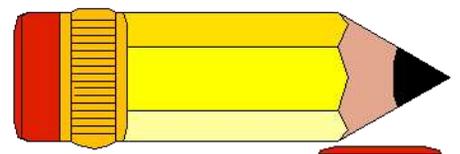
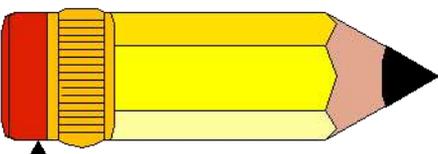




# ***Promoting Positive Behaviour Policy***

**Longstone Primary School**



# Promoting Positive Behaviour Policy

**LONGSTONE PRIMARY SCHOOL**

## **BEHAVIOUR AND DISCIPLINE STATEMENT**

All pupils are expected to behave in a responsible manner both to themselves and to others, showing consideration, courtesy and respect for other people at all times. The emphasis lies in positive reinforcement and rewards and praise rather than on sanctions and punishments. Setting and expecting high standards of behaviour courtesy and mutual respect is our aim.

This policy sets out to address this issue and seeks to reinforce procedures acceptable to all, with a commitment from all staff to endorse the guidelines.

It is important that the guidelines work towards achieving high standards of behaviour. Behaviour should be exemplary: relationships are conducive where all adults associated with the school treat pupils with respect.

Senior staff will provide firm and patient insistence on high standards and will take practical steps to transmit high expectations to staff and pupils.

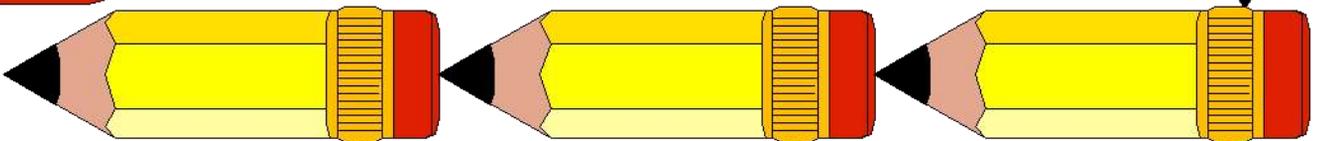
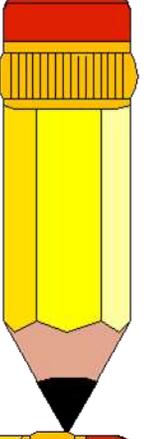
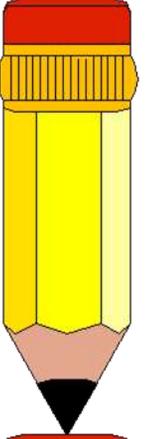
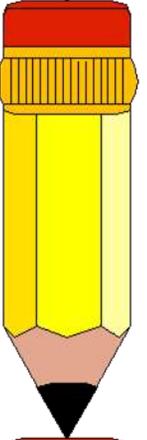
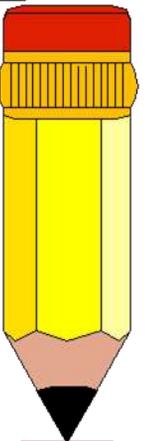
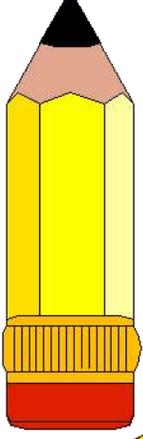
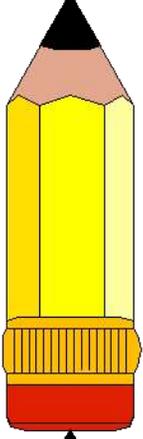
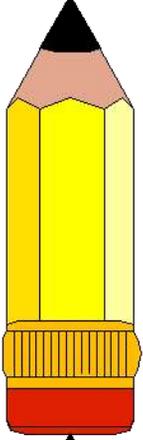
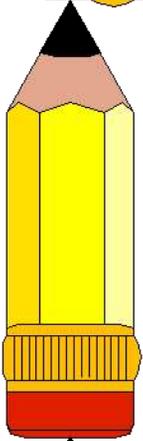
It is important to note that the quality of teaching and learning activity has a direct effect on good behaviour. We aim for lively and stimulating teaching, quality learning experiences where attention is paid to differentiation and involvement in interesting activity.

