- 2) Work in partnership with school, work closely with staff and communicate eg attend Parent/Teacher Meetings.
- 3) Be aware of the school's Positive Behaviour Policy and Procedures and work positively with the school in its implementation.

## **Record Keeping**

Keeping records of evidence is a vital part of the Positive Behaviour Policy. All records are confidential. The following Records will be kept

- Incident Report Forms
- Daily Report Records
- Detention Record
- Discipline Book – kept by the Principal and made available to the Board of Governors
- Records of Verbal, Written Warnings and Suspensions
- Yearly Statistics for Formal Consequences

## **Relationship with other Policies**

The Positive Behaviour Policy cannot be viewed as an isolated document and works hand in hand with other policies eg. Pastoral Care, Safeguarding and Child Protection, Anti-bullying, E Safety, ICT Acceptable Use, SEN, PDMU and Suspension and Expulsion.

## **Online Safety**

As part of the NI Curriculum, there is a statutory requirement for children to be taught about Online Safety, including acceptable online behaviour, in school.

We have a responsibility to ensure that there is a reduced risk of the availability of harmful and inappropriate digital content by restricting children's access to it.

We do this through:

- Ensuring Online Safety has been clearly prioritised by the school leadership
- Providing staff training to improve Online Safety knowledge and expertise, allowing all staff to recognise and be aware of Online Safety risks
- Distributing Online Safety messages to the entire school community eg resources for parents on the school website, Online Safety Talks
- Providing an age related, relevant and engaging curriculum for Online Safety which enables pupils to stay safe and protect themselves online and be responsible users of technology
- Taking part in national initiatives eg Safer Internet Day
- Having clearly defined procedures for reporting, recording and dealing with incidents surrounding breaches in the school's Online Safety Policy. Responsibility lies with the Safeguarding Team and the ICT Co-ordinator. Online Safety breaches will be recorded in the Online Safety Risk Register and dealt with through the school's Positive Behaviour Management Policy and Staff Disciplinary Policy.
- Using Securus as an E Monitoring Application covering our C2K computer network in school
- Communicating important Online Safety concerns and issues which may arise with parents
- Working in partnership with parents to ensure that pupils are safe online when out of school

Acceptable use of the Internet is a central part of our approach to Online Safety and where pupils breach our Acceptable Use Policy and display unacceptable online behaviour, this will be dealt with using appropriate consequences from this policy.

## **Development, Monitoring & Review**

This Policy has been put together after consultation with all the schools' stakeholders – pupils, staff, parents and governors and advice from the EA Behavioural Support Team. The Policy will be kept under review at least bi annually.

## **Conclusion**

A high standard of behaviour is expected from all pupils at Ballyoran Primary School and pupils are reminded on a regular basis of acceptable and unacceptable behaviour and of the school rules.

Reasonable Adjustments will be made to include all pupils in the life of the school and to ensure curriculum access.

At no time will the misbehaviour of one pupil be allowed to disrupt the education of other pupils.

The Principal is available to discuss the Positive behaviour Policy with parents by appointment.

## **Appendices**

See following pages

## **APPENDIX 1**

### **Rules, Rewards & Consequences**

#### **Foundation Stage**

##### **Golden Rules**

- We share and take turns
- We listen
- We tidy up
- We use our manners

- We try our best

### **Rewards**

- 1) Golden Time
- 2) House Points
- 3) Star Pupil of the Week
- 4) Visit to another teacher or Mr Woolsey
- 5) Individual Class Reward System

### **Consequences**

- 1) Reminder – Traffic Lights
- 2) Loss of Golden Time
- 3) Time Out
- 4) Sent to another class
- 5) Referral to Mrs McConville, Mrs McGuire or Mr Woolsey

## **Key Stage 1**

### **Golden Rules**

1. We are gentle
2. We are kind and helpful
3. We listen
4. We are honest
5. We work hard
6. We look after property

### **Rewards**

1. Golden Time
2. House Points

3. Pupil of the Week Award
4. Weekly Surprise Box Raffle
5. Table Points
6. Individual Class Reward System

### **Consequences**

1. Reminder – Traffic Lights
2. Loss of Golden Time
3. Time Out
4. Sent to another class
5. Referral to Miss Abraham, Mrs McGuire or Mr Woolsey

### **Key Stage 2**

#### **Golden Rules**

1. We are gentle
2. We are kind and helpful
3. We listen
4. We are honest
5. We work hard
6. We look after property

#### **Rewards**

- 1) Golden Time
- 2) House Points
- 3) Share work with another teacher or Mr Woolsey

4) Individual Class Rewards:

- Year 5 – Treasure Chest
- Year 6 – Homework Pass, Pom-Pom Jar, Treasure Chest and Positive Notes sent home
- Year 7 – Raffle Prize
- LSC – Prize Box

**Consequences**

- 1) Reminder
- 2) Loss of Golden Time
- 3) Time Out
- 4) Sent to another class
- 5) Referral to Mrs McGuire or Mr Woolsey

**The Principal reserves the right to make changes to the School Rules, Rewards and Consequences at any time during the school year. Pupils and parents will be notified of these changes.**



