



# Positive Behaviour & Discipline Policy

Reviewed March 2018  
 Review Date: June 2021

Chair of Board of Governors	Date
Principal	Date

*We care ~ We share ~ We learn*

# *We care – We share – We learn*

Our vision is to enable independent and happy pupils to acquire a capacity for lifelong learning

in

a Christian atmosphere that translates into daily life

by

promoting a learning environment which motivates creativity and achievement in an atmosphere of respect and responsibility

while

highlighting and nurturing strengths and celebrating successes

through

fostering successful, productive and enjoyable partnerships:

within school,

between home and school,

and

with the community in which our school belongs

New Row Primary School wishes to provide a school environment that is safe and stimulating for the children in our care. In order to ensure that this is so, we have introduced a *policy with set procedures to create a calm, secure and happy working environment for all.*

*We have a List of School Rules, which set out, in general terms, how we expect our pupils to behave in school and on visits. The Rules are agreed with the children at the beginning of each school year and periodically throughout the year. All pupils are expected to behave according to the Rules we have devised.*

This policy underpins a positive approach to behaviour and discipline which is relevant for everybody, children and adults.

## **AIMS**

- To develop a behaviour Policy, supported and followed by the whole school community - parents, teachers, children and Governors – based on a sense of community and shared values.
- To foster a caring, family atmosphere, in which teaching and learning can take place in a safe and happy environment.
- Through the School Curriculum, to teach moral values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, self-discipline, self-respect and respect for other people and property).
- Through the teaching of the PDMU elements of the curriculum, positive expression will be encouraged rather than negative and the children will have extra support where necessary to ensure that they have full inclusion of the curriculum.
- To reinforce good behaviour, by providing a range of rewards for children of all ages and abilities, rather than simply to punish bad behaviour.
- To make clear to children the distinction between minor misdemeanours and serious misbehaviour and the sanctions that will follow any misbehaviour.
- To resolve behavioural problems in a caring and sympathetic manner as they occur, in the expectation of achieving an improvement in behaviour.

## **THE NEED FOR DISCIPLINE**

Discipline is the system and those which aims to cultivate in pupils an acceptance and recognition of responsibility for their own decisions, their actions and their consequences. Good discipline practices create the conditions for effective learning and help to develop children's responsible attitudes and values for life.

It is the view of the Board of Governors and staff that effective learning can only take place in an atmosphere where standards of good behaviour and language are prerequisites. Good behaviour is the conduct which assists the school to fulfil its function, namely the development of the full potential of all its pupils.

Bad behaviour is the conduct which prevents this, either when an individual prevents his/her own development by behaving badly or when unacceptable conduct disrupts the development for other members of the school community. It therefore follows that good behaviour is that which:

- conforms to the reasonable expectation and requirements of the school
- is based upon mutual respect for the needs and aspirations of all in the school and upon care for its environment.

### **Aims of Discipline**

Discipline is a system of rules for good behaviour which aims to create conditions for an orderly community in which:

- Effective learning takes place
- Self-discipline, self-respect and good relationships can be developed so there is mutual respect among all members

Discipline should have at its centre a concern for the safety and well-being for all pupils. Discipline should not be seen as a punishment but as being concerned with the training of pupils to behave in a socially acceptable fashion while in the care of teachers, classroom assistants, dining assistants and in the education process. It may be that punishment – in the form of sanctions is part of this training but generally discipline should be aimed to be positive.

## **SCHOOL DISCIPLINE**

### **Code of Conduct - Care Courtesy and Consideration**

- All members of the school community should respect one another.
- All children should acknowledge the authority of, and respect, their teachers and other adults.
- All children should show regard for their fellow pupils.
- All children should respect their own and other people's property and take care of books and equipment.
- New Row Primary School expects children to be well behaved, well-mannered and attentive.
- If a child has a grievance against another child, it should be reported to a member of staff, who will take appropriate action.
- Physical violence is not acceptable, neither is retaliation. Repeated or serious incidents will lead to exclusion.
- Foul or abusive language should never be used and will not be tolerated.
- Children should not bring sharp or dangerous instruments to school.
- Children should wear the correct school uniform. Jewellery policy should be adhered to.