Parents will be regularly informed and will be encouraged in a climate of trust to feel confident to visit school to discuss difficulties of their own volition. Open discussion will be encouraged and solutions will be sought together, to identify and diffuse potential behavioural and emotional problems.

The ethos of the school is central in establishing and maintaining high standards of behaviour.

***Longstone Primary School***

***"WE AIM FOR THE BEST FOR OUR CHILDREN"***





# Promoting Positive Behaviour Policy

## *Rationale*

There is a need for the school to have a whole school approach to behaviour that all staff, children and parents are aware of. The school is adopting a whole school approach to pastoral and disciplinary issues. There will be an on going process of training to help all staff deal effectively with behaviour and discipline. All members of staff accept their responsibility for establishing and teaching acceptable codes of behaviour and for the use of rewards and sanctions.

## *Purpose*

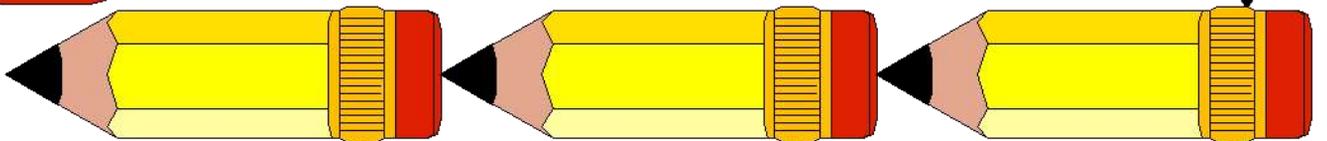
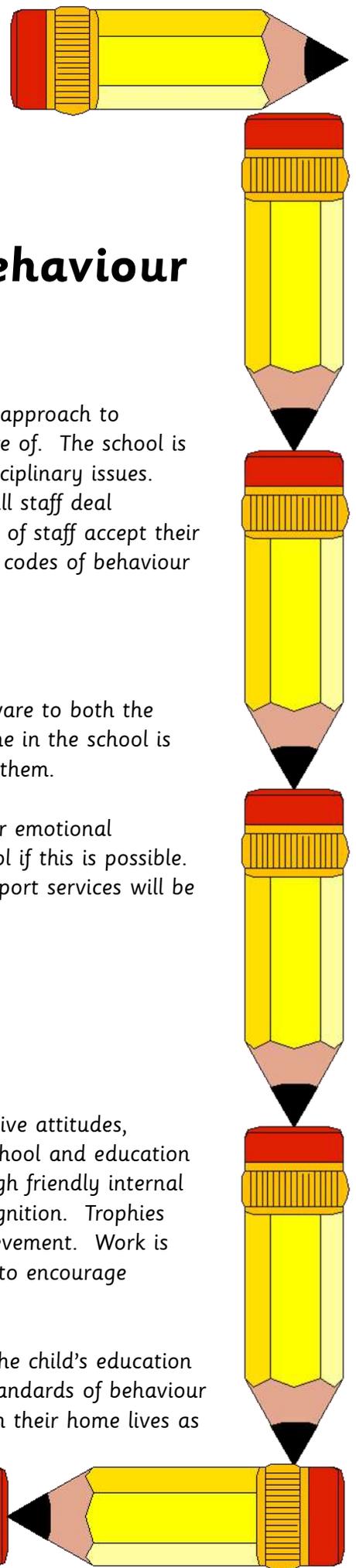
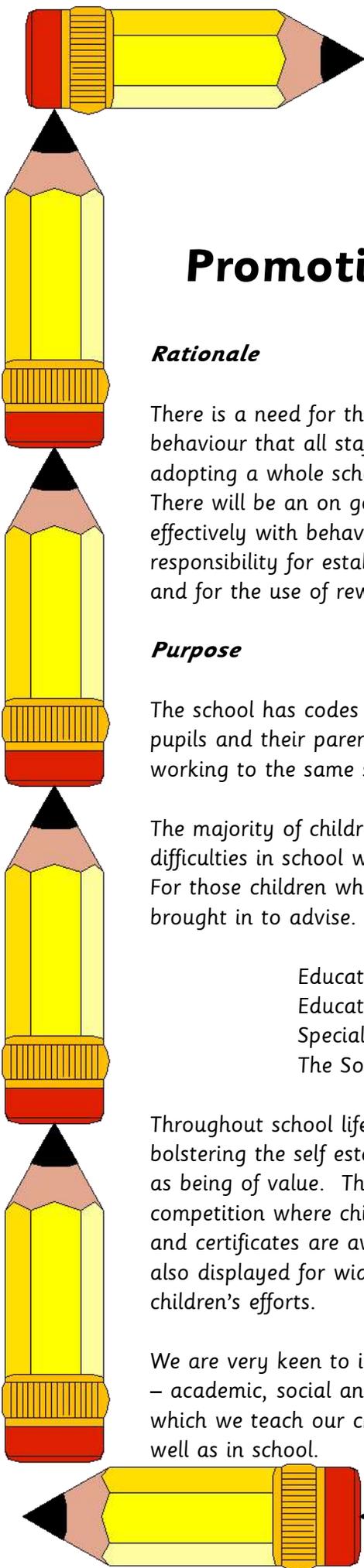
The school has codes of behaviour which are made aware to both the pupils and their parents. This will ensure that everyone in the school is working to the same standards and fully understands them.

