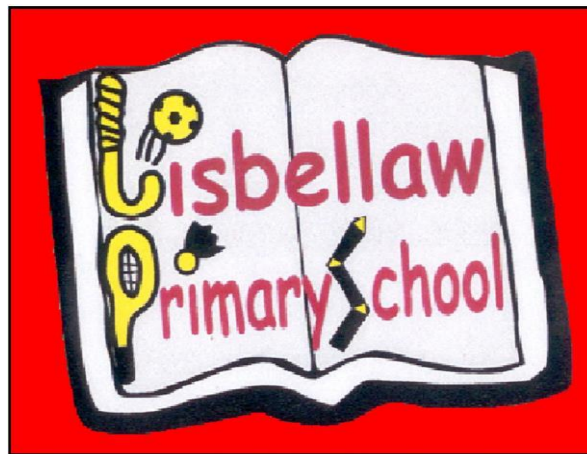


Lisbellaw Primary School



Positive Behaviour Policy

Chair of Governors _____ Date _____

Principal _____ Date _____

Review Date - October 2025

POSITIVE BEHAVIOUR POLICY

(This policy is based on promoting the use of praise and celebration.)

Rationale

At Lisbellaw Primary School we believe that: -

- each child has a right to the best education, which can be provided in a partnership between school, parents, pupils and the community.
- good discipline is an essential pre-requisite for effective learning. We therefore aim, through strong consistent and fair management of pupil behaviour, to establish a happy, secure and purposeful environment in which each child may develop to his or her full potential.
- providing an effective learning environment is essential to enable pupils to achieve the highest possible levels of attainment. Each child is therefore asked to conform to the rules of the school, whether on the school premises or on school trips or outings, and parents are informed so they can support the systems in use.

Purposes

In Lisbellaw Primary School we aim to put the emphasis on praise and reward for good behaviour.

By praising and rewarding good behaviour we will endeavour to create a climate within the school, which will: -

- secure the orderly atmosphere necessary for effective teaching and learning to take place.
- involve all staff, pupils and parents in supporting the development of a whole school approach to promoting Positive Behaviour.
- foster a positive attitude to learning by recognising good work, good attitudes and behaviour. We will give pupils a clear but concise statement of rewards and sanctions related to their behaviour and effort.
- support all children in their learning taking into account those who have Special Needs or are on the Dyslexic Continuum, appreciating we can all learn in different ways and recognise this when using our praise and reward system.
- enhance the pupils' self esteem and foster self respect and respect for others.
- develop the pupils' interpersonal skills and their ability to work co-operatively with others to resolve problems and potential or actual conflict.

Guidelines

Learning Climate

Children are much more likely to behave well if school is a positive and worthwhile experience. At Lisbellaw Primary School we will provide a relevant curriculum in a supportive, creative learning environment where pupils: -

- respect school staff
- respect their peers
- are keen to learn and ready to listen
- follow the rules and behave well

We will endeavour to ensure there is a high quality of “Learning and Teaching” by: -

- providing a curriculum which is differentiated appropriately to take account of individual learning needs.
- making teaching more accessible and motivating, taking account of different learning styles.
- using ICT effectively to support learning and teaching.
- providing challenging tasks for the children.
- having high teacher expectations.

We will ensure that our systems are “fair, manageable and realistic” by: -

- establishing groups of such numbers that allow for successful management.
- considering different ways of grouping as appropriate.
- valuing everyone’s contribution equally.

Golden Rules

Pupils, parents staff and the Board of Governors have agreed the **“Golden Rules”** as our **Code of Behaviour**.

(Golden Rules - see Appendix 1 – page 8)

Role of the Staff

Rewards are more important than punishment in our Positive Behaviour policy. In Lisbellaw Primary School staff believe that good behaviour should be recognised and rewarded and have agreed to: -

- recognise and highlight good behaviour as it occurs and reward individual children and groups for behaving well.
- explain and demonstrate the behaviour we wish to see recognising that our behaviour will influence the behaviour of the child.
- encourage children to be responsible for their own good behaviour and remind them if they do not understand or have any difficulties how they can seek help.
- let parents know about their children’s good behaviour and maintain regular links with parents.
- provide an appropriate curriculum, with P.D.M.U. included in all year groups.
- support the values and expectations of the school.