### **Classroom Discipline**

Good teaching practice and positive teacher/ pupils relationships are major contributors to good classroom discipline. Good discipline enables effective learning to take place and in order to achieve this goal the following strategies must be implemented;

- The encouragement of genuine involvement of all pupils in class activities by recognising their 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
- Make lessons enjoyable and challenging.
- 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 number of classroom rules which are understood by all.
- To use an appropriate voice and not to shout at pupils.
- Use traffic light system to highlight positive as well as negative behaviour.

This Code of Conduct has been formulated with the safety and wellbeing of the children in mind, and to enable the school to function efficiently as a place of learn.

## **Incentive Scheme**

### **The Positive Side of Discipline**

In any disciplinary system the emphasis must always be on the positive approach to encouragement and praise rather than on the negative one of criticism and punishment. Criticism should always include advice on how to improve and should be constructive in its approach. It is part of the school policy to emphasis positive behaviour and maintains and improve discipline.

A major intent of this policy is to encourage pupils to exhibit good behaviour; this is reinforced with a system of praise and reward for all children.

New Row Primary School's reward scheme is based on a range of differentiated systems, through which children can be rewarded for academic and non-academic achievements, for effort and for being caring, and for all aspects of good work and behaviour.

By using a positive system of rewards and reinforcing good behaviour, New Row PS fosters children's positive self-esteem.

### **Encouraging Positive Behaviour**

We support positive behaviour and a positive environment through;

- A consistent approach by the whole school community.
- Monitoring pupil attendance and taking swift action where necessary.
- Constructive whole school planning for PDMU.
- Developing the voice of the child, through for example the School and Class Councils.
- Appreciating and following the agreed Code of Encouraging our children to see themselves as part of a whole school community and recognising their responsibility within this.
- Developing the skills of co-operation and discussion.
- Encouraging everyone to take pride in the school environment.
- Having a positive and consistent approach to playtimes and lunchtimes.
- Creating a stimulating classroom environment.
- Providing a clear and positive learning experiences fairly and consistently.
- Offering a broad and balanced curriculum that is well planned, prepared and stimulating.
- Ensuring that the curriculum issues concerning organization, methods of teaching and learning, content and differentiation are addressed.

## **Roles and Responsibilities of All Stakeholders**

Promoting positive behaviour is the responsibility of all staff, Governors and non-teaching staff. We will support each other as a team and work together to provide an environment where behaviour is good and indiscipline is not an issue.

All members of our school are part of an important community with collective responsibility to care for each other and promote self-esteem, self-respect and respect for others. The effective links with home which we have established together with the continued support of parents will help to maintain an orderly and safe environment and create a climate where pupils are valued as individuals and encouraged in their learning, their physical and social development.

### **Board of Governors (Role and responsibilities)**

The B.O.G. will:

- Ensure that good behaviour and discipline policies are pursued at the school;
- Make and keep under review, a written statement of 'general principles about pupil behaviour and discipline which the principal will have regard to in determining school rules and behaviour policies;
- Before making its statement of general principles, consult the principal and the parents, and consider any guidance from the department, the ELB or CCMS;
- Decide and set out that aspects of discipline / behaviour should be a matter for the principal, and give him/her any guidance on these aspects which they feel is appropriate', ('Pastoral Care In Schools: Promoting Positive Behaviour', 2001, Pg 3).

### **Principal (Role and Responsibilities)**

The principal will:

- 'determine the measures ... which the school will take to:
- promote among the pupil self- discipline and respect for authority
- encourage good behaviour and respect for others
- secure an acceptable standard of behaviour among the pupils' (Pastoral Care In Schools: Promoting Positive Behaviour, 2001, Pg. 4).

