



Building a Legacy

Andrews Memorial Primary School

Policy on the Promotion of Positive Behaviour

Our school ethos

Andrews Memorial believes in the potential of every child: to create; to achieve; to celebrate; to make a difference. We believe in blending and balancing the traditional elements of literacy and numeracy with a stimulating, up-to-date and challenging curriculum. We recognise the potential for ICT to enhance learning across the curriculum.

We aim to ensure that we provide a welcoming, caring and happy learning environment, in and beyond the classroom; also that we deliver learning that is valued by the whole school community and which develops an understanding and an appreciation of the world around us.

Ultimately, we hope to nurture well-rounded young people, who can engage with each other and with adults; who respect everyone and who have a sense of moral responsibility.

We believe it is our duty to:

- ✓ *Enthuse and enable pupils to reach their full potential by developing independence, self-discipline, self-confidence and self-esteem*
- ✓ *Create a **positive** atmosphere of encouragement and high expectations*
- ✓ *Build and nurture **relationships** between home, school and the community*
- ✓ *Provide a well-balanced, exciting and **meaningful** curriculum in a safe, caring and happy environment*
- ✓ *Promote an ethos of **engagement** and **achievement** built on effort*
- ✓ *Instil a sense of purpose in making a contribution to life in and beyond school*

Building a Legacy

Introduction

School can be seen as an extension to the home and an integral part of the community, whose values are built on mutual respect, cooperation, and understanding. This policy therefore seeks to reflect these attitudes and reinforce those elements which will give our children the opportunity to develop into well-adjusted, productive, and resilient members of society.

The development and implementation of this Positive Behaviour Policy is dependent upon and based on the roles, rights and responsibilities of all sectors of our school community - governors, teaching and non-teaching staff, parents/guardians, and pupils. The focus of the policy is the promotion of good behaviour, and the subsequent benefits of such behaviour on the wellbeing, pastoral needs, and resilience of the individuals who make up our school community. Emphasis is placed on the importance of all involved recognising and understanding their specific role and responsibility where the promotion of positive behaviour is concerned. This policy aims to help children become positive, responsible and increasingly independent members of our school community.

This policy forms part of the Pastoral suite of policies which focus on the safeguarding and wellbeing of our children. It also links to our School Codes which have been devised by the children, are on prominent display in classrooms, and form an integral part of the learning environment.

Rights and Responsibilities

Today's society places great emphasis on the rights of an individual, but it is important to counterbalance this with the responsibilities which need to be undertaken by that individual. Therefore, every member of the school community has a role to play in the effective implementation of this policy. The table overleaf outlines these expectations.

Rights	Responsibilities
<p>Pupils</p> <ul style="list-style-type: none"> ✓ To be treated with respect and dignity ✓ To feel safe in school ✓ To hear and be heard - to express opinion ✓ To learn in a safe and secure environment ✓ To have the opportunity to develop their full potential 	<p>Pupils</p> <ul style="list-style-type: none"> ✓ To know and follow school routines and practices ✓ To be equipped and ready to learn ✓ To treat staff and peers with respect ✓ To enhance their and others' experience of school life by using the pupil voice positively - House System, School Council etc. ✓ To learn and continue to learn ✓ To take responsibility for their behaviour and actions/not prevent learning of others ✓ To understand that all actions have consequences
<p>Staff</p> <ul style="list-style-type: none"> ✓ To be heard ✓ To be treated with respect/dignity ✓ To have a safe, clean, healthy environment in which to work ✓ To support from leadership/Governors/EA 	<p>Staff</p> <ul style="list-style-type: none"> ✓ To deliver the NI curriculum effectively ✓ To ensure quality of teaching and learning ✓ To identify problems of pupils - learning needs etc/provide solutions ✓ To liaise with parents effectively regarding progress and behaviour
<p>Parents/Guardians</p> <ul style="list-style-type: none"> ✓ To be kept informed by school/work in partnership with school ✓ Receive reports on their child's progress (verbal and written) ✓ Access to reports/data ✓ Receive copies of policies - discipline/curriculum ✓ Invited to curriculum/information events in school ✓ Allow permission for trips etc 	<p>Parents/Guardians</p> <ul style="list-style-type: none"> ✓ Ensure good attendance of their children ✓ Co-operate and be aware of school routines and practice, attend meetings and events ✓ Equip their child properly ✓ To monitor the progress of their child in conjunction with the teacher ✓ Promote good behaviour ✓ Ensure punctuality, good standard of uniform and appearance, completion of homework. ✓ Liaise effectively with their child's teacher regarding behaviour issues/concerns ✓ Provide an explanation for absences, non-presentation of homework, non-participation in PE/swimming lessons etc.

PERMA in the Context of Positive Behaviour

Andrews Memorial has embraced Seligman's model of happiness (PERMA) throughout all areas of school life. We hope that it is a familiar concept to staff, pupils and the wider school community. We teach, model and expect our children to follow the values and elements of PERMA. These form the basis of our PDMU (Personal Development & Mutual Understanding) curriculum and are infused into all aspects of teaching/learning and relationships in school.

