

## Introduction

Good behaviour is necessary for effective teaching and learning to take place and an outcome of education which society expects. Our aim in Fivemiletown Primary School is to promote continuing good behaviour.

Our Positive Behaviour Policy is therefore a statement of the school's values and beliefs and sets out our expectations for teachers, pupils and parents.

Our aim is to put structures in place which will

- Ensure that there is good classroom management including clear routines
- Ensure that there is good dining hall and playground management including clear routines
- Promote the development of children's 'self- management' and 'working with others' skills and motivate all children to behave well.



- Promote children's understanding and acceptance of the need to abide by rules and have proper regard for authority
- Promote teacher awareness and identification of Social Emotional and Behavioural Difficulties in children and how children can be supported.
- Access any necessary support from the Education Authority and outside agencies
- Be supported by parents and guardians

This policy has been arrived at after due consultation with parents, pupils and staff. It should be read in conjunction with our anti-bullying policy.

**Parents and teachers must be partners to ensure success.**



### **Expected standards of behaviour**

It is the view of Fivemiletown Primary School that effective learning can only take place in an atmosphere where standards of good behaviour are set as prerequisites.

The standards of behaviour expected are based upon mutual respect for the needs and aspirations of all in the school and upon care for its environment and aim:

- To encourage respect for others and their views.
- To encourage respect for authority.
- To encourage self respect.
- To encourage and develop the concept of self discipline and responsibility.
- To encourage good manners.
- To encourage respect for property and the environment.

### **School strategies to promote continuing good behaviour**

The attitude of all staff in relation to behaviour is of great importance. Staff will be positive role models to pupils in relation to dress, punctuality, commitment and interaction with others.

Good teaching practice and positive teacher/pupil relationships are major contributors to good classroom discipline. Good behaviour enables effective learning to take place and in order to achieve this goal the following strategies will be implemented:

- High expectations of pupils' work and behaviour;
- The use of positive language by staff to communicate expectations to pupils.

- The establishment of Five core rules for the school:
  - We show respect for property
  - We listen to each other
  - We want a safe and clean school
  - We always do our best
  - We care for ourselves and other people



As well as a list of general school rules, rules for the playground, dining hall and for educational trips. (see pages 5 – 9)

- Good classroom management with clear routines and rules.  
This will include the establishment of a small number of classroom rules based on the five core rules which will be discussed with pupils to encourage ownership.
- Whole school approach to ‘Thinking skills and personal capabilities’ with a focus in the first term of each year on the development of ‘*self management*’ and ‘*working with others*’ skills.
- Whole school Personal Development and Mutual Understanding programme
- Pupil participation through class councils and school council
- the encouragement of genuine involvement of all pupils in classroom activity by recognising their different abilities and matching tasks and teaching methods to those abilities so that pupils regularly achieve success and genuine praise;
- particular focus events throughout the year e.g. whole school focus on friendship during anti-bullying week,  
Roots of Empathy programme
- the recognition and encouragement of children’s individuality and the promotion of positive self-esteem



Roots of Empathy  
Racines de l'empathie

- The use of positive language to communicate feedback to pupils.

Every opportunity will be taken to praise children and this praise may be given in a variety of ways including:

- a quiet word or encouraging smile;
- a written comment on work;
- a public word of praise including pupils being selected from each class for praise in special assemblies;



- Small tangible rewards such as stickers or items from a treat box may be used. More emphasis will be placed on the intrinsic rewards of achievement and success particularly as children get older.
- The use of merit marks/points/ stickers/ stars being awarded to class leading to for example: class parties / prizes / evening off homework/extra play session (depends on age of child).

- Early intervention in relation to pupils presenting with Social Emotional and Behavioural Difficulties (SEBD). The school maintains a SEBD register. SEBD is recognized as a legitimate Special Educational Need and a child presenting with this may be included on the school SEN register.

- Close liaison with parents including the maintenance of home school diaries / behaviour charts when deemed necessary



- School reports will be used to comment favourably, not only on good work and academic achievement, but also on behaviour, involvement and attitude.