## The Rights and Responsibilities of Everyone in New Row Primary

### OUR PUPILS

Pupil Rights	Pupil Responsibilities
<p data-bbox="316 595 740 658"><b>A safe, well-managed and stimulating environment for their:</b></p> <ul data-bbox="269 734 759 1756" style="list-style-type: none"><li data-bbox="269 734 533 763">• Child's education;</li><li data-bbox="269 804 759 943">• Reasonable access to the school and to have their enquiries and concerns dealt with sympathetically and efficiently;</li><li data-bbox="269 1016 759 1122">• Be informed promptly if their child is ill or has an accident or if the school has concerns about their child;</li><li data-bbox="269 1162 759 1225">• Be well informed about their child's progress and prospects;</li><li data-bbox="269 1299 759 1361">• Be well informed about school rules and procedures;</li><li data-bbox="269 1413 759 1476">• A broad, balanced and appropriate curriculum for their child;</li><li data-bbox="269 1550 759 1612">• Be involved in key decisions about their child's education;</li><li data-bbox="269 1664 759 1756">• A suitably resourced school with adequate and well-maintained accommodation.</li></ul>	<ul data-bbox="863 633 1382 1529" style="list-style-type: none"><li data-bbox="863 633 1382 772">• Come to school on time, with homework done, and suitably equipped for the lessons in the day ahead;</li><li data-bbox="863 813 1382 916">• Respect the views, rights and property of others, and behave safely in and out of class;</li><li data-bbox="863 956 1382 1019">• Co-operate in class with the teacher and with their peers;</li><li data-bbox="863 1099 1382 1128">• Work as hard as they can in class;</li><li data-bbox="863 1169 1382 1232">• Conform to the conventions of good behaviour and abide by school rules;</li><li data-bbox="863 1283 1382 1346">• Seek help if they do not understand or are in difficulties;</li><li data-bbox="863 1426 1382 1529">• Accept ownership for their own behaviour and learning, and to develop the skill of working.</li></ul>

## The Rights and Responsibilities of Everyone in New Row

### OUR STAFF

Staff Rights	Staff Responsibilities
<p>Work in an environment where common courtesies and social conventions are respected;</p> <ul style="list-style-type: none"> <li>• Express their views and to contribute to policies which they are required to reflect in their work;</li> <li>• A suitable career structure and opportunities for professional development;</li> <li>• Support and advice from senior colleagues and external bodies;</li> <li>• Adequate and appropriate accommodation and resources;</li> <li>• To be treated with care and dignity from all members of our school community.</li> </ul>	<p>Behave in a professional manner at all times;</p> <ul style="list-style-type: none"> <li>• Ensure that lessons are well prepared, making use of available resources, and that homework is appropriately set and constructively marked;</li> <li>• Show interest and enthusiasm in the work in hand and in their pupils' learning;</li> <li>• Listen to the pupils, value their contributions and respect their views;</li> <li>• Be sympathetic, approachable and alert to pupils in difficulty or falling behind;</li> <li>• Identify and seek to meet pupils' special educational needs through the SEN Code of Practice;</li> <li>• Share with the parents any concerns they have about their child's progress or development;</li> <li>• Expect high standards and acknowledge effort and achievement; pursue opportunities for personal and professional development;</li> <li>• Report suspected cases of bullying to Designated Teacher for Child Protection or in their absence to Deputy Designated Teacher for Child Protection. The Principal must also be informed;</li> <li>• Follow up any complaint by a parent about bullying, and report back within one week on the action which has been taken.</li> </ul>

The Rights and Responsibilities of Everyone in New Row

**OUR PARENTS**

<b>Parents/ Carers Rights</b>	<b>Parents/Carers Responsibilities</b>
<p><b>A safe, well-managed and stimulating environment for their:</b></p> <ul style="list-style-type: none"> <li>• child's education;</li> <li>• reasonable access to the school, and to have their enquiries and</li> <li>• concerns dealt with sympathetically and efficiently;</li> <li>• be informed promptly if their child is ill or has an accident, or</li> <li>• if the school has concerns about their child;</li> <li>• be well informed about their child's progress and prospects;</li> <li>• be well informed about school rules and procedures;</li> <li>• a broad, balanced and appropriate curriculum for their child;</li> <li>• be involved in key decisions about their child's education;</li> <li>• a suitably resourced school with adequate and well-maintained accommodation.</li> </ul>	<p><b>Ensure that their child attends school regularly and arrives in:</b></p> <ul style="list-style-type: none"> <li>• good time, with homework done, and suitably equipped for the lessons in the day ahead;</li> <li>• be aware of school rules and procedures, and encourage their child to abide by them:</li> <li>• show interest in their child's classwork and homework, where possible, provide suitable facilities for studying at home;</li> <li>• act as positive role models for their child in their relationship with the school;</li> <li>• attend planned meetings with teachers and support school functions;</li> <li>• provide the school with all the necessary background information about their child, including telling the school;</li> <li>• promptly about any concerns they have about school, or any</li> <li>• significant change in their child's medical needs or home circumstances.</li> </ul>

## **Rewards**

We at New Row Primary School not only promote and teach positive behaviour and attitudes with our children, we also greatly value and reward them. The emphasis of this policy is on the positive and consistent reward of positive behaviour and attitudes. As already stated we believe our pupils learn best when they are happy in school.

