

# **LISBURN CENTRAL PRIMARY SCHOOL**

## **POSITIVE BEHAVIOUR POLICY**

The school's aims state that we wish to contribute to our pupils' social and emotional development as well as to improve their academic achievement. In order to achieve these aims and to maintain a suitable, effective and safe learning environment, it is necessary for the school to set acceptable standards of behaviour for its pupils. That is - we need to have a Code of Discipline or Positive Behaviour Policy.

Our behaviour policy aims to be as positive as possible and we therefore seek to encourage and reward good behaviour and to teach children to have respect for themselves, for others and for their school, in order to reduce the likelihood of misbehaviour and the need for punishment.

Our positive approach includes an atmosphere in the school in which staff are friendly and caring towards the children and seek opportunities to give rewards for good behaviour. These rewards can take many forms which are outlined later in this policy.

The wearing of school uniform also helps children to identify with the school and to remember that special standards of behaviour are expected when they are wearing it – both in school and travelling to and from it.

Within the school curriculum, staff use frequent opportunities to promote good behaviour by their teaching in subjects such as Health Education and Religious Education where examples of right and wrong, good and bad are discussed with children at a level suitable to their age and ability. Within the R.E. programme children learn about issues such as caring and sharing, friendships, temptation and conscience. In Health Education they learn about playing safely. Within the E.M.U. programme they learn about working together, understanding the views of others, agreeing and disagreeing etc. In PAABL, P.E. and sport they learn the necessity for rules, co-operation and good sportsmanship. During Circle Time activities pupils are encouraged to discuss such matters as classroom and school rules and issues relating to appropriate and inappropriate behaviour.

In all areas of the curriculum, pupils are constantly working together, helping one another and being discouraged from selfish, disruptive or dangerous behaviour. They are also taught that the primary reason for their being in school is to develop knowledge and learn useful skills and in the classroom they must concentrate and work quietly or co-operatively, when required, in order to learn and to allow others to do so.

We also recognise that there are children who attend our school who have particular behavioural difficulties due to a number of contributing factors. It is important that, as a school community, these children are included in normal everyday life and practices as far as possible and are under the guidelines of this policy as far as can possibly be accommodated.

**Basically we seek to encourage:**

1. Orderly and safe behaviour in classrooms, corridors, and toilets.
2. Playground conduct that does not include wrestling, fighting or any other violent games.
3. Friendly relationships among the children, especially a caring attitude in the older for the younger.
4. Honesty, consideration for and courtesy towards others together with obedience to all adults in school.
5. Respect for and pride in the school buildings and grounds.
6. Respect for all furniture, books, equipment and materials provided .
7. The development of good manners when:-
  - (a) Entering and leaving the school.
  - (b) Entering a room.
  - (c) Addressing a member of teaching or support staff.
  - (d) Welcoming a visitor.
  - (e) Eating breakfast at Breakfast Club or lunch in the classroom or the Dining Hall.
8. An appropriate and earnest approach to all class activities and homework.
9. All children to be good ambassadors for the school when:-
  - (a) Journeying to and from the school.
  - (b) On educational visits.
  - (c) When representing the school at sporting, musical, dramatic and community events.
10. The development of independence, self-esteem and self confidence from the youngest child upwards.

**RULES**

Children learn even from their time in the Nursery Unit that in school there have to be special rules. Staff also try to explain the reasons for these rules which are that the children will be safer, happier and learn better.

In the primary school, staff find opportunities to discuss rules and even for children to devise their own classroom rules and behaviour contracts in keeping with the general school rules which can be basically summarised in the following manner:-

**Pupils should always:**

1. Behave in an orderly and safe manner in classrooms, corridors, toilets, dining hall etc.
2. Be truthful, considerate and polite to others and be obedient to all adults in school.
3. Have respect for the school building, school property and the property of others.
4. Work hard, listen well and follow the teacher's instructions in the classroom.
5. Play properly and safely in the playground and not annoy or fight with other children or play any rough or violent games.
6. Obtain permission from a responsible adult before leaving a classroom, playground etc..
7. Behave in an orderly and safe manner when walking to and from school.
8. Be especially careful and well behaved when on educational visits or activities outside the school grounds.

## **REWARDS**

In order to have a positive approach to promoting good behaviour in our school we have a number of reward schemes in place. The objective of these reward schemes is to show appreciation to pupils for recognising the need for good behaviour and respect for others. These reward schemes take the form of:

- Class reward stickers/points leading to Table or Pupil of the Week Awards
- Positive comments on work
- Friday 'Goodie' Box rewards
- P4 to P7 Pizza Points Competition – Monthly
- P3 Haribo Challenge – Weekly
- P1 to P3 Charlie Bear Award – Weekly
- P7 Awards – Cochrane Memorial Shield, Pollock Cup & PTF P7 Cup

## **SANCTIONS**

As stated previously, our policy is to positively promote good behaviour and it is by and large very successful. However, we are aware that, despite this, some children do from time to time break the rules and consequently a suitable form of punishment has to be applied:

- To hopefully prevent the child from repeating such behaviour.
- As an example to others that bad behaviour is wrong and will not be accepted.