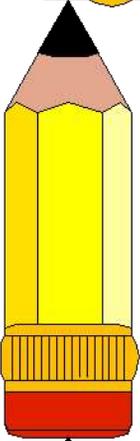
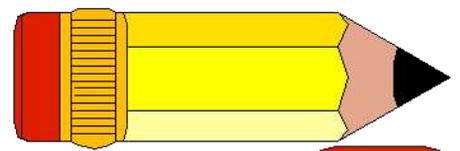
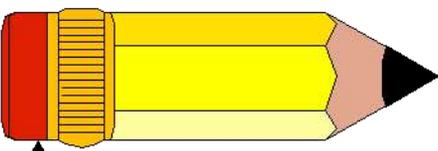
The majority of children who experience behavioural or emotional difficulties in school will have these dealt with in school if this is possible. For those children who require additional help the support services will be brought in to advise. These will be the

Educational Psychology Service  
Educational Welfare  
Special Needs Support Services and  
The Social Services

Throughout school life we are seeking to develop positive attitudes, bolstering the self esteem of pupils and establishing school and education as being of value. This is hoped to be achieved through friendly internal competition where children can achieve and gain recognition. Trophies and certificates are awarded for effort as well as achievement. Work is also displayed for wider audiences. Stickers are used to encourage children's efforts.

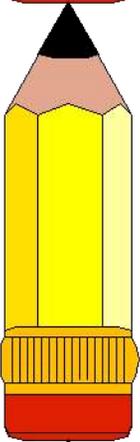
We are very keen to involve families in all aspects of the child's education – academic, social and moral. The social skills and standards of behaviour which we teach our children need to be perpetuated in their home lives as well as in school.





### ***Guidelines***

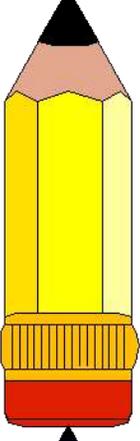
The attached list is devised to be useful to the staff in dealing with any behaviour and discipline problems they may encounter in school. These guidelines are there to serve as practical help to all staff.



The attached procedures are there for all staff to follow in a consistent manner.

### ***Monitoring***

The guidelines will be regularly monitored by all staff and will be reported on at staff meetings on their success. The policy and guidelines will be formally reviewed annually.

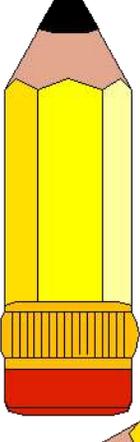


### ***Conclusions***

The Policy will be linked with the School's Mission Statement Aims and Equal Opportunities policy.

The procedures below are to help deal effectively with unacceptable behaviour.