All members of staff will recognise and celebrate positive behaviour and attitudes at all times around the school through informal praise. Wherever appropriate, children's best efforts will be celebrated through display and performance.

Each teacher will have their own system of class rewards.

Rewards may include the following:

- Verbal praise and smiling at children
- Verbal or written praise to parents about their child
- A simple word of thanks
- Sticker, badges or stamps
- Star of the Week
- Certificates
- Written comments in books
- Sending the child to another teacher, Vice Principal or Principal for praise.
- Special responsibility jobs for pupils e.g. School Councillors, House Captains etc.
- Praise Pads
- Award of special privileges e.g. Golden Time
- Star Charts
- Individual or Group Prizes
- House Points

## **Head Teachers Award**

Every week each teacher will choose a pupil to be the class's pupil of the Week. This award will be given right through all classes from P1-7. The weekly areas of reward may include a rotation of the following:

- Literacy
- Numeracy
- Behaviour
- Endeavour
- ICT

The class teacher will choose a pupil, who in their opinion has made a significant contribution in the chosen area. The awardees will be presented with a certificate in our Assembly and their photograph will be displayed in the weekly Twitter update.

## SANCTIONS & CONSEQUENCES

Although the emphasis of this policy is on encouraging and rewarding positive behaviours and attitudes, we at New Row Primary School recognise that it may be necessary to employ a number of sanctions to enforce our Code of Conduct and Classroom Rules to ensure a safe learning environment. As with matters relating to reward, consistency and fairness are vital in the application of sanctions which should be appropriate to each inappropriate behaviour.

When dealing with all forms of inappropriate behaviour, staff should employ the following strategies;

- Be calm- all children must be dealt with in a calm yet firm manner, referring to which behaviour is not acceptable and the action being taken.
  
- Make clear that it is the behaviour which is being punished and this is not a personal matter.
  
- Logical consequences- a logical consequence is a sanction that is proportional to and fits the misdemeanour. The first step is to stop the behaviour and the second step is to provide an action that recalls the rules, reinstates the limits and teaches alternative behaviours.
  
- Make good choices- remind the pupil they need to make good choices.
  
- Fresh start- although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.

## Class Plan for Learning...Foundation/Key Stage 1



We believe that good behaviour is about making the right choices

### Our Classroom Rules

#### **'Show me 5'**

- 1. Show me your 'Hands to self'**
- 2. Show me your 'Do not interrupt'**
- 3. Show me your 'Listening ears'**
- 4. Show me your 'Looking eyes'**
- 5. Show me your 'Walking feet'.**

Year 4 will continue to comply with 'Show Me 5' and are also responsible for creating a charter of 'Golden Rules' for their class, in preparation for KS2. Pupils will have an opportunity to share these rules with the whole school in assembly.

### Positive Recognition/ Rewards

When we choose to keep to these rules we may receive the following rewards;

1. Praise
2. Stickers
3. Stamps/ points
4. House Points
5. Certificates
6. Special Activity
8. Special Class Reward
9. Principal's Award

### Possible Consequences

If I choose to break a rule the following steps will be taken;

First time a pupil breaks a rule... Reminder (attention drawn to rule)

Second time a pupil breaks a rule... Verbal Warning

Third time a pupil breaks a rule... Two minutes away from the group/Task '**Thinking Time**'

Fourth time a pupil breaks a rule... Teacher informs Principal who talks to him/her

Fifth time a pupil breaks a rule... Possible contact with parents/ carer\*

Severe Clause: Remove from class and send to Senior Teacher or Principal.

**(\*There should be prior notification with the Principal before parent/ carer is contacted).**

Class teacher will use professional judgement and speak to SENCo in relation to children with SEN.  
This consultation will be taken into consideration before sanctions are given out.

