

# **TOBERMORE PRIMARY SCHOOL**



## **Positive Behaviour and Anti- Bullying Policy**

**JANUARY 2017**

# **Tobermore Primary School Vision**

This policy reflects the school mission statement with a view to providing a safe and enriched environment where success is celebrated and the pursuit of excellence is emphasised.

Tobermore Primary School aims to foster values of tolerance and mutual respect through promoting the self-esteem of all member of the school community. We recognise that bullying is a concern for us all, including pupils, teaching and non-teaching staff, parents/carers and governors.

## **Mission Statement**

**As a caring, friendly, community school, Tobermore Primary will educate and develop each child to their full potential in order to meet the challenges of life.**

## **Aims**

We aim to help our children:

1. foster a desire and enjoyment for learning through active learning in a broad and balanced curriculum relevant to their needs.
2. fulfil their intellectual, spiritual, physical, social, aesthetic and emotional potential. Central to the creation of this environment is a commitment to Christian values.
3. to enjoy reading and writing and develop confidence in language which will enable them to communicate effectively with others.
4. become e-confident to enhance other areas of learning.
5. develop the skills and knowledge of Numeracy to enable them to cope confidently to solve everyday situations.
6. learn through skills based learning in the world around us, helping them to develop responsible values to contribute to their community.

# **Tobermore Primary School Positive Behaviour Policy (short version)**

## **Rationale**

At Tobermore Primary School we believe that a well established, positive discipline policy will give clear guidance in this area to the children, all staff and parents. This policy will facilitate the smooth running of the school, thereby promoting the child's legal right to receive his/her education in accordance with the Northern Ireland Curriculum.

At Tobermore Primary School it is important that pupils are provided with a secure and ordered environment which will allow for their spiritual, emotional and intellectual growth. To this end the Governors aim to work with both the staff and parents for the benefit of every child in the school. Our school's Positive Behaviour Policy focuses on the well being of all the pupils, staff and visitors and seeks to provide an orderly community where pupils learn to accept and recognise responsibility for their own decisions, actions and consequences. The school views parents as partners in this process and recognise that the support, encouragement and co-operation of parents is crucial in implementing this policy.

## **Purpose of the Policy**

- To ensure that every member of the school community feels valued and respected.
- To support the way in which all members of our school community can work together in an environment that is happy, safe and secure and where effective learning can take place.
- To promote teaching and learning through the building of good relationships based on mutual respect and consideration for others.
- To help grow in a safe, happy and secure environment and become positive, responsible and independent members of the community.
- To reward good behaviour and provide encouragement and stimulation to all pupils.
- To treat all children fairly and apply this policy in a consistent way.
- To ensure that children are aware of the school and classroom rules.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, selfdiscipline and respect for self, others and the world around us.

## Guidelines

Pupils, parents and staff have rights and responsibilities. These responsibilities will help ensure that positive behaviour is promoted throughout the school:

<b>Pupil Rights</b>	<b>Pupil Responsibilities</b>
<ul style="list-style-type: none"> <li>• To be treated with respect</li> <li>• To be educated in a safe and stimulating environment</li> <li>• To be listened to and have problems taken seriously</li> <li>• To be happy and have work and efforts valued honestly</li> </ul>	<ul style="list-style-type: none"> <li>• To treat other children and property with respect</li> <li>• To treat all staff with respect</li> <li>• To work to the best of their ability</li> <li>• To obey class and school rules</li> <li>• Develop self-discipline and honesty</li> </ul>

<b>Staff Rights</b>	<b>Staff Responsibilities</b>
<ul style="list-style-type: none"> <li>• To be treated with respect by all the members of the community</li> <li>• To work in a safe and healthy environment free from confrontations and abuse.</li> <li>• To be informed and consulted on matters associated with the school.</li> <li>• To receive support from management at the Board.</li> <li>• To be encouraged to develop professionally and have job satisfaction.</li> </ul>	<ul style="list-style-type: none"> <li>• To prepare well, teach thoroughly and continually assess pupils' progress.</li> <li>• To inform parents of children's progress.</li> <li>• To create a stimulating and happy learning environment.</li> <li>• To develop children's confidence and self worth through positive acknowledgment.</li> <li>• To endeavour to meet the needs of individual children.</li> <li>• To listen to and try to establish a positive relationship with the children.</li> </ul>