The form of punishment will depend on the age of the child, the seriousness of the offence, any special circumstances and whether the child has previously misbehaved in a similar way.

(a) Very often a simple verbal reprimand or expression of displeasure on behalf of the teacher or other member of staff is sufficient - especially with younger children. If considered necessary, a pupil may be required to take 'time-out' away from the group at the edge of the playground or in another part of the classroom.

(b) For less minor breaches of rules or repeated minor offences, withdrawal of privileges is usually applied which means that the offender loses the privilege of playtime either at mid morning break or at lunchtime or that he/she is not permitted to participate in some other activity. Pupils who continue to misbehave despite the withdrawal of 'lesser' privileges in school may be excluded from 'out of school' activities.

(c) With older pupils in some cases a statement or letter of apology may also be required to be written.

(d) If a pupil repeatedly misbehaves despite the above strategies or if the offence is serious, parents will be informed and asked to come to the school to discuss the

matter with the class teacher or senior staff and to assist the school in dealing with the problem. If considered appropriate a daily or weekly report system may be employed in an effort to improve the pupil's behaviour.

- (e) If a pupil misbehaves in an extremely serious manner he/she may be formally suspended from school. Such action is taken by the Principal / Vice Principal in keeping with formal procedures which involve informing parents, the Board of Governors and the Education Authority.

In an effort to try and ensure a consistent approach to the use of sanctions at Lisburn Central Primary School, and that sanctions are applied appropriately, the following table sets out a comprehensive list of misbehaviours in three levels of seriousness. These misbehaviours will then be dealt with using the range of sanctions listed previously starting with the lowest level response appropriate.

Low level misbehaviour	Range of Sanctions
Talking out of turn Shouting out Leaving seat inappropriately Not having pencil or pen Not doing homework Not listening Not paying attention Distracting others Not doing best work Inappropriate questions Telling tales Sulking Teasing	Use of Proximity praise  The Look  Hand sign  Name the child  "First... and then..."  Rule reminder (class or playground)



- Speak to pupil about behaviour.
- Remove from group (in classroom)
- Reparation related to the offence ie tidy mess, complete work, apology.

**STAGE 2** **Break Time Out/Lunchtime Detention.** The removal of the privilege to play, the writing of rules or a "Think Sheet" at lunchtime is acceptable. Pupils in detention should have their names recorded in a detention book. Detention can be for multiple behavior slips. Parent signs behavior slip.

**STAGE 3** **Parents' help enlisted.** For continual poor behaviour the parent will be invited to attend for an interview with the teacher (with vice principal or principal). Rewards are discussed for positive reinforcement of good behaviours.

**STAGE 4** **Report Card.** Following a consultation with the parent a report card may be issued and sent home daily for a limited time. Positive behaviour may be recorded on this along with misdemeanors. Parent/child negotiate a reward if the daily record is positive.

**STAGE 5** **Removal of Privileges.** Parents will be informed of the removal of privileges for a set period of time. These may include Extended School activities, school trips, team activities and lunchtime play. In addition pupils may be sent home early.

**STAGE 6** **Suspension.** Parents are asked to remove the child the same day and formal suspension is implemented.

Should a behaviour or incident be of a serious nature it is possible to go straight to the appropriate stage in the list of sanctions.

### **COVID19**

*Lisburn Central Primary School will follow current Government guidelines with regards to hygiene and social distancing during the Covid19 situation. All pupils will*

*be expected to adhere to the guidelines and the current social distancing recommendations.*

*If a pupil deliberately breaches these guidelines in any way, the following actions will be taken:*

- *On the first occasion, the pupil will be spoken to by the class teacher.*
- *On the second occasion, the pupil will be sent to the Principal who will reinforce the seriousness of the pupil's actions.*
- *On the third occasion, the parents of the pupil will be contacted and asked to arrange an interview with the Principal to discuss the matter and a final warning will be issued to the pupil.*
- *On the fourth occasion, the pupil will be suspended from school under current DE/EA Guidelines until the school deems it safe for the pupil to return.*

## **CONCLUSION**

It would not be fitting to end this policy on a negative note and it should be stressed that serious instances of misbehaviour in our school are very rare but we are duty-bound to have procedures for dealing with them, should they arise.

Through our positive policy of praise and reward, through effective teaching and with the support and encouragement of parents, the vast majority of pupils respect the rules and behave extremely well and thus a positive and happy atmosphere is maintained in the school.

Our P4-P7 pupils learn and follow a School Creed which perhaps best sums up the type of place we wish our school to be:

*This is our school  
Let peace dwell here  
Let it be full of contentment  
Let love abide here  
Love of one another  
Love of mankind  
Love of life itself  
And love of God  
Let us remember that  
As many hands build a house  
So many hearts make a school.*