Role of the Parents

- ensure their child attends school regularly and arrives on time, with homework completed and suitably equipped for their lessons.
- be aware of the Golden Rules and procedures and encourage their child to abide by them.
- act as positive role models for their children in their relationship with the school.
- maintain links with the school through Introductory meetings, teacher meetings, Monthly Newsletter, information letters and Homework diaries.
- provide the school with all the necessary background information about their child, including informing the school if they have any concerns about their child's education or behaviour or if there has been any significant change in their child's medical needs or home circumstances.

Role of the Pupils

- come to school on time (bell goes at 9.05 a.m.), have homework completed and be prepared for learning.
- conform to the rules of the school on the school premises and on school trips/outings.
- agree the Golden rules.
- draw up their own class rules / class contracts (displayed in room).
- stay within school grounds at all times.
- listen to and respect all members of staff.
- respect the views, rights and property of others/ behave safely in and out of the classroom.
- be responsible and reflective about their own behaviour and accept responsibility if they have done something wrong.
- seek help if they do not understand or are in any difficulties.

Role of the Board of Governors

- ensure that good behaviour and discipline are pursued at the school.
- monitor and review the Positive Behaviour policy regularly.

Role of the Principal

- encourage good behaviour and respect for others.
- Secure an acceptable standard of behaviour among the pupils.

Strategies used to promote good behaviour.

- Children are greeted and welcomed to school.
- The Golden Rules are agreed by the pupils annually – they each receive a copy which they keep in their Homework Diary.
- At the Parents' Information Evening each September teachers remind and thank parents for their support with Positive Behaviour.
- Golden time – Years 1-7 until clubs begin for Y3-7
- Clubs for children from Year 3 to Year 7 on Friday afternoons.
- Grades for Behaviour and Effort at the end of each week (Recorded in each child's Homework Diary and shown to parents) (Grade Descriptions - Appendix 2 – Page 9)

- Special awards for Behaviour and Effort at the end of each month / term, presented in Assembly – celebrated in the Monthly newsletter.
- Individual behaviour targets on child's table.
- Using stickers and sticker charts.
- Certificates / Praise cards sent home.
- Sending home puppets, toys, bracelets, treasure with a child.
- Award for table of the week.
- Team points and prize given to best team in class.
- Star pupil of the week in class.
- Praise given to individual children by a senior member of staff.
- Praise given to individuals and groups of children who have gained awards or who have been well behaved on school outings.
- Giving children positions of responsibility.
- Peer tutoring.
- Positive Marking policy.
- Circle time.
- Positive note to parent – diary, separate note, texting system.

Inappropriate behaviour

- Being unkind to their peers, including engaging in any form of bullying.
- Calling out in class, interrupting others, preventing others from learning and being inattentive when others are contributing to the lesson.
- Being unwilling to abide by the accepted conventions of courtesy and good manners.
- Defacing or destroying other pupils' belongings or school property.
- Directing abusive language at other pupils or members of staff.
- Acting aggressively or with violence towards other pupils or members of staff.
- Entering out of bounds areas during school hours.
- Taking others' belongings without permission.
- Persistent breaking of the golden rules.
- Moving in an unsafe manner within the school grounds.

Stopping Inappropriate Behaviour.

Occasionally children may forget about the code for good behaviour. Everyone at Lisbellaw Primary School has agreed to encourage children to follow the code by: -

- Reminding pupils about our code.
- Noting good behaviour as it occurs.
- Dealing positively with inappropriate behaviour.

Children will be made aware of the sanctions liable to come into effect should they break the Code of Conduct or display continual poor behaviour. Most cases of indiscipline will be dealt with without the need of formal sanctions.

Sanctions / Procedures

- Sanctions should be fully understood by all staff;
- They should be applied by the staff in a fair and consistent manner;
- The sanctions should be applied as soon after the offence as possible, not impulsively, but in a calm and measured manner;
- Any child who displays consistent behaviour problems will be risk assessed to ensure inclusion at all times;
- These risk assessments will be kept with the Positive Behaviour document;
- They take account, as necessary, of the age and degree of maturity of the pupil and any special Educational Needs he or she may have, the home background and any other relevant circumstances.