<b>Parents' Rights</b>	<b>Parents' Responsibilities</b>
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<ul style="list-style-type: none"> <li>• That their children will have the opportunity to learn in a safe and secure environment.</li> <li>• To be consulted on matters concerning their child.</li> <li>• To be kept informed of their child's progress and perceived difficulties.</li> <li>• To be kept informed of the mechanisms the school uses for day - today issues.</li> <li>• To be listened to and have their concerns dealt with fairly.</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure that their child attends school regularly, are punctual and fully equipped to learn.</li> <li>• To ensure the children are dressed smartly in the agreed school uniform.</li> <li>• To promote good manners, routines and socially acceptable behaviour at home and at school.</li> <li>• To support the school by fostering a positive attitude to school.</li> <li>• To provide a suitable environment where homeworks can be completed to the agreed standard with supervision and guidance.</li> <li>• To ensure homeworks are checked and signed.</li> </ul>

Details regarding curriculum activities and sanctions can be found within the full version of the Positive Behaviour Policy – available in the office or the school's website – [www.Tobermoreps.com](http://www.Tobermoreps.com)

## Version)

This policy should be used with other policies including

- Pastoral Care Policy
- Child Protection Policy
- Anti-Bullying Policy
- and Special Education Needs Policy

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- To reward good behaviour and provide encouragement and stimulation to all pupils.
- To treat all children fairly and apply this policy in a consistent way.

- To ensure that children are aware of the school's rules and classroom rules
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self discipline and respect for self, others and the world around us.

### **Rights and Responsibilities**

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The children are encouraged to apply the 'School Rules' – agreed by the student council at all times.

Get to school on time.  
 Always do your best.  
 Do what the teachers say.  
 Be truthful.  
 Don't be nasty.  
 Be helpful.  
 Look after your things.  
 Never litter.  
 Don't be silly in the toilets.  
 Corridors have a 1 mph speed limit.

Lunch time rules for the dining hall have also been agreed.

Enter like you're entering a library.  
 Order sandwiches on time.  
 Respect all staff at lunchtime.  
 Don't run to the hatch.  
 Always say please and thank you.  
 Don't touch each other's food.  
 Never talk with your mouth full.  
 Don't kick anyone.  
 Less talk more eating.  
 Quiet inside, more time outside!

These rules are continually reinforced to the children by our teaching staff daily.

At Tobermore Primary school to reward good behaviour we use a positive system of individual rewards:

- Verbal praise and encouragement .
- Positive comments in books.
- Exhibiting good work in class or corridor noticeboards.
- Informal referral to the principal or other teachers.
- Using stars/smiley faces on charts, books etc.
- Use of special award certificates within the classroom.
- Special mention in class or assembly:
- Friday Star Pupil for every year group – with regard to specific class targets.
- You've been caught awards with teachers selecting children from other classes who have demonstrated.

**Primary 1/2 Jack and the Bean stalk** – Each child's name will appear on a leaf on a stalk. There are five buds on each leaf. Children are rewarded for good behaviour and work. They receive a magic bean to go on their leaf. When they reach five beans they are given a star badge.

**Primary 3/4/5 – Gumball machine Points** – Each pupil can be awarded points at various times throughout the day. When Five gumballs are awarded they children will receive a treat. If they receive ten, the children will be allowed a night off homework. However, pupil points can also be removed if a pupil is found to be misbehaving.

**Primary 6/7 – Race Track points.** Each table has designed an alien space ship to represent themselves. A large race track has also been designed by the class to enhance ownership of the reward scheme. Children's objective is to move their ship around the track and get to the finish line first.

Points are awarded based on the following

For excellent manner being demonstrated in and around school.

Helping others in and around school.

Showing exceptional effort in their class work.

If their whole table gets their daily tables correct.