- Jo-Jo

Jo-Jo is the school teddy bear. He is awarded to a class every Friday in assembly to celebrate good behaviour, manners, work etc.

- A class 'behaviour book' will be kept in each classroom as part of our monitoring procedure

### **Social, Emotional and Behavioural difficulties**

In D.E. 'A resource file for schools to support children with Special Educational Needs it states that:

*"It is axiomatic that all pupils... remain entitled to a broad and balanced curriculum...pupils with discipline and behaviour problems will be dealt with in their normal classroom setting, through the application of intervention measures including the provision of school based support for schools and pupils".(DENI, 1998b, p.18).*

While our behaviour policy relates to all children enrolled it is recognized that some of the children attending Fivemiletown Primary School may present with specific social, emotional or behavioural difficulties (SEBD). The school maintains a SEBD register. A team approach will be taken to challenging behaviours with advice being sought from appropriate agencies including the Education Authority's Behaviour Support Team and Pupil Personal Development Team.

### **General school rules**

Specific rules:

- Walk inside school building (no running or sliding).
- Keep to the left when walking in the corridor.

## Fivemiletown Primary School Positive Behaviour Policy

- Use toilet before going into the playground at lunchtime. Only in an emergency should children re-enter the building before the bell rings.
- On dry days, all children must play outside. Anyone wishing to remain indoors due to illness must have a letter of explanation from a parent.
- On wet days, children will return to their classrooms where they will sit and engage in something of an educational nature, for example, reading.
- Children should only play in playground (not play on the banks or on the pathways along the sides of the school. Children must not climb trees, fences, or hedges in the school grounds or leading to surrounding property). Children must not enter the Rectory Grounds or other adjoining properties.
- When the bell rings to end the mid-morning or lunch break, children must walk quickly to their line and remain there in an orderly fashion until directed to enter the building.



- Litter should be disposed of in the receptacle provided/small bins
- No child may leave the school premises for any purpose during the school day without the permission of the principal or class teacher.
- Glass containers should not be brought to school or on school trips.
- Dangerous items such as penknives are not permitted in school or on the school bus. Such items will be confiscated and may be collected by a parent.

## Fivemiletown Primary School Positive Behaviour Policy

- Items such as rubbers and pencils must not be thrown.
- Pupils should always keep the four legs of their chairs on the floor - no balancing on the back legs.
- For safety reasons school bags must be stored where no one can trip over them (preferably on the benches in the cloakrooms).
- Children will adhere to current routines and act in a responsible manner.
- Children should behave in assembly - showing reverence and concentrating on the act of worship.
- Children must not interfere with fire extinguishers.
- Children must inform teacher/supervisor immediately if injured or when another pupil is injured.
- The chewing of gum is forbidden in school.
- Toys should not be brought to school except for Golden Time or for another activity pre arranged with the teacher. The school will accept no responsibility for any loss or damage to such items.
- Guns are not allowed in school including pellet guns and toy guns. Nor are toy swords or knives.
- Damage to school property must be reported. Repair of damage and removal of graffiti must be paid for by the perpetrator.
  - Mobile phones should not be brought to school by pupils.



- No smoking

### Jewellery and P.E.

As stated in our prospectus and in our September news:  
No jewellery, except a watch, to be worn.

If earrings must be worn they should be studs. For safety reasons your child must be able to remove them for P.E.

For safety reasons earrings, ear studs and other jewellery( including watches) must not be worn during P.E. (which includes swimming). This is due to the fact that serious injuries can be sustained as a result of contact between pupils wearing jewellery and other pupils, equipment or apparatus during P.E.

Pupils should leave items of jewellery at home on days when they have P.E. lessons where the removal and safe keeping of such items will be necessary for safety reasons. This is particularly important in the case of younger children who may be unable to remove their own earrings.

In very exceptional circumstances (e.g. newly pierced ear, infection ) the ear lobe may be taped temporarily with hypo-allergic tape if it is necessary to retain the stud in place.