## Class Plan for Learning...Key Stage 2



We believe that good behaviour is about making the right choices

### Our Classroom Rules

- We work hard. We don't waste our own or other's time.
  - We listen. We don't interrupt.
  - We are honest. We don't cover up the truth.
  - We are gentle. We don't hurt others.
- We are kind and helpful. We don't hurt anyone's feelings.
- We look after the property. We don't waste or damage things.

(See Appendix 1 for KS2 Rights and Responsibilities)

### Positive Recognition/ Rewards

When we choose to keep to these rules we will receive the following rewards;

1. Praise
2. Stickers
3. Stamps/ points
5. House Points
6. Golden Time
7. Certificates
8. Positive Note/ call home
9. Head Teacher Award
10. Special Class Rewards

### **Possible Consequences**

If I choose to break a rule the following steps will be taken;

First time a pupil breaks a rule... Reminder (attention drawn to rule)

Second time a pupil breaks a rule... Verbal Warning

Third time a pupil breaks a rule... Work away from the group or task

Fourth time a pupil breaks a rule... Teacher informs Principal who talks to him/her

Fifth time a pupil breaks a rule... Possible contact with parents/ carer\*

Severe Clause: Remove from class and send to Senior Teacher or Principal

**(\*There should be prior notification with the Principal before parent/ carer is contacted).**

Class teacher will use professional judgement and speak to SENCo in relation to children with SEN. This consultation will be taken into consideration before sanctions are given out.

### **Positive Behaviour Management**

Listed below are a range of strategies which are proven to have been effective in positive behaviour management;

- Positive Feedback- Acknowledge/Approve/Affirm:
- Acknowledging (notice and describe the behaviour), approve it (say why it is good) and affirm (apply a positive label to the pupil) e.g. "Thank you for tidying up so quickly- you are a great helper!"
- Positive Correction- tell the pupils what you want them to do i.e. not what you don't want them to do e.g. "Please walk" instead of "stop running." Avoid saying, "don't" or "stop".
- Positive Repetition- when you give a direction, ask someone who knows what to do to repeat it rather than focusing on the one who doesn't- praise the children who carry out the instruction.
- Non-verbal Cues- hands up, finger on the lips, the "look".

- Give take-up time- give a clear specific direction in a non-confrontational way, move away from the pupil with a clear expectation that the pupil will comply.
- Re-direction- repeat direction without being side tracked. Use thanks and take-up time, do not stand over pupils in a confrontational way.
- Tactically ignore- ignore any secondary behaviour if the pupil is compliant with the primary behaviour request e.g. if the pupil begins the task (primary behaviour) when asked, ignore any annoying secondary behaviours such as huffing and muttering.
- Physical Proximity- move closer to a disruptive pupil
- Distraction/ Diversion- give an alternative task or activity to a disruptive pupil without highlighting the inappropriate behaviour.
- Clear Expectations- e.g. “When we go back in to the classroom after break, I will give a point to those who go straight back to their task.”
- Where/ What- “Where should you be?” (In my seat) What should you be doing? (My work).
- Choices- “Put your (e.g. toy) on my desk or in your bag- which are you going to do?”
- Broken Record- Calmly repeat the request or rule or consequence; avoid being drawn into an argument, stay neutral.
- Private Reprimand- a quiet word rather than a public confrontation.
- Repair & Rebuild- as soon as possible after a reprimand, find an opportunity to say something positive about the pupil, “Catch them being good”.

### **Monitoring & Evaluation**

Monitoring the effectiveness of the Positive Behaviour Policy is the responsibility of the Pastoral Care Co-ordinator in conjunction with the Principal. This Positive Behaviour Policy will be reviewed annually. It will be reviewed by the Pastoral Care Coordinator with the whole staff and as we value the input of the whole school community, parents and pupils will also be surveyed to gauge opinions on the effectiveness of the policy. After this consultation the reviewed draft policy will be brought to the Board of Governors for approval.

