



MALLUSK INTEGRATED PRIMARY SCHOOL

Policy for Positive Behaviour

We recognise that we have a pastoral responsibility towards the pupils in our charge and we will therefore take all responsible steps to ensure that their welfare is safeguarded and their safety preserved, at all times.

We recognise that children cannot learn or develop effectively unless they feel secure and happy. To achieve this, we work to create a calm and caring community in which children can learn. Each child will be encouraged to fulfil his or her intellectual, physical, social, aesthetic and emotional potential. Central to the creation of this environment is the recognition of the worth and value of each child and the cultivation of self-respect, so that the child may accept his or her appropriate responsibilities and show respect for others. We will establish a community in which pupils, staff and parents enjoy a sense of belonging and have an important part to play in the life of the school.

In keeping with our school aims and within the overall ethos of the school, we place considerable importance on the establishment of positive relationships within the school. We therefore encourage pupils to respect each other and their environment. As a staff we set a positive example to the pupils in our care through our relationships with each other and parents within the school setting. We try at all times to support each other and to encourage and help any member of staff seeking advice. We encourage pupils to relate to each other in a similar manner.

We always try to make clear to pupils what is expected of them and to encourage them as they mature to discuss aspects of discipline and the need for establishing rules in school and in society in general, during assembly and in each class. The Golden rules, created and reviewed by pupils, are shared with parents. Children keeping the Golden Rules are rewarded with cups and prizes in assembly.

The Golden Rules are:

- We only use our hands for kind things
- We always have a go & try to be positive
- We care about other people's feelings & make sure no one is left out
- We value and respect each other
- We encourage each other to succeed

At Mallusk Integrated Primary School, we encourage children to:

- play and work amicably together
- respect other people's feelings and opinions
- respect their own belongings and those of others and help to take care of school property
- move quietly and carefully around the school, respecting the wishes of others and ensuring a safe and secure environment
- show concern for each other at all times
- respect and respond positively to members of staff and visitors to the school.

In order to reinforce & reward good behaviour and improvement, we operate a system of rules, rewards and sanctions agreed by the children themselves. Prizes are awarded weekly in assembly for pupils who abide by the Golden Rules. There are reward systems in place in each class, such as marbles in the jar and reward charts. Friendly and cooperative behaviour is rewarded at whole school level, with handprints on the Friendship Tree. When a child is particularly friendly or helpful, their name is placed on the tree. When the tree is full, the whole school community is rewarded- for example, with extra playtime, art activities or a trip to the park.

Whilst we place great emphasis on positive relationships within the school, we recognise that from time to time it may be necessary to enforce sanctions. All pupils, parents and staff are made aware of the disciplinary procedures within the school and we ensure a consistent approach by all members of staff in a supervisory role.

Sanctions:

1. The pupils are warned about their behaviour up to three times and reminded of the Golden Rules
2. If the unacceptable behaviour continues, they receive a period of "Time Out" (i.e. 1, 2, 3 Time out process)
3. There will be loss of Golden Time
4. Parents will be notified either in person, by phone, or by letter if misbehaviour continues
5. If the unacceptable behaviour continues, the pupil will be excluded from the playground for a period of time e.g. two days/ a week
6. In certain circumstances, in consultation with parents, a child may be placed on weekly report to monitor behaviour
7. In cases of extreme physical reaction by a pupil, including hitting or biting, parents will be notified and the child may be sent home. Parents may be asked to attend a meeting at school to discuss the behaviour
8. If unacceptable behaviour persists, the pupil will set targets for their behaviour and may have a Behaviour Plan put into action, in consultation with parents
9. If unacceptable behaviour issues persist, advice and support will be sought from external agencies such as Behaviour Support Service, Family Support Hub or CAMHS
10. Extreme cases of misbehaviour or continued breach of the Golden Rules could result in suspension from school in accordance with EA procedures
11. In extreme cases, if all the above measure have not brought about change, following discussions with parents, Governors and the EA, the pupil may be expelled

Our Anti- Bullying Policy outlines our ethos, preventative measures, strategies for addressing bullying behaviour and the sanctions which may be employed to deal with this specific issue.

The current use of regular, purposeful Circle Time enhances the children's self-esteem and promotes a non-hierarchical, safe environment for self-disclosure and personal interactions. It is teacher led and provides a safe environment to explore and express feelings and opinions of a personal nature. The children understand that they are being listened to and must listen to and respect others.

The children discuss the Golden Rules weekly and all pupils regularly set personal targets which may include behaviour targets.

In the future, as numbers increase, the establishment of a School Council will develop the children's peer leadership and discussion skills. It will be pupil led and will become part of a whole school communication system for pupils to see the link between discussions in their own class council meetings and actual changes that take place in the school. They will be able to identify their own contribution to the process of making things happen. Pupils will also see how behaviour changes. It will enable children and adults to share power and responsibility for decisions, and will allow pupils to feel that their views and opinions are taken into account. It will allow the collective pupil voice to be heard.

The combination of regular Circle Time and a School Council will play a valuable part in enhancing pupils' self-esteem and developing their interpersonal, discussion and decision-making skills.

It is our hope and expectation that the establishment and development of close relationships between home and school will encourage the self-discipline so essential in the development of the child within school and the wider society.

Reviewed: May 2019