Sanctions/ Stepped consequences may include :-

<u>Step 1</u>	<u>Step 2</u>	<u>Step 3</u>
<ul style="list-style-type: none"> • A quiet word from the teacher in private or a verbal warning to show displeasure. • Time out • (Self - reflection see appendices 3 and 4 – Page 10/11) <p>This may include: -</p> <ul style="list-style-type: none"> • Loss of playground privileges. • Referring a troublesome child to a senior member of staff for reprimand. • The temporary removal of a child from his/her peers into another class or to the Principal (the teacher will set work to be completed). • Withdrawal of Golden Time – Club Time (opportunities will be given for children to earn time back). <p>Other sanctions such as withdrawal from school trips or outings may be considered with prior approval from the Principal.</p>	<p>In the event of a child receiving 3 consecutive “B” grades for Behaviour or a grade “C” the following procedures will be put in place (for grade descriptions see appendix 2 – Page 9).</p> <ul style="list-style-type: none"> • An invitation will be sent to parents requesting a meeting to discuss concerns. • Child will stay in at Break / Lunch time in a supervised area. • Individual Behaviour modification programme involving parents. • (Weekly report card to be signed by pupil, teacher and parents.) 	<ul style="list-style-type: none"> • Principal informed. • Parents invited to school to meet with Principal and Class Teacher. • Risk Assessment of behaviour drawn up. • Consideration of inclusion on Special Needs Register. • Referral to Educational Psychologist. • EWO involvement. <p>In extreme and very rare circumstances the school may:</p> <ul style="list-style-type: none"> • Temporarily exclude a child. • Consider permanent exclusion from school.

Parents will always become involved at an early stage if there are concerns about their child’s behaviour. Teachers will keep a record of Incidents.

Exclusion will only ever be considered after all other possible avenues have been explored.

Partnerships

Although the school has a critical role to play in promoting good behaviour, it is clear that schools cannot, and should not tackle this responsibility alone. “Partnership” is the key. Lisbellaw Primary School accepts that children who present challenging behaviour do so for various reasons and the school will address these issues through a joint working approach with other agencies. We will attempt to have effective working relationships with the Behaviour Support Team (E.A.), EWO, Social Workers, Educational Psychology and Health

Departments in particular to ensure that those children that are particularly vulnerable receive co-orientated multidisciplinary responses.

In Lisbellaw Primary School ancillary staff supervise pupils and help to enforce school rules and procedures.

All staff, teaching and ancillary, will receive training in promoting Positive Behaviour.

Monitoring and Evaluation.

The policy will be reviewed biennially.

Policy Review Dates

Review Date	Changes made	By whom	Date shared with staff
Oct 2019	None	Principal	
Oct 2020	COVID annex added	Principal	Nov 2020
Oct 2023	Removal of COVID annex	Principal	Oct 2023

Appendix (1)

Golden Rules

We are gentle

We don't hurt others

We are kind and helpful

We don't hurt anybody's feelings

We listen

We don't interrupt

We are honest

We don't cover up the truth

We work hard

We don't waste our own or other's time

We look after property

We don't waste or damage things

Appendix (2)

Year 1-2

Grade A – The child has earned / or earned back all of his or her Golden Time.

Grade B – The child has lost 5 – 15 minutes of his or her Golden Time.

Grade C – The child has lost 20 - 30 minutes of his or her Golden Time.

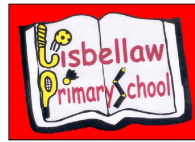
Year 3-7

Grade A – The child has earned / or earned back all of his or her Golden / Club Time.

Grade B – The child has lost 10 – 30 minutes of his or her Golden / Club Time.

Grade C – The child has lost 30 minutes or more of his or her Golden / Club Time.

Appendix (3)



Personal Reflection

What did you do?

What rule did you break?

What is your explanation?

What do you think you need to do to fix things up?

Signed: _____

Date: _____

STOP – THINK



Sheet (Take time to think, then talk)

Name of Child: _____

Date: _____

Take time to think

1. Think back to what happened. What is happening?



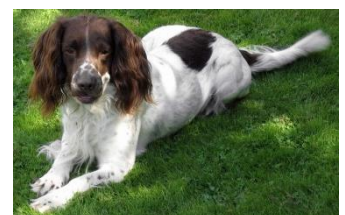
2. What was/is my side of the story? Does everyone involved think the same?

3. What needs to be changed/fixed?



4. What could I (adult) do to help?

5. What do you need to do (child)?



6. Then agree a plan

7. Date of review meeting _____

Signed _____ Signed _____