#### **(1) *Class Behaviour Book***

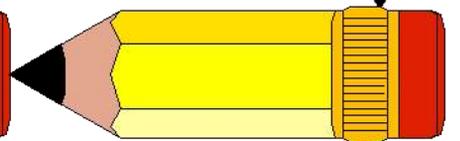
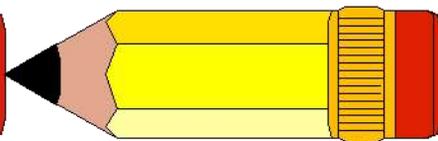
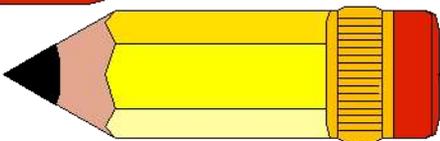
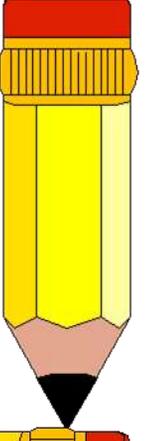
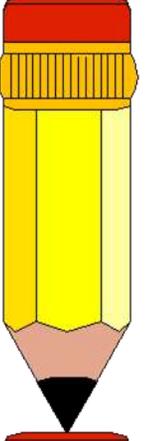
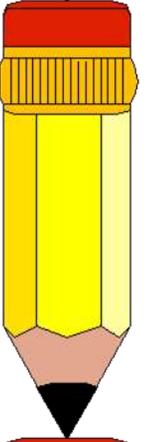
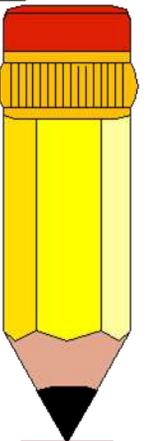


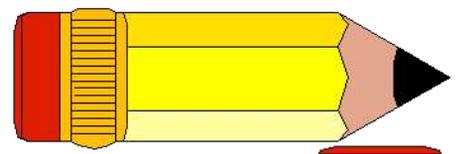
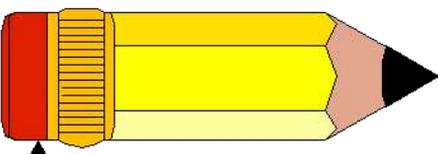
This book is kept by all teachers and incidents of behaviour unacceptable to the teacher recorded in them.

The teachers should record all incidents and the action taken by them.

The principal will examine these books on a weekly basis and any recurrence of offences will be reported to parents.

If another incident occurs appropriate measures will be taken. These will include a number of different courses of action which could include Suspension and possible Exclusion.





### ***Individual Behaviour Book***

With some children there might be a need to start an individual Behaviour book where specific targets and rewards are agreed with the particular child. The parents would always be informed of this action.

### ***Lunchtime Behaviour Book***

This is kept by the assistants in charge of supervision. A child's name is entered in the book if a child has shown unacceptable behaviour.

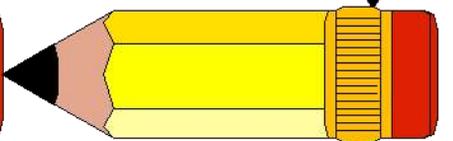
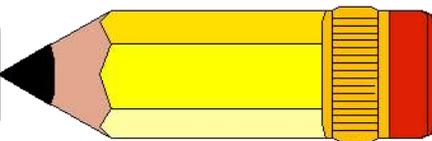
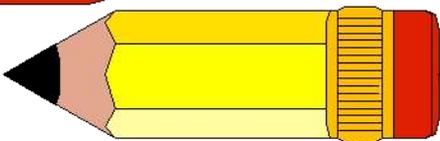
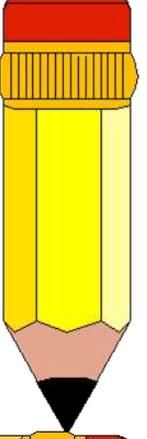
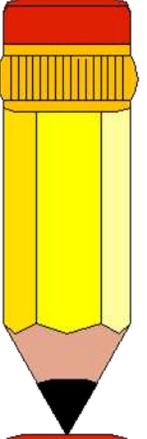
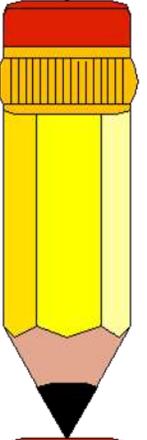
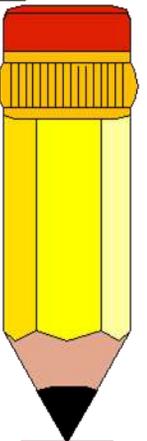
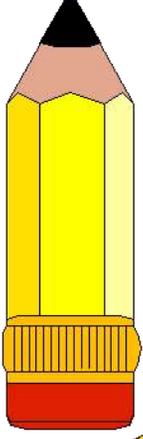
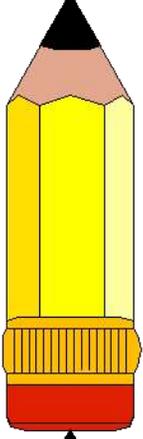
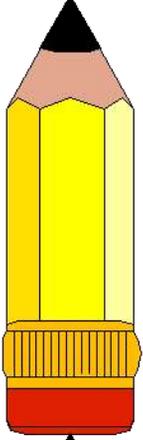
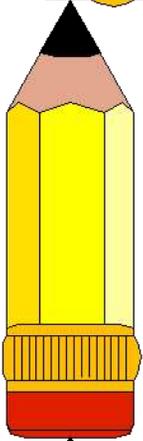
Once the child has been entered into the book three times a letter will be sent from the Principal explaining that if another incident occurs the parents will have to come into school to discuss what action is to be taken.

