

# **MONEYREA PRIMARY SCHOOL**

## **BEHAVIOUR POLICY**

# **BEHAVIOUR POLICY**

“Good behaviour is a necessary condition for effective teaching to take place.”  
(Education Observed 5 - DES 1987)

The school accepts this principle and seeks to create an environment which encourages and reinforces good behaviour.

## **1. General Philosophy**

The philosophy of our Behaviour Policy is embodied in our Code of Conduct:

### **Code of Conduct**

- Treat everyone at school with kindness
- Respect the opinions and feelings of others
- Call others by their proper names
- Do not hit
- Take good care of our school
- Be careful with others' property
- Always walk quietly and sensibly around school
- Come to school on time
- Wear your uniform with pride
- Always give your best

## **2. Aims of the Policy**

- To create an environment in which children feel safe, secure and respected.
- To create an environment which encourages and reinforces good behaviour.
- To promote self-esteem, self-discipline, tolerance and positive relationships.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage a partnership between home and school in the implementation of this policy.

### **3. Objectives**

For children to exhibit:

- self confidence;
- self control;
- sensitivity and consideration for others;
- a pride in themselves and their school;
- an interest in their school activities.

For children to develop:

- responsibility for their learning;
- responsibility for their actions;
- responsibility for their environment;
- independence of thought;
- a sense of fairness;
- an understanding of the need for rules;
- respect and tolerance for other ways of life and different opinions;
- non sexist attitudes;
- non sectarian/racist attitudes;
- a positive attitude to school work;
- a mature response to bullying or conflict

### **4. Implementation by Staff**

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to :

- create a positive, caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- treat all children equally, irrespective of gender, ability, disability, race or religion;
- play an active part in building up a sense of community within the school;
- apply the agreed standards of behaviour consistently;
- model acceptable behaviour;
- deal sensitively with children in distress,
- be alert to signs of bullying and to treat all incidences seriously;
- make other staff aware of problems between pupils;
- report and record any incident of bullying type behaviour;
- support other members of staff by assisting them to manage pupil behaviour.

## **5. The Curriculum and Learning**

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of all pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

## **6. Classroom Management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to productive on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem by demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others.

Praise should be used to encourage good behaviour as well as good work.

## **7. Rules**

Our rules have been designed to make clear to the children what acceptable standards of behaviour are.

They have been kept to a necessary minimum and are positively stated, telling the children what to do, rather than what not to do.

They have a clear rationale and are explained and displayed.

It is vital that they should be consistently applied and enforced.

## **8. Rewarding Good Behaviour**

Our emphasis is to reward and reinforce good behaviour, rather than focusing primarily on misbehaviour. We believe that rewards are motivational, helping children to see that good behaviour is valued.

### **Principles :**

- Children's achievements, academic or otherwise, will be recognised.
- Rewards will be accessible to all children.
- Assembly will be used to acknowledge achievements and to foster a sense of community.
- Children will have opportunity to share their achievements with other members of staff, their parents and other children.
- Examples of children's work and achievement will be prominently displayed.
- Children's achievements will be reported in the school news bulletin.

### **Rewards for good behaviour include:**

- praise from staff;
- responsibilities given to pupil;
- good work and good behaviour acknowledged in the classroom
- showing good work to a previous teacher, Senior Teacher and/or Principal;
- showing good work in school assembly;
- free time on Friday etc.
- the use of stars – individual staff may wish to award stars for merit and do so at their discretion;
- token rewards
- class messenger
- Moneyrea Marvels - Pupil of the Week certificates, wearing merit wristbands;
- Moneyrea Masters – monthly class award for meeting a school behaviour target
- Moneyrea Maestros – Monthly award presented to two pupils by the Principal
- Good Work Board
- achievements reported to Parents through News Bulletin.

## **9. Unacceptable Behaviour**

Unacceptable behaviour includes:

- lack of effort
- disobedience;
- biting, spitting, pinching, hitting and kicking;
- foul language and swearing;
- making unkind remarks / name calling;
- damaging property;
- answering back, rudeness;
- aggression towards other children or adults;
- threatening behaviour;
- stealing;
- truancy;
- forming gangs;
- bullying.