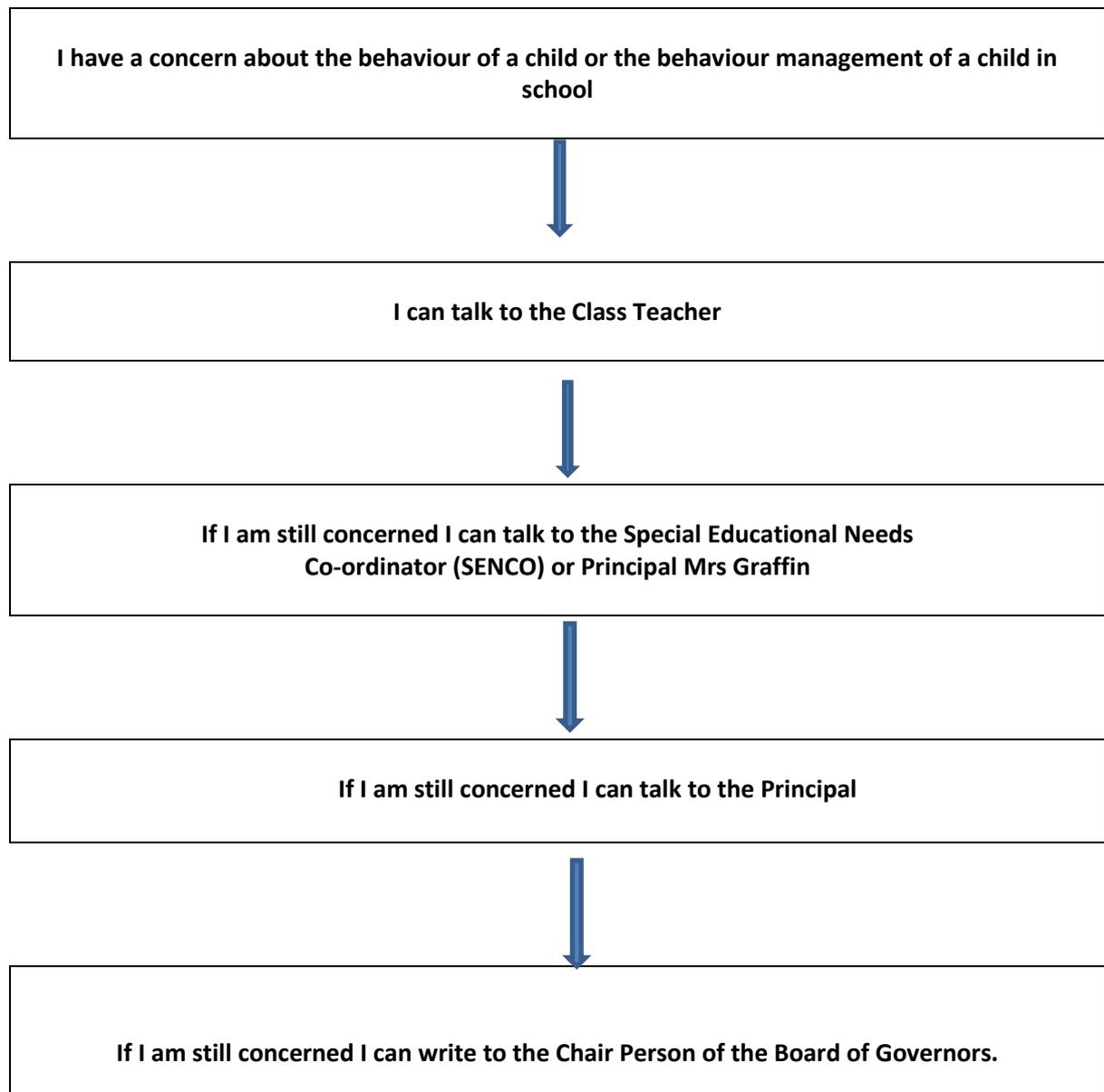
Link to Special Educational Needs Code of Practice

Social Emotional and Behavioural Difficulties (SEBD) is one of the categories of Special Educational Needs in the 1998-2005 Code of Practice. A pupil may be placed on the SEBD Code of Practice for SEBD when a class teacher recognizes a behaviour difficulty and where normal classroom management strategies are not effective.

### **Review of the Policy**

The School Council has played an active role in the formulation of this Policy. They have agreed to the enclosed Code of Conduct. The Policy has been widely consulted upon with staff, parents and Board of Governors.

### **Procedures for Concerns**



### **Links with other Policies**

This Policy is integral to all school policies. It has key links with policies such as:

- Special Educational Needs
- Child Protection
- Anti-Bullying
- Attendance Policy
- Pastoral Care
- RSE
- Attendance
- Staff Code of Conduct