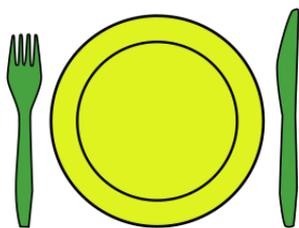
### Good manners

At all times, the pupils should be courteous and well mannered especially when a teacher is speaking. From P.3 it will be expected that pupils will have developed the following courteous behaviour:

- Hold door open for those following
- Remain silent and pay attention when a teacher is speaking.
- Stand aside to allow an adult to pass.
- Addressing teachers and others by name.
- Using ‘please’, ‘thank you’, ‘excuse me’, etc.
- The use of offensive language will not be tolerated.



### Specific rules for the dining room/ lunch room

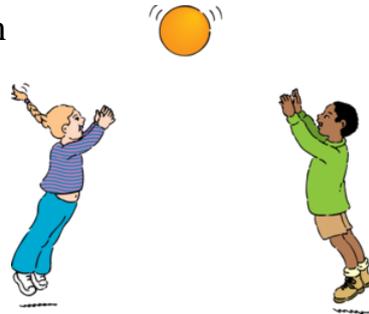


- No toys or books to be brought into the dining room.
- Cutlery should not be handled except when being used for eating.
- Noise in the dining room should be limited to conversation with a neighbour.
- No running or hurried walking in the dining room.
- No one must interfere with another person’s meal.
- Pupils should always keep the four legs of their chair on the floor – no balancing on the back legs.

- Pupils are responsible for disposing of any lunch box rubbish in an appropriate manner.

Playground rules:

- We care for ourselves and other children
- We respect the supervisors and do as they say
- We help children to do things that they can't do on their own
- We look after the equipment and play with it in the right zone
- We share and wait for our turn
- We line up safely and quietly.



Code of conduct for non residential educational visits:

- Always think about your own and others' safety. Be aware of things that might hurt you or other people. Think before you do anything.
- Always listen to your teacher and do what you are told.
- If you have a problem tell your teacher or one of the other adults.
- Wear your full school uniform unless told otherwise. Make sure you have comfortable shoes and a raincoat.
- When travelling on the bus keep your seat belt on.
- If you get lost go to someone who works in the place you are visiting.
- Do not talk to or go with strangers
- Do not touch any animals unless you are told that you can.

Additional rules for specific visits including residential visits will be explained to the children prior to the trip taking place. Prior to residential trips meetings with parents are arranged to explain procedures including rules.



## **School Bus Service**

The good behaviour expected from pupils in school should extend to the school bus service.

In the event of any misbehaviour the following sanctions will apply:

1. Warning 1 – recorded in school and parents informed.
2. Warning 2 – recorded in school and parents informed.
3. Warning 3 – a further infringement may result in an offender being removed from using the school bus service. This procedure will be carried out in conjunction with parents and Education Authority Transport section.

## **Response to misbehaviour**

Even with the above structures in place it will be necessary to have sanctions to show disapproval of unacceptable behaviour including unacceptable standard of work.

Sanctions will:

- Be constructive
- Be applied with sensitivity, flexibility and without discrimination
- Where possible, be related to the misdemeanor
- Be specific to the culprit and not applied to a whole group
- Known in advance by children.

A gradual increase in the level of sanction is more likely to deter a child than imposing the most extreme sanction at the first offence. However,

the Principal and staff will use their professional judgment in matching the sanction to be imposed with the scale of misbehaviour in question.

Sanctions will include:

- A look of disapproval
- Verbal checking by members of staff
- A minor penalty relevant to the offence, for example, verbal apology, picking up their litter
- Changes in seating arrangements
- Repetition of work where presentation or content of work is clearly below the pupil's potential (which teacher may require to be signed by a parent). This may be completed at break time, during Golden Time or at home.