Where physical disputes arise staff must intervene immediately and if necessary restrain pupils to stop them harming themselves or others.

## **10. Sanctions**

Although rewards are central to the encouragement of good behaviour, there is a need for sanctions to register disapproval of unacceptable behaviour and to maintain the safe and orderly functioning of the school community.

The use of punishment should be characterised by certain features:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required.
- Group/class punishments should be avoided.
- There should be a clear distinction between minor and major offences.
- Disapproval is of the behaviour, not the pupil.

Most instances are relatively minor and can be adequately dealt with through minor sanctions.

It is important that the sanction is not out of proportion to the offence.

A firm reprimand from a member of staff is expected to be sufficient to correct errant behaviour. However, if this fails to correct the behaviour of a child the following procedures may be adopted:

## **11. In the classroom**

- Time out – removal from the scene of an incident. This may mean working at a different desk / separate desk, working in another classroom by arrangement with the class teacher, working under supervision in the resource area.
- This does not include standing out in the corridor!
- A community task – e.g. picking up litter, tidying a shelf or cupboard.

## **12. In the playground**

- A pupil is taken aside for a cooling off period.
- The pupil is sent inside to report to the Head of Key Stage or Principal.

**In either setting, if the above sanctions do not lead to a modification of behaviour, the following may be considered. They are listed in order of severity.**

- Extra homework
- Break time detention
- Lunch time detention
- Exclusion from a favoured activity – this should be immediate, but can only be used occasionally. It has to be considered whether it is educationally sound to deprive children of particular lessons or activities.
- A requirement for a written explanation and apology.
- A verbal admonishment from a senior member of staff – VP and/or Principal.
- A letter/telephone call to a parent from the Principal
- A meeting with parent(s).
- The establishment of a behaviour record.
- Exclusion from the right to represent the school at competitions or events.
- Exclusion from a visit or residential
- A regular report provided to the Principal.
- Other agreed sanctions following discussion between parents, class teacher and Principal.
- Debarment from school at lunchtime
- Detention after school (agreed with parents)
- Suspension
- Exclusion from school

Where anti-social, disruptive or aggressive behaviour is frequent sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist or the Behaviour Support Unit may be necessary. This possibility should be discussed with the Principal.

### **13. Bullying**

- The pupil is reprimanded and a record of the incident kept.
- For a repeated offence, a record is kept and parents informed.
- In persistent cases, parents will be asked to discuss the matter with the school Governors. (See Bullying Policy)

### **14. Communication and Parental Partnership**

Parents have a vital role in promoting good behaviour in school, therefore effective home/school liaison is very important.

The school has a right to expect that parents will give their full support to the school in dealing with their child's behaviour.

We expect Parents:

- to keep us informed of behavioural difficulties at home;
- inform us of any problem/trauma which may affect their child's performance or behaviour in school e.g. a death in the family;
- inform us about their child's ill health and any absences connected with it.
- to support the school's Fair Rules;
- to sign and adhere to the Home School Agreement.

The school will endeavour to achieve good home/school liaison by:

- promoting a welcoming environment within the school;
- communicating policy and expectations to parents
- giving parents regular constructive and positive comment on their child's work and behaviour;
- encouraging parents to visit the school;
- keeping parent informed of school activities by letter, news bulletin etc;
- involving parents at an early stage in any disciplinary matters;
- supporting and promoting the work of the PTA.

Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

### **15. Other Agencies**

Full use will be made of such agencies as Education Welfare, Social Services, Health Services and the Educational Psychology Service as and when appropriate.

## **16. PSNI**

Value is placed on good relationships with the police and liaison visits to school are encouraged.

## **17. Care of school premises**

Everyone in the school is responsible for the care of the school premises.

Children and staff are encouraged to feel a sense of ownership for the school and its environment.

- Staff will display children's work to a high standard.
- The building will be kept clean and tidy.
- The grounds will be kept free of litter and graffiti.

Agreed at Staff Meeting  
20 January 2003

Reviewed November 2012