

HARMONY PRIMARY SCHOOL



BEHAVIOUR POLICY 2024

DISCIPLINE IN SCHOOL

For any policy to be effective it requires full implementation by all staff and the support of parents.

Good behaviour is necessary for effective teaching to take place and for pupils to flourish and feel happy in the school environment.

Good Behaviour does not happen automatically and should not be taken for granted. Children learn by example. If they are treated politely and with respect, they will treat others the same way.

Our Positive Behaviour Policy permeates through every part of school life and informs the manner in which the pupils are treated. All staff are expected to be good role models, showing respect for all members of the school community and to promote this through everything we do. Good manners and respect for each other are inherent in the life of the school.

Our school community offers an 'open door policy' where parents and carers are invited to discuss our approaches to developing positive, constructive relationships and exemplary behaviour. In turn, we expect support from parents and carers to ensure that children behave safely and with consideration and respect.

Aims of the Behaviour Policy

- To encourage a calm, purposeful and happy atmosphere within school.
- To foster positive, caring attitudes towards everyone where achievements at all levels are valued.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To raise pupil self-esteem.
- To provide clear boundaries for acceptable behaviour.
- To ensure physical and emotional safety.
- To develop strategies to ensure that confrontation is kept to a minimum

- To promote a sense of responsibility in all members of the school community
- To promote a sense of fairness when dealing with behaviour issues

Teaching Positive Behaviour

As a school we have a set of core values which underpins the work of the school and how we treat each other. Our core values are central beliefs clearly understood and shared by every member of the school community. The core values we teach the children are:

- Respect
- Equality
- Compassion
- Co-operation
- Open Mindedness

We believe that it is the duty of all staff at school to actively develop the core values. These values can be taught throughout the school by:

- Setting appropriate boundaries for pupil behaviour.
- Showing empathy and understanding of pupils.
- Listening to pupils.
- Showing respect and understanding to everyone in the school community.
- Using positive consequences to encourage the learning of appropriate behaviour.
- Teaching our core values through the PDMU (Personal Development and Mutual Understanding) and CRED (Community Relations, Equality and Diversity) programmes.

Responsibilities, Rules and Routines

The Behaviour Policy and whole school rules are reviewed regularly and are the basis of classroom, school and playground ground rules and routines.

Our school will be a happy place if we.....



Always use good manners



Be respectful



Listen to and follow instructions



Play safely and share



Walk quietly and sensibly around school



Make good choices

Each class will work together to establish ground rules which will allow the classroom to work well and provide a safe, happy and busy learning environment. Playground rules will be established in the same way so that the playground is a safe, happy and fair place to be.

Staff Responsibilities

- To value each pupil as an individual.
- To treat all pupils fairly and with respect.
- To help all pupils develop their full potential.
- To provide a challenging, interesting and relevant curriculum.
- To create a safe and pleasant environment both physically and emotionally.
- To use positive language and clear body language.
- To use rewards and sanctions clearly and consistently.
- To form positive relationships with parents and pupils.

Parents' Responsibilities

- To make sure all children arrive at school on time ready for the day ahead.
- To show an interest in all their children do in school.
- To help your child to understand the rules and the need for them.
- To encourage independence and self-discipline.
- To support the policies and rules of the school.

Pupils' Responsibilities

- To do their best.
- To follow the school rules.
- To treat others, their belongings and the environment with respect and consideration.
- To take responsibility for their actions.

Positive Rewards

At Harmony Primary School we have high expectations of pupil behaviour as we believe that pupils should be encouraged to behave well and work hard. We use a number of positive rewards - *see appendix 1*.

Our behaviour policy is based on the idea of choices and consequences.

We believe it is essential that all children are able to receive positive encouragement and have a fair chance to receive the positive rewards listed. Children's success both in their work and behaviour will be measured against their previous performance rather than against that of the other children in their class.

Staff use praise and a positive approach with children, so that there is a 'can do' culture and children feel that they are valued.