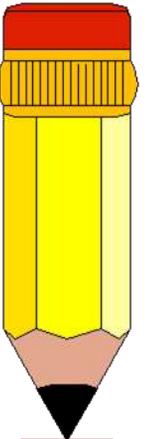
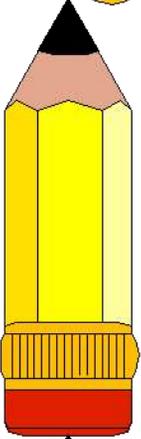
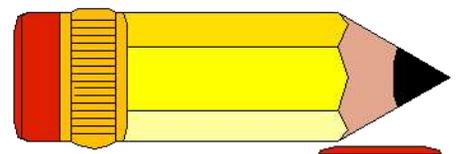
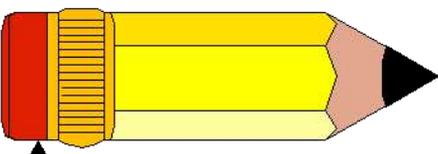
### **GUIDELINES FOR TEACHERS**

Teachers make use of any extensive range of management skills in establishing an ordered, calm and purposeful school and classroom climate where misbehaviour is unacceptable to other pupils, rather than enforcing standards of behaviour by the use of authority alone. Many teachers employ these management skills almost instinctively, and in their individual and distinctive ways. The following guidelines are supported by all members of staff.

#### **Classroom climate & atmosphere**

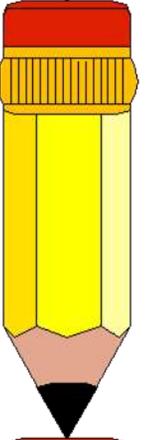
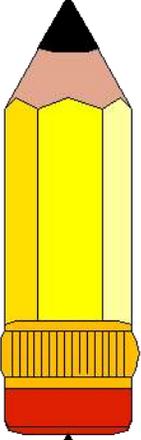
- Create a warm, caring atmosphere where everyone is valued
- Good order – worked for as opposed to just happening
- Set high standards
- Apply rules firmly and fairly
- Respect – expect to give and receive respect
- Respect every person
- Treat everyone as an individual





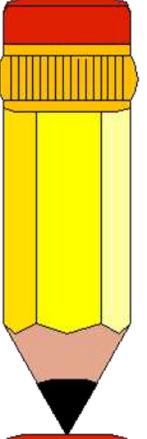
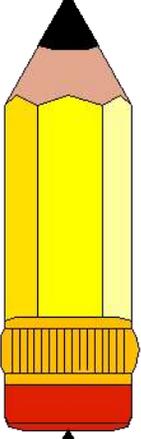
**Relationships - between everyone at every level**

- Everyone takes the initiative to:
  - Greet and be greeted
  - Smile and relate
  - Communicate.



**Dealing with difficult situations**

- Positive reaction – avoid confrontation
- Listen
- Establish the facts
- Judge only when certain
- Use punishment only in the last resort

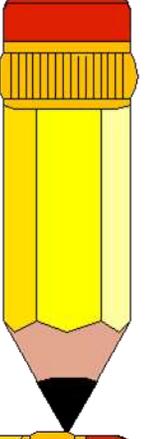
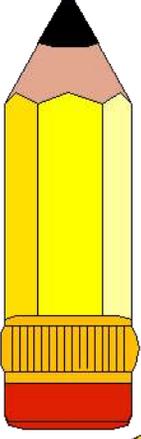


**Respecting the environment**

- Attractive rooms, corridors and grounds are everyone's responsibility
- Quality in surroundings
- Displays should be attractive, directing and have visual impact

**About the school**

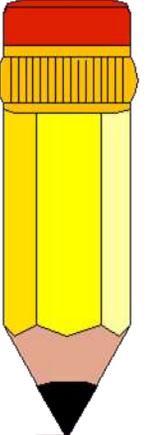
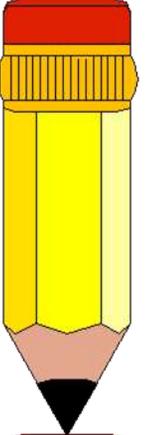
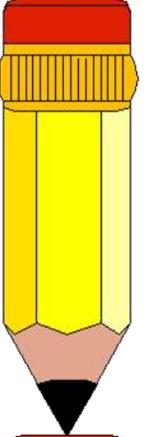
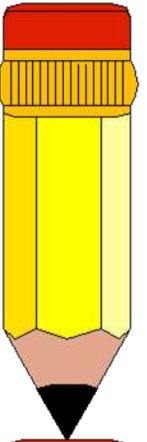
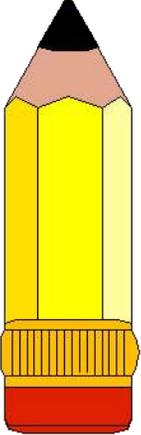
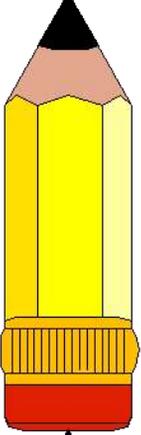
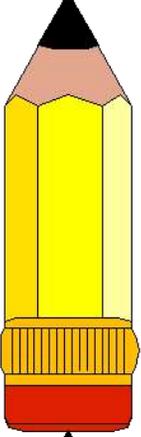
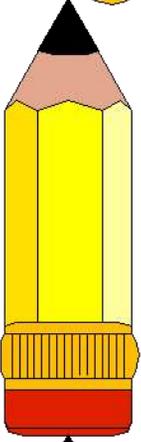
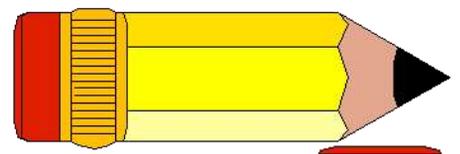
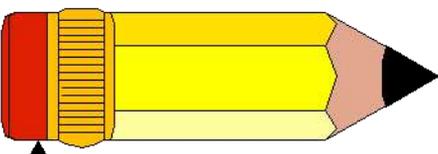
- Make the most of informal contact and enjoy it
- High standards of speech, conduct and dress
- Attend to small matters of detail



**In the classroom**

- Create and sustain a positive supportive and secure environment.
- Well prepared, stimulating lessons, generate good behaviour and earn respect:
  - arrive before the class and begin on time
  - be prepared for the lesson
  - keep everyone occupied and interested
  - extend and motivate all pupils
  - mark all work, promptly and constructively
  - encourage creative dialogue
  - keep an attractive, clean and tidy room
  - maintain interesting wall displays
  - use first names



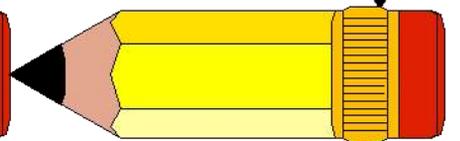
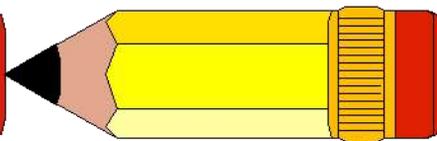
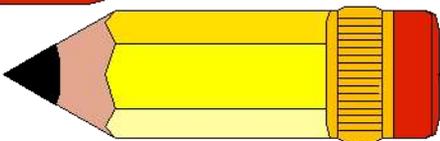


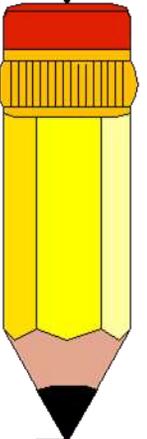
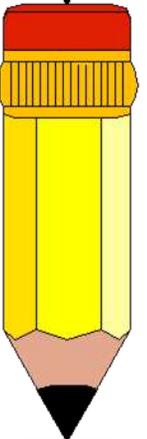
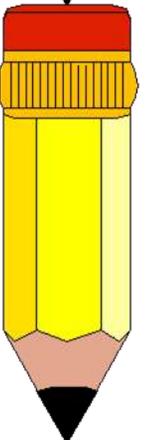
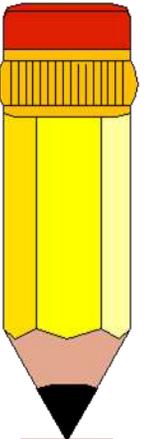
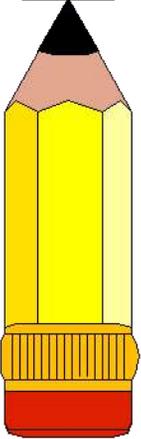
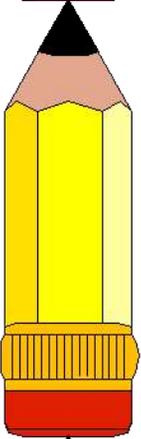
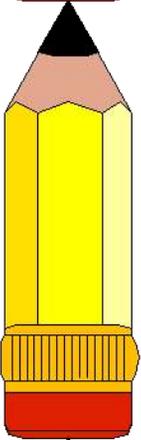
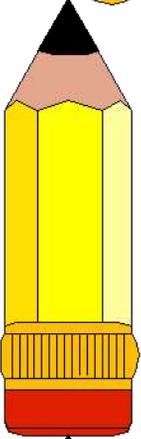
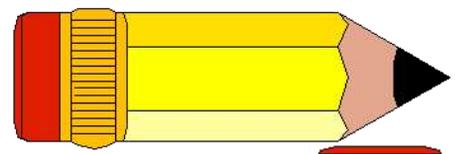
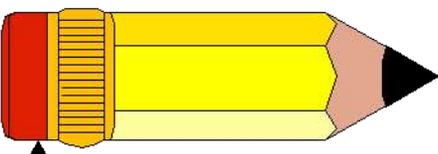
### Maintaining

- Insist on acceptable standards of behaviour, work and respect
- Apply school rules uniformly
- Work to agreed procedures (the majority confirm and are co-operative. Deal immediately with the few who present problems)
- Establish authority firmly and calmly
- Separate the problem from the person
- When a problem which cannot be readily resolved has to be referred to someone else, make sure that it is pursued to a satisfactory conclusion.
- Do all you can – use humours – it builds bridges
- Listen – it earns respect
- Be positive and build relationships
- Know your pupils as individuals
- Carry out any threats you have to make
- Be consistent
- Always apply school rules positively

### Sanctions and punishments

- Consider appropriate reprimands:
  - change of seat
  - repeat of work
  - withdrawal of privilege
  - additional work
  - Referral
  - communication with other staff
  - consultation with parents
  - recording behaviour
- Emergencies – in an emergency escort the offender to the most accessible senior member of staff. If the class cannot be left, send a reliable pupil with a message to a senior member of staff.
- Do all you can to avoid:
  - Humiliating (it breeds resentment)
  - Shouting (it diminishes you)
  - Over reacting (the problems will grow)
  - Blanket punishment (the innocent will resent it)
  - Over-punishment (never punish what is not proved)
  - Sarcasm (it diminishes you)





## SANCTIONS

Behaviour problems which are not solved by the rules, praise or the ignoring approach will necessitate the use of sanctions. The methods recommended treat behaviour problems as mistakes rather than sins and take a positive approach in emphasising to pupils what they should have done rather than harping on about what the pupil did wrong. Only sanctions which are immediately available to the class teacher are likely to be effective. Sanctions which involve delayed detentions or referrals may allow time for the situation to get worse. The sanctions below form continuum so that teachers do not over react to minor problems and do not under react to major problems.

### 1. *The motivational challenge*

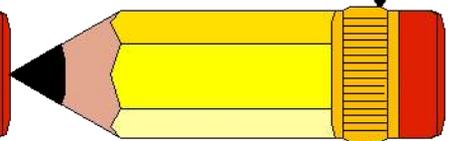
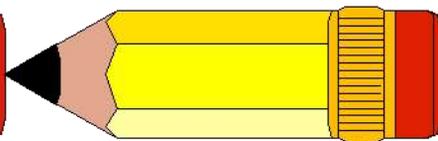
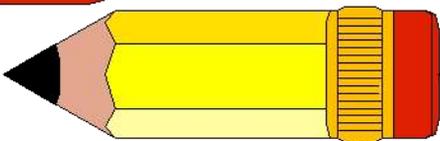
This indicated to the pupils what behaviour you want from them, it enlists them in a commitment to try to behave in this way and it expresses confident in them e.g. Jane, I know you find it difficult to stick to the rule about putting your hand up, but I want you to do your best to do that in this lesson. Do you think you can do that? Well I think you can do it so do your best. Having used a challenge, the teacher must make frequent use of praise to reward the pupil's efforts.

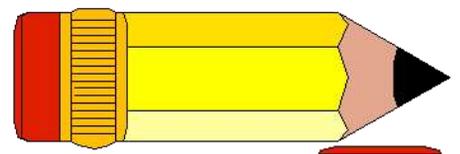
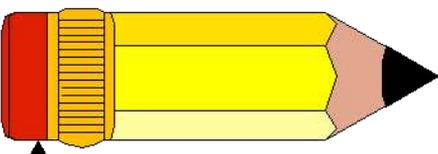
### 2. *Ignore/reward*

Using this procedure the teacher ignores the inappropriate behaviour and instead praises who are close to the "target" pupil and who are behaving correctly. This procedure may need to be repeated several times. Once the "target" pupil responds by behaving correctly the praise should be used to reinforce the appropriate behaviour.

### 3. *Positive reprimands*

This tells the pupils what mistake they are making and what they should do instead. It does not involve nagging or scolding. It should be stern but not threatening or provoking. The teacher should approach the pupil. Attention should be gained and the problem behaviour should be described. The alternative and appropriate behaviour should be described, echoing the specific rule. Opportunities should be found to praise the pupil in the rest of the lesson.





#### 4. Warnings and separation

Warnings and separation should only be used when other approaches have failed. The teacher should approach the pupil and briefly describe the mistake the pupil is making echoing the appropriate rule. The pupil should be told that she or he will be moved to a separate seat if the rule is not followed. If the rule is not followed, the pupil should be moved for a short period. If the rule is followed the pupil should be praised as often as possible.

The approach is based upon the simple premise that pupils who continue to misbehave do so because they receive some sort of reward or pay-off for their misbehaviour. This may often be in the form of attention from an adult or recognition from peers.

#### CLASSROOM RULES

By setting a small number of rules which are positive, reasonable and easy to understand, by praising as much as possible the pupils who follow these rules, by ignoring minor infractions and reprimanding only when necessary, good behaviour can be reinforced and the rewards for misbehaviour minimised.

Rules should be clear and positive so that pupils understand what is expected of them rather than emphasising why they are not supposed to do e.g. put up your hand to answer a question rather than do not shout the answers. They should be explained to and their importance discussed with the pupils. Rules should be reviewed regularly, revised appropriately and pupils informed about any changes made to them. Where possible, pupils should be encouraged to suggest rules themselves, perhaps in response to a specific problem, e.g. How can we ensure that everyone gets a fair chance to answer questions?

Praise should be used as much as possible with those children who are following the rules. When praise is used the most appropriate rule should be echoed in the praise, e.g. "Well done you put up your hand to answer the question."

Minor infractions of rules should be ignored but when a reprimand is required the appropriate rule should be specified, e.g. Peter, the rule is to put up your hand to answer a question. The number of reprimands should be far outweighed by the number of instances when praise is used.

When behaviour is satisfactory a simple reward may be used, e.g. a five minute quiz at the end of a lesson. After a few weeks these rewards should be used only intermittently and when behaviour is exceptionally good.