The five 'pillars' of PERMA are:

P - Positivity E - Engagement R - Relationships
M - Meaning A - Achievement

In the context of daily school life these elements could be applied/demonstrated in the following ways:

Positivity

- come to school ready to learn, equipped for the day, with a positive mind-set
- be ready to follow the routines and practices of school
- have their positive behaviours and actions recognised and acknowledged by their peers, the class teacher and Principal
- respect and recognise their rights and responsibilities and those of others
- be truthful and honest in their actions

Engagement

- demonstrate commitment and engagement in their learning
- complete work to the best of their ability
- embrace learning opportunities in school and at home

Relationships

- build and maintain positive relationships with peers, class teacher and the school community
- show kindness and consideration for others

Meaning

- feel that they are listened to, valued, and part of a team/school family

Achievement

- achievements are recognised - individually, as a class or a year group, as a team
- achievements recognise effort
- achievements come in all forms, inside and outside of school
- children should have access to and understand the rewards and sanctions strategies employed throughout the school
- rewards/sanctions should be agreed by all members of staff and applied consistently

Routines and Practice

This section outlines the ways in which positive behaviour strategies are implemented in practice.

Entrance and exit arrangements	On arrival at school, children proceed to their designated entrance where they are greeted by a teacher/s from their Key Stage. Late arrivals (KS1 & 2) should enter by the main door and offer an explanation/note to the teacher on entering the classroom. The class teacher should record pupil as being late in accordance with attendance guidelines. At home time each class is led out by the class teacher or 'afternoon timetable' teacher in an orderly manner to the school gate or pick up point. If a parent/guardian is not there to collect their child, the child will be taken to the School Office by a member of staff and the parent/guardian contacted. The child will remain in the school building until their parent/guardian arrives.
Use of toilet facilities	Children seek permission to leave the classroom or activity area. Only one person is permitted to enter the toilet area at a time; a cone in front of the entrance signals that they must wait. Clear signage reminds the children of good hygiene procedure ie flushing the toilet and effective handwashing.
Classroom routines	Visual timetable, designated roles displayed eg helpers, organised resources - labelled, school codes on prominent display, use of task board, timers, verbal reminders of expectations and time left to complete an activity, rewards/sanctions display understood and used with consistency, good hygiene practices in place - cleaning desks and washing hands before eating, remaining seated whilst eating, disposing of rubbish appropriately, leaving classroom in an acceptable state at the end of the school day, ie collecting debris off the floor and lifting chairs onto desks to allow cleaning to take place. Show tolerance, respect and consideration towards all. Endeavour to resolve issues through discussion with one another. Provide a note to explain non-presentation of work, non-participation in PE/swimming lessons, absences from school.

Playground routines and practice	Children play in designated areas. Line up on signal in an orderly manner. Speak respectfully to other children and adults on duty. Follow instructions given by staff on duty. Follow 'playground code' regarding behaviour towards peers and adults on duty.
Moving around school	Walk, remain quiet, stand aside to allow adults to go ahead/walk through. Adults should acknowledge this good practice.

Role of Parents/Guardians

Although school can be seen as an extension of home in the sense that good manners and compliance are developed and nurtured, it is important that parents acknowledge and understand that the dynamics of the child as part of the family unit differ from that of being part of a class in the school setting. The child's group of peers not only provide angst or worry in certain circumstances, but also affirm them as the person they want to be, as they seek to interact and establish social learning. This social learning or positive behaviour/forming healthy relationships is vital as a happy child is one who will thrive and learn. As such, it is important that parents support the class teacher/school as their child navigates the complexities of developing healthy and positive relationships with their peers and adults in the school setting. Parents/guardians should recognise that the class teacher is aware of the class dynamic through their daily observation and interaction with the children. The pastoral needs of the children in Andrews Memorial are paramount and form the basis of everyday school life. With regard to all of the above parents/guardians should strive to:

- Use the various means of communication between school and home to support any strategies put in place by the class teacher pertaining to the behaviour of their child
- Understand that the development of positive relationships between children is a process and takes time
- Avoid approaching/contacting the parent/s of other children who they perceive to have behaved in a negative way
- Be assured that they will be updated on any ongoing issues regarding behaviour concerns/issues

Role of the school

The staff, both teaching and non-teaching, in Andrews Memorial seek to model and promote positive behaviour throughout all aspects of school life. The pastoral needs of the children in our care are paramount and every care is taken to meet these needs. This is done through the building of strong and trusting relationships between the children and teachers, and other significant adults and visitors encountered during daily school life. The whole teaching team has a direct pastoral responsibility. It is supported by a Safeguarding team alongside associated policies in providing the more formal structure. Pastoral responsibilities are displayed in a child-friendly manner through the use of photographs in each area of the school building, reminding children that the staff are there to listen and support. The school also endeavours to establish positive relationships

between home and school using various methods of communication. With regard to all of the above the school should strive to:

- Be open, honest and supportive when discussing a child's behaviour with the parent/guardian
- Provide formal and informal means of communication ie parent-teacher consultations, written reports, notes, daily catch up on arrival/pick up if appropriate
- Seek clarification of parental expectations and provide assurances on how a concern will be addressed
- Provide a safe learning environment