If the whole class does the children receive double points!

Vehicles can move in the opposite direction if any bad behaviour has been observed or poor effort has been demonstrated.

## **Curriculum activities designed to promote positive behaviour**

### **Circle Time/**

During Circle Time, pupils engage in a variety of activities, some of which will be connected to promoting positive behaviour. Circle Time has a set of rules which

develop as the children get older. An object is usually passed around the circle and only the person holding the object is allowed to speak. The topics for discussion can be many and varied: classroom rules; things that are fair and unfair; bullying; 'staying safe'; showing respect for others etc.

## **PDMU (Personal Development and Mutual Understanding)**

In Tobermore Primary School we value the diversity of our pupils' backgrounds. Children are taught to respect the views and attitudes of others. They are taught to demonstrate tolerance, to 'love thy neighbour as thyself' and to find peaceful means to resolve their conflicts.

## **Communication & Drama**

Pupils have opportunities to express their thoughts and feelings through role play, creative writing, poetry, discussions, debates and group tasks. In junior classes, a large picture book can often be the stimulus for discussion. In senior classes, pupils may be given a topic to discuss in groups, then be asked to make a presentation to the rest of the class. Positive behaviour is promoted through all subjects within the Northern Ireland Curriculum as and when appropriate.

## **Outside the classroom**

### **Outside the classroom**

Visitors to our school often comment on the family atmosphere they experience. In order to sustain such an atmosphere, we are very clear about our expectations for pupil conduct in and around the school. We expect pupils to be polite and courteous to each other, to teachers, to other adults working in the school and to all visitors. Simple courtesies such as holding a door open for others to pass through, saying 'good morning' and the appropriate use of Please and Thank you ensure a positive impression. Teachers and other adults will endorse and reward such behaviour.

### **Uniform**

We encourage pupils to wear full school uniform at all times and to respect regulations regarding jewellery and footwear. We believe that pride in personal appearance is conducive to good behaviour, to making a positive identification with the school and to maintaining the school's excellent reputation.

## **Inappropriate Behaviour**

We expect pupils to engage in non-violent, non-aggressive behaviour at all times. We exercise a policy of zero-tolerance towards bullying of any kind. Use of foul or abusive language is unacceptable. Racist remarks, slurs or comments are

unacceptable. ('I was only joking' is not accepted as a defense.) Pupils are expected to play in the playgrounds in a non-aggressive, non-threatening manner. We also expect pupils to behave appropriately on the way to and from school. If an incident occurs during these times, we will follow the procedures outlined in this policy. It is explained clearly to children that if someone does hit them or verbally abuse them, they must **not** retaliate. They must inform a supervisor, a teacher or other appropriate adult. We endeavour to teach children non-violent, non-aggressive means to resolve conflicts. Pupils are informed that retaliation may well lead to a sanction against them, even if they were not the instigator of the problem.

## Sanctions and Procedures

'While rules and procedures protect rights and define responsibilities, rewards and sanctions are necessary to encourage and maintain the rules in class and throughout the school' (DENI Pastoral Care in Schools: Promoting Positive Behaviour paragraph 51). While we will manage behaviour positively there will be times when it is necessary to employ sanctions.

When using sanctions we will be trying to change the child's behaviour and attitude. We acknowledge that it is important that the children should be in no doubt as to why they are reprimanded.

We agree that the sanctions should:

1. be immediate or as soon as possible and where possible discrete.
2. be consistent.
3. be fair.
4. be appropriate to the child's personal stage of development.
5. keep self esteem intact.

Below are lists of sanctions, which all staff will use in response to incidents of misbehaviour:

1. A simple look.
2. A gesture or signal.
3. A rule reminder.
4. Speak to the pupil or a warning.
5. Removal from the group in the classroom – can be for safety reasons.
6. Related sanction-tidying up mess on floor/table if appropriate.
7. Time out from activity.
8. Lunchtime detention (with the teacher informing the principal).
9. Internal referral to the principal – Mr Dillon if necessary.
10. Parent informed.
11. Daily or weekly reporting to Parents – written or oral.
12. Informal interview with Parent and Teacher.
13. Formal interview with Parent, Teacher and or Principal.
14. Involvement from school SENCO or outside agencies in terms of advice and support.
15. Suspension.

16. Expulsion 1986 and 1989 Education Orders – (NI) also Education Authority Procedures for Suspension and Expulsion.

- Parents may be consulted at any stage throughout the sanction procedure if felt appropriate.
- Teachers will complete an incident form if the level of behaviour is deemed to be of a serious nature, by Teacher and Principal.
- Non-teaching staff should refer all incidents to the class teacher of the child concerned.

It is then the responsibility of the class teacher to apply the appropriate sanction. Non-teaching staff should report all inappropriate behaviour to the class teacher of the child or children concerned,

### **Link with Code of Practice (Special Education Needs Policy)**

If when a teacher recognises inappropriate behaviour and after having used normal classroom management strategies the behaviour:

- a. Does not improve.
- b. Is causing concern.
- c. Is affecting the learning and teaching in the classroom.

THEN, following consultation with the SENCO and parents, the child may be placed on a concern form.

### **ANY FURTHER MOVEMENT THROUGH THE DIFFERENT STAGES OF THE CODE OF PRACTICE WILL NECESSITATE PARENTAL INVOLVEMENT.**

#### **Stage 1**

If inappropriate behaviour continues the child may be moved to Stage 1 of The Code of Practice and placed on the SEN Register. The class teacher decides on effective teaching strategies to promote positive behaviour and to discourage and deal with unacceptable behaviour from the pupil. An Individual Education Programme (IEP) is drawn up.

#### **Stage 2**

If progress at Stage 1 has not been satisfactory the class teacher and SENCO may decide to move the child to Stage 2 where appropriate targets will be set and provision made accordingly. A new IEP is drawn up.

#### **Stage 3**

When Stage 2 strategies continue to be unsuccessful, a referral to agencies outside school such as Educational Psychologist, Outreach Support Services or the Board's Behaviour Support Team will be made.

#### **Stage 4**

This occurs where Psychological advice and a Stage 4 referral is made. The Stage 3 education plan is written whilst this process is ongoing.

#### **Stage 5**

The child will receive a statement of Educational Needs from the Education Authority. The school will endeavour to meet the needs of the child as listed in their statement. Annual reviews will take place in line with the Code of Practice and Education Authority Policy. It is the intention of the school to implement this policy, with the assistance of all members of the school community. The policy will be monitored and reviewed every twelve months implementing recent guidelines from Board circulars.

#### **Staff In-Service Training**

Each member of staff will receive general training on the Policy and Procedures. The Principal and the Designed Child Protection Teachers will avail of courses offered by The Education Authority, RTU and other multi-disciplinary agencies.

#### **Monitoring and Evaluation**

The Governors will seek the views of all staff, pupils and parents when carrying out a review of the policy and procedures. The Policy will be given to each member of the Board of Governors and will also be available for Parents from the office for consultation purposes and the Tobermore Primary School website – [www.Tobermoreps.com](http://www.Tobermoreps.com)

This policy will be reviewed annually or sooner as considered necessary to meet changes in school circumstances and/or Education Authority/DENI guidelines and/or new legislation.

#### **Signature/Date**

Principal:

Date:

Chair of BOG:

Date:



## Tobermore Primary School Positive Behaviour Policy

### Incident Form

Child's Name: \_\_\_\_\_

Class Teacher: \_\_\_\_\_

Date and time of incident: \_\_\_\_\_

*Incident description & action to be taken*

Class Teacher signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent signature (If applicable): \_\_\_\_\_ Date: \_\_\_\_\_



## Tobermore Primary School Positive Behaviour Policy

### Concerns Form

Child's Name: \_\_\_\_\_

Class Teacher: \_\_\_\_\_

Teachers Concerns: \_\_\_\_\_

*Details:*

Class Teacher signature: \_\_\_\_\_ Date: \_\_\_\_\_

SENCO Teacher signature (If applicable): \_\_\_\_\_ Date: \_\_\_\_\_