Sanctions

Sometimes pupils make poor decisions and their actions may lead to sanctions. There is a pyramid of sanctions (*appendix 2*) to help staff make fair decisions about these. Incidents of high concern are always brought to the attention of the Principal or the Vice-Principal.

If a child misbehaves staff will ask him or her to stop the behaviour or discuss an incident with those involved. Whenever possible, staff will encourage the

pupils to try to resolve disputes themselves and to take responsibility for their own actions.

Pupils who are regularly showing cause for concern are highlighted and decisions are made as to what the next steps are in order for the pupil's behaviour to improve. This may include an Individual Behaviour Plan.

At times it may be necessary to physically remove a child if they are at risk to themselves or others. This will be done in accordance with the school's safe handling policy.

Behaviour Management in Classroom

If a child is misbehaving, a teacher should always reflect upon this behaviour and ask the following questions:

- 1) Is the classroom organised in the best way to avoid behavioural problems? (Seating arrangements, teacher's table/chair).
- 2) Is the work matched to the ability of the child? (Either too hard or too easy).
- 3) Am I being positive towards the child?
- 4) Is the child having success?
- 5) How can I raise the child's self esteem?
- 6) Am I giving the child any responsibilities/trust?

The following list of behaviours should be dealt with in class .

Yellow offences

- a. Lack of respect to peers /adults
- b. Inappropriate language or Name calling
- c. Being late (after 9am) (P4-7, if no reason given by parent)
- d. Lying
- e. Tale telling
- f. Non compliance with adult requests (not working)
- g. Disruption to class (drumming, shouting out, whistling, continuous interrupting, wandering around class etc)
- h. Toilets (sinks, toilet paper, locking doors)
- i. Makeup
- j. Chewing gum
- k. Other offence

Red offences (Nursery - P3 straight to time out & parent informed)

- a. Physical contact: Hitting, biting, kicking, spitting etc
- b. Deliberate damage to property
- c. Aggressive / bad language towards others
- d. Stealing
- e. Inappropriate Gestures

P4-7 - (Children must be sent with library book, pencil and paper. They will be copying out of a library book when kept in)

If a red card is issued before break child is sent to Principal's office at break time.

If a red card is issued between break & lunch child is sent to Principal's office during playground time.

If red card is issued between lunch & home-time this is carried over to next day and they are sent to Principals office, miss out of breaktime outdoor play.

Internal Suspension

This can be used as a preventative measure. At the discretion of the teacher, the pupil may be asked to go to another class for a period of time to 'cool down' or complete work.

For more serious behaviour, a pupil will be suspended from their class and spend a full day in another class. Parents will be notified of this procedure

Involving Parents

Parents are encouraged to take an active part in the school. We believe that is essential to establishing trusting relationships with all parents so that we can work together in partnership to teach all children positive behaviour.

If there is concern about a pupil's behaviour his or her parents will be invited to talk to his or class teacher. This will allow the teacher to find out if there are any factors that might be affecting the pupil (for example, marital breakdown, bereavement or if the child is unhappy in school). The teacher will then discuss how school and home might help the pupil to improve his or her behaviour.

It is hoped that the pupil will make progress but sometimes the concerning behaviour continues and more support is required. The class teacher will then discuss ways of helping the pupil improve their behaviour with the Special Needs Co-ordinator.

In very exceptional circumstances a pupil might be excluded from school. This will only be done if it is felt that he/she is a risk to him or herself or to the other pupils/staff in the school or when there would appear to be no other effective alternative. The Education Welfare Service will be asked to support the pupil and his or her parents and a return to school will be negotiated with support if considered necessary. On return to school the parent and child will meet with the Principal.

In Service Training Needs

Members of the school staff will attend relevant courses as and when required.

Evaluation

The effectiveness of the policy will be measured by:

- A positive ethos throughout the school.
- A reduction in the amount of time pupils spend in the detention club.
- A reduction in the amount of pupils receiving yellow and red cards.
- A reduction in the number of pupils being sent to the Principal.
- A reduction in the number of pupils referred to external agencies.

Although these guidelines apply to the great majority of children, staff will use their experience to use these sanctions flexibly, taking into account the needs of individual children.

This policy will be reviewed every two years.

Appendix 1

Positive Rewards

Children are expected to behave sensibly both within and outside the classroom. Teachers should endeavour to encourage good behaviour by rewarding children who set the right example.

Examples of rewards:

Table stars

Pupil of the week

Stickers/ Certificates

Note/ certificate home to parents

Jobs / privileges given

Verbal praise regularly, praising positive behaviour (rather than emphasising negative).

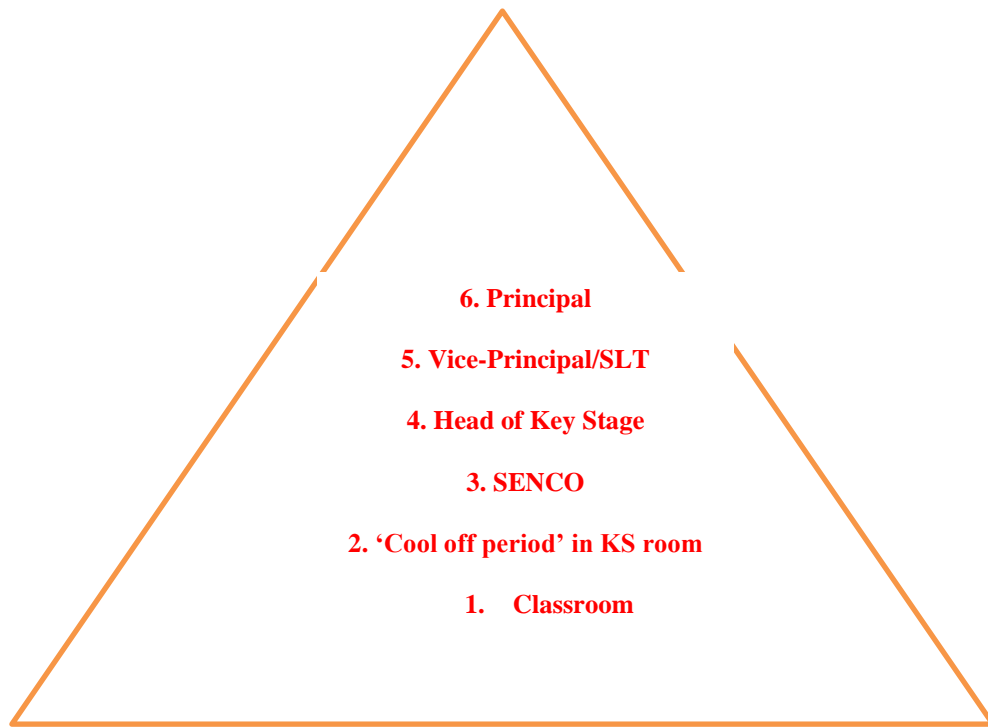
Homework vouchers

Principal Reward Trolley - if children receive 25 points (P1-3) or 50 points (P4-7) they can come to Principal's office and choose something from the trolley

Appendix 2

A range of sanctions should be used by the teacher to correct any misdemeanour. These should be followed by a positive attempt to encourage better behaviour from the individual.

1. Non- verbal signs, eye contact etc to show adult is aware of situation
2. First comment: **request** not to continue with inappropriate behaviour, praise other children for appropriate behaviour.
3. **Tell** children not to continue with behaviour: move if necessary.
4. Yellow Card (double yellow if necessary). Nursery - P3 2 verbal warnings
5. Talk through behaviour with a child in child's own time e.g. break/lunch or straight away if necessary. Reinforce good points and make amends where necessary.
6. If behaviour continues and child has received 2 yellow cards they will be given a red card. If a Nursery - P3 child has received 2 verbal warnings they then go on time out.
7. Detention / Time out
8. Loss of privileges e.g. school trips.
9. Should misbehaviour continue then the teacher should follow the pyramid:



Parents may be asked to meet to discuss behaviour at any stage of the pyramid.