Role of the child

The children are at the centre of all we do in Andrews Memorial; their pastoral needs, concerns, strengths, weaknesses, and relationships form the core of everyday life and learning. The open lines of communication between home and school allow for the appropriate sharing of information pertaining to the children which may impact on behaviour displayed in school. With regard to the above, children should strive to:

- Look to the teacher for help and action needed where they are feeling worried or concerned about a school issue
- Follow the class/school routines and practices
- Attempt to complete tasks set to the best of their ability, showing a willingness to learn
- Show respect and consideration towards others
- Understand that building healthy relationships takes time and effort on their behalf
- Take pride in their work, surroundings and behaviour
- Be aware of their role as ambassadors for the school

Low level disruption	Range of Sanctions
<ul style="list-style-type: none"> • Talking out of turn/shouting out • Leaving seat inappropriately • Not doing home work • Not listening • Not paying attention • Distracting others • Not completing the amount of work to child's full potential • Not giving best effort • Inappropriate questions • Telling tales • Sulking • Teasing • Persistently making noises 	<ul style="list-style-type: none"> • The look • Use of proximity praise • Positive correction of inappropriate behaviour • Reminders about classroom rules • Traffic light warnings (used from FS through to K with consistent sanctions) • Loss of Golden Time • Time out in own classroom • Break time reflection (see Appendix 1 and 2) • Completion of reflection sheet • Lunchtime reflection time (after 3 break reflections) • Parent informed - informal • Daily/weekly home-school communication • Temporary exclusion from classroom • Possible referral to behaviour support • Behaviour contract involving Principal, parent and pupil • Referral to educational psychologist • Parent informed - formal <ul style="list-style-type: none"> - Verbal Warnings x3 - Written Warnings x3 • Suspension (following Written Warnings x3) • Expulsion
<p>Moderately serious misbehaviour</p> <ul style="list-style-type: none"> • Hitting/pushing • Telling lies • Persistently talking out of turn • Persistently shouting out • Persistently leaving seat inappropriately • Persistently not doing homework • Persistently not listening • Persistently not paying attention • Persistently distracting others • Persistently not working to full potential • Refusal to participate to complete a task • Persistently not giving best effort • Damage to school property or that of peers • Inappropriate behaviour in the toilet areas • Persistently making noises • Throwing things • Rudeness to peers or adults 	
<p>Very serious behaviours</p> <ul style="list-style-type: none"> • Deliberately telling lies • Throwing items with the intention to hurt • Insolence/defiance • Racism • Stealing • Significant or persistent rudeness to adults • Hurting others - physically or mentally (bullying behaviours) • Persistent insolence/defiance • Bullying behaviour • Swearing persistently/use of inappropriate language or references (sexual, threatening, homophobic) • Wilful damage to school property or the property of others • Truancy • Aggression towards staff • Substance abuse 	

Rewards

Teaching staff employ a range of age-appropriate reward systems in the school setting. These strategies provide consistency throughout the key stages and set positive boundaries for the children to work within. The staff and children know what is expected and this, in turn, allows parents to understand the expectations of behaviour in the school setting.

Such rewards include:

- Bead in the jar - class prize
- Home/school communication via Seesaw/phone call/informal chat
- Merit mark chart - individual prize
- Stars awarded for accurate written work or effort - individual prize
- Pupil of the Week - individual recognition
- PERMA boards - individual or group recognition
- Golden Tickets - individual
- Star in the Jar - group

Class teachers will use classroom strategies mentioned earlier in the main body of this policy such as the traffic light system, loss of Golden Time etc. when dealing with low level disruption.

Reflection Time should be used in cases of repeated moderately serious behaviours. Before a period of Reflection Time is completed, a Notice of Reflection Time (Appendix 2) will be sent home to notify parents. The Reflection Time should take place on the following day or as close to that as is possible. This Notice of Reflection Time will detail the reasons why this sanction has been employed. Communication between home and school is key. The school will support and help children and their families as far as is possible.

During Reflection Time the pupil will be asked to complete an activity designed to help the child reflect on their thoughts, feelings, and actions, and how they can rectify the situation/respond appropriately in the future.

A record of names will be kept along with the Notice of Reflection Time sheet and the Reflection Activity. Behaviours may also be recorded in line with our Anti-Bullying Policy.

Notice of Reflection Time

Appendix 2

Dear Parent/Guardian

_____ has been given Reflection Time for the reason/s stated below. Reflection Time will take place over break time (15 minutes) tomorrow or at the next possible opportunity. Time will be provided for the child to eat their break time snack first.

A Reflection Activity will be completed during this time which will allow your child to think about their thoughts, feelings, and actions, and how they could respond positively in future.

We very much appreciate your support and would ask that you discuss this behaviour with your child. The use of this sanction is in line with our Promotion of Positive Behaviour Policy.

Please contact the class teacher if you require further clarification on the use of this sanction.

Reason/s for Reflection Time:

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If you are in agreement, please sign and return the completed form to the class teacher tomorrow.

Child's name:

Class teacher:

Parent/Guardian:

Date: