

# All Children's Integrated Primary School

## Whole School Policy on the Promotion of Positive Behaviour



Draft Policy (to be reviewed/ratified by BoG in 2022-23)

**Whole School Policy on the Promotion of Positive Behaviour/Discipline**  
**March 2021 to take account of Coronavirus Guidance document 5th March 2021**  
**(CG5/21) available**

Please see also School document on The Recovery Curriculum which is designed to help pupils with re-engagement after the recurring lockdowns and restarts.

At All Children's we are fortunate that the majority of our children come from home backgrounds which encourage positive behaviour. Our policy therefore reflects these attitudes and seeks to reinforce those positive elements of discipline and behaviour which are already apparent in many of our homes. If the following policy is to be successful it is vital that everyone in the school, governors, teaching staff, ancillary staff, parents and pupils are familiar, not only with the aims of the policy, but with the strategies to be employed to effect its implementation. The following factors may serve as indicators that the policy is succeeding:-

- school rules that not only protect rights but evoke responsibilities i.e we treat our school with respect. Please see CG5/21 section 1 Social Distancing specifically class bubbling and self-contained cohorts
- hostility and embarrassment are minimised
- respect for both children and adults is maintained
- any strategies or sanctions employed are carried through and evaluated.

This policy is part of a suite of pastoral policies some of which are also central to the promotion of positive behaviour. Other relevant policies include:

- Acceptable Use of Internet/E-Safety (updated 2017-2018)
- Anti-bullying Policy (updated 2017-2018)
- Code of Conduct for dealing with Extreme/Violent/Dangerous Behaviour (updated 2017-2018)
- Pastoral Care Policy (updated 2017-2018)
- Mobile Phone Policy

**General Aim**

Our policy is designed to create an environment where quality teaching and learning can take place and where children can enhance their self-esteem and develop self-discipline. The promotion of positive behaviour with the emphasis on praise and encouragement is at the heart of this policy. The management of relationships is a vital area and while our policy will include school, class and group strategies it must also attempt to cater for individual differences. Good manners will be considered the norm but will not be the only indicators of positive behaviour.

**More Specific Aims - Pupils**

1. To encourage children to develop socially and to interact with the minimum of conflict, understand their own strengths, limitations, qualities, attitudes and values.
2. To teach children, with reference to various moral issues, the difference between right and wrong.
3. To develop a sense of emotional security within the school.
4. To listen to and respect the views and opinions of others.
5. To help children make appropriate choices and to be responsible for their own actions.

The following procedures, structures and sanctions are designed to try to ensure the successful implementation and maintenance of our Pastoral Care Policy.

**School Rules** Please see CG5/21 section 1 Social Distancing specifically class bubbling and self-contained cohorts. Pupils will be expected to adhere to the regulations and respect the rights of others to keep themselves safe from the risk of transmission of Covid 19 while in school

### **Punctuality**

Children should arrive at school **between 8:45am and 8:55am** properly prepared for their day at school. Pupils and parents are asked to adhere to staggered start and finishing times as drawn up for parents and issued for school opening for vulnerable children and the children of key workers and the return to face- face teaching

### **General**

School uniform to be worn at all times.

Sensible shoes (black school shoes or black trainers)

Children should:-

1. Be polite, considerate and co-operative at all times.
2. Listen attentively when teachers, other adults or children are speaking.
3. Keep the school and grounds tidy.
4. Treat all school furniture and materials (inc books) with care.
5. Walk quietly at all times within the school building.
6. When appropriate line up in an orderly fashion.

### **Pupil Responsibilities**

#### **Health and Safety**

We expect pupils will:

- Not damage or abuse school property
- Walk sensibly in corridors
- Wear indoor shoes when required (Reception to P2)

#### **In the Classroom**

Children should:-

- Display good manners at all times
- Complete all tasks to the best of their ability as quietly as possible and without hindering any other pupil.
- Remain in their seats unless they have a good reason for leaving it.
- Raise their hand if they wish to ask or answer a question.

In addition to these school rules for classrooms each class also negotiates class rules at the beginning of the year and these are displayed in the class in either written or pictorial form for referring to throughout the year. Each class also operates a reward system (individual and group/whole class) to reward good behaviour and these rewards and consequences are also displayed.

Reward strategies might include:

- Encouraging comments, stars, stickers, "smiling faces" etc. on children's work
- Praise in front of peers
- Praise shared with other teachers / principal / parents.
- Good examples, both of work and behaviour, mentioned in assemblies, named on WAGOLL board
- Reward certificates / stickers / homework passes for particular achievements.
- Rewards may include opportunities for greater responsibilities and specific privileges in school.

Behaviour Communication books are used to communicate between school and parents as required.

### **In the Playground**

- Children should play in a manner, which does not annoy or have the potential to put any other child/children in danger.
- Respect and put away any outdoor games/equipment etc
- Playing sensibly when allowed on grass area

### **Dinner Time**

#### **(a) Packed lunches P1-P7 (Classrooms)**

Children should sit on their chairs in the classroom and eat their lunch quietly. They may talk quietly to other children in the same group. They should not leave their seats or the room without permission from a supervisory assistant.

#### **(b) School dinners. P1-P7 (Dinner Hall)**

Children should sit at their table and talk quietly while waiting for or eating their lunch. They should display good table manners at all times.

They should quickly follow any instructions given by teachers or supervisory assistants.

### **Bus Time [See CG5/21 section 3 School Transport](#)**

**This includes advice on face coverings which are strongly recommended for primary school age children etc. and the guidance to only use public transport when absolutely necessary. It outlines advice to parents and pupils about minimising the risk of transmission of Covid 19 on public transport**

Children must line up in appropriate queues for buses and obey the instructions of the adult(s) in charge.

### **On the Bus [\(see above\)](#)**

Although outside the responsibility of the school, children will still be expected to maintain the general code of behaviour consistent with the ethos of the school.

There will be no place in the school for violence, bullying (including name-calling, extreme teasing and harassment, vandalism, stealing, rudeness or bad language). Various programmes e.g. NSPCC 'Keeping Safe' policy will be implemented to help children develop strategies to overcome potential problems. Please see separate Anti-bullying Policy for more details.

As mentioned earlier, while we hope the "positive approach" will be successful with the majority of children, there will be times when sanctions will have to be introduced.

As a general rule the responses to deal with a wide range of behavioural problems will be matched to the level of disruption. (i.e. the minimum intervention necessary to achieve the purpose). The majority of problems should be dealt with on the spot or as soon as possible thereafter.

The following interventions will be used:-

1. **Tactical ignoring** - looking past pupil who is shouting out to a pupil with hand up.
2. **Verbal direction** - "Sit down, please John".
3. **Defusing or re-directing potential problems** - "Would you read next, please Emma?"
4. **Repetition of task** if unsatisfactory.
5. **Speak to the child once, if necessary spoken to twice and shown class rules**

6. **Loss of privilege** – sit outside office or other designated area with adult supervision at break and/or lunch.
7. **“Time – Out”** – within classroom (or hall) or sent to Principal. Never outside the classroom or sitting alone anywhere in the school.
8. **Contact with home to explore problem** (possible use of Behaviour Communication Diary)
9. **Principal to invite parents to school to discuss the problem.**

For persistent unacceptable behaviour please see separate policy 'A Code of Conduct for Dealing with Extreme/Violent/Dangerous Behaviour'

(At all of the above stages teachers will constantly remind children of the school rules regarding the particular misdemeanour. They will also point out to children that if they choose to break the school rules they must accept the sanctions).

**All the highlighted sections below are subject to the CG5/21 regulations and all adults involved in the safe running of the school should be made aware and be cognizant of how the regulations within the document impact learning whether face to face or remotely.**

**Management Responsibilities are to:-**

1. Create a secure and caring environment.
2. Promote positive and supportive relationships throughout the school.
3. Develop children's social skills.
4. Promote a discipline (positive behaviour) policy.
5. Anticipate and deal with problems, which individual children may experience in school.

**Teaching Staff:-**

1. Be familiar with Health & Safety, Positive Behaviour & Child Protection Policies.
2. Regularly monitor, evaluate and review all aspects of the pastoral care programme.
3. Reinforce pupils' classroom rules regularly. Specifically CG5/21 section 1 Social Distancing specifically class bubbling and self-contained cohorts. Pupils will be expected to adhere to the regulations and respect the rights of others to keep themselves safe from the risk of transmission of Covid 19 while in school
4. Enable children to become aware of strategies, which they may use to protect themselves. as above with regard to Covid 19
5. To ensure pupils have sufficient knowledge about themselves to be able to understand what is/is not appropriate physical contact. as above with regard to Covid 19
6. Provide reassurance and build confidence.
7. Promote a sense of achievement by using praise and display work.
8. Encourage pupil motivation.
9. Liaise with Principal, parents and pastoral care co-ordinators.

**Other Adults' Responsibilities:**

1. Be partners with the teachers in providing a caring approach.
2. Have a general understanding of the ethos of the school.

**Parents' Responsibilities**

1. To support the implementation of the policy including ensuring good communication with teachers to help resolve any problems
2. To support teaching staff when sanctions are being used which directly involve parents ie Behaviour Communication Diaries
3. To be involved through consultation when policy is reviewed ie through Parents Council Committee

**Key Issues**

- All school staff, particularly teaching staff, work together in the implementation / maintenance of the policy.

- Pupils and parents are clearly aware of the school's rules and possible sanctions. **as above with regard to Covid 19**
- Any disciplinary procedures should be discussed positively and calmly.
- Re-establishment of working relationships with disciplined pupils.

### **Monitoring and Evaluation**

The school recognises the importance of on-going monitoring and evaluation of this policy. The Policy will be reviewed on a yearly basis by the Pastoral Care Co-ordinator to ensure it is current and relevant and takes on-board any guidance or updates are made by DENI. It should also be reviewed following any new consultations with parents, staff or pupils. It is foreseen that a full review of the policy will next occur in 2021-2022.

### **Appendices**

Appendix 1 - Pastoral Activities in All Children's designed to promote Positive Behaviour

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#### **Pastoral Activities in All Children's designed to promote Positive Behaviour**

#### **CG5/21 Section 7 with specific regard to attendance/engagement and re-engagement with learning .**

- Parents feel welcome to phone and make an appointment with any member of staff.
- Regular Parent meetings to discuss children's Progress e.g. Teacher/parent consultations, Transfer Meetings Rec/Y1 Induction Day/Y1 Baseline Assessment/Special Needs reviews and progress reports.
- Use of outside agencies e.g. Childline, NSPCC.
- Use the Press to celebrate events.
- Awareness of First Aid Procedures (Peanut Allergy talk every September)
- Drug Education, Bullying, Road Safety and Solvent & Alcohol Abuse.
- Active School Council - curriculum based meetings and social functions  
Up-to-date photographs on walls, encouraging and motivating children.
- Counselling of individual pupils and groups where appropriate.
- Links across year groups (through assemblies and sharing of finished projects, good work, writing for another age group).
- Links with community e.g. Festive Singing in Old People's Homes, and Tesco etc.
- Pupil of the week award for behaviour, effort and enthusiasm.
- Pupils work displayed in Hall, corridors, classroom and website.
- PSE, PDMU, School Council
- Kidscape Programme, Childline/NSPCC assemblies and a class lesson.
- Staff trained to deliver relationships and sexuality education.
- Childline workshops with P6/7 over a two week period.
- Bee Safe initiatives for schools in Downpatrick/Newcastle area.
- Whole school playground initiative.
- Take home Barnaby Bear P1 & P4 (P1) mainly photographs and a passport  
(P4) write about the bear's adventures.
- ECO Schools Award
- ECO Council
- ECO—Council fundraising initiatives—water pumps for India, School Council representatives from P1-P7
- Cycling Proficiency - Sustrans Big Pedal/Active Travel Programme.
- Beach clean with Down District Council - P4

- Sporting Events - including Netball/Football Tournaments
- Cross Country
- Swimming Lessons P5 - P7
- Language Programme with Shimna College and other schools.
- Science & Technology Challenges
- Hallowtides Community Parade - evening
- School sponsor child - Action Aid
- National organisations for Rugby, GAA, Soccer and Cricket provide tuition to various classes.
- Shimna P7 Day
- Diversity Assemblies
- Non-teaching staff reward schemes including Well Done certificates

***The school follows the NSPCC 'Keeping Safe' preventative education curriculum in all year groups (9 lessons per year group). This curriculum underpins much of our teaching of the importance of positive behaviour.***