**TimeOut**

- 'Time out' – isolation in the classroom or withdrawal from the class or breaktime activities. On occasions children may be asked to go and 'calm down' or complete work in another classroom. (If necessary parents will be phoned to help facilitate time out.)
- Loss of privileges, for example, loss of being given responsibility for a task such as giving out milk, Golden Time.
- Completion of apology letters or cards
- Contract made between school and pupil.
- Referral to another member of staff or the principal
- Children who persistently misbehave and do not, or refuse to do what they are told may be excluded from school trips, camps and outings as their behaviour and therefore their safety and security on such outings cannot be guaranteed.
- Removal of the right to partake in after school activities if not behaving in these activities

*I'm sorry.*



## **Parental support**

Standards of behaviour are well established in children before they come to school. The accepted standards of behaviour will vary from home to home and family to family, but conflict arises when the expectations of school are different from those of home. Therefore parental agreement with the school's expectations and active co-operation with the staff is absolutely essential if an acceptable standard of behaviour in school is to be achieved.

Parents have a duty to ensure that their children do not cause injury or damage to others or to any property and they, therefore, have an obligation to promote the general policy and rules of discipline as laid down by the school.

The co-operation of parents is sought in relation to maintaining high standards in

- pupil attendance and punctuality,
- pupil personal appearance and hygiene,
- pupil adherence to school rules,
- the wearing of school uniform,
- the care of learning materials, particularly those belonging to the school which may be sent home and
- the supervision and signing of homework.

Parental support is essential to ensure that children value education and have a positive attitude to school.

When deemed necessary parents will be informed about unacceptable behaviours. This will generally be in relation to persistent behaviours, behaviours impacting on other children or one off serious incidents e.g. biting. This may take the form of:

- Informal meeting between teacher and parent e.g. at beginning or end of the day.

- Parents may be asked to support the use of a daily behaviour chart or book that must be signed each evening by parents.
- Parents may be asked to repair or make payment of willful damage to school property or loss of school property.
- More formal verbal or written communication with parents outlining misbehaviour and requesting a meeting with them. This may involve the class teacher, SENCO, member of pastoral care / safeguarding team, Principal or other member of staff depending on the nature of the misbehaviour. This may involve communication regarding to verbal or written warnings given to pupils.
  - First verbal warning – given by Principal or another teacher. Parents informed in writing and record put in child’s folder
  - Second verbal warning – procedure as first verbal warning
  - Written warning – procedure as first and second verbal warning

### **Suspension and Expulsion**

- The statutory Scheme for the Suspension and Expulsion of Pupils in Controlled Schools will be followed. This was formally adopted by the Board of Governors on 18<sup>th</sup> June 2015.
- The Principal may take the decision to suspend a pupil in response to a single serious breach, or persistent breaches of the school’s behaviour policy

### **Assessment, Monitoring and Evaluation**

Behaviour on a whole school and individual basis will be monitored by the following means:

- A behaviour book will be kept in each class
- Behaviour charts
- Individual education plans
- Reports – written and oral
- Reward systems



When appropriate support and advice will be accessed from other agencies including Education Welfare Office, Social Services, Behaviour Management Team, Pupil Personal Development Support Team



## **Anti-bullying Policy**

### **1 Aims and objectives of our anti-bullying policy**

- We believe that all pupils have the right to learn in an environment that is free from intimidation and fear.
- Accordingly, we will work to create an environment within which positive relationships will be fostered and violent behaviour of any sort will be unacceptable.
- Within such an environment bullying behaviour will not be tolerated.
- Should bullying occur the needs of victims of bullying will be paramount, and the school will take all reasonable measures to ensure that the situation is resolved and will not re-occur.
- The school will seek to involve and inform parents in all areas of its anti-bullying work, ensuring that they are aware of the school policy on behaviour and aware of both positive and negative points involving their own children in relation to behaviour.

### **2 Links with other school policies**



This anti-bullying policy forms part of the school's overall Pastoral Care policy.

It links with the Child Protection Policy in which the school outlines the steps it will take to protect children from harm and develop their personal safety strategies.

It links with the Positive Behaviour Policy in which the school outlines the types of behaviour which are considered appropriate and inappropriate, together with the sanctions which will be used as part of the disciplinary process.



It links with our E-Safety Policy in which the school outlines approaches to safeguarding children within the context of e – safety and acceptable internet use. Any form of cyber-bullying of or by pupils or members of staff will not be tolerated.

### 3 Agreed definition of bullying behaviour

The Department of Education defines bullying behaviour as:

"...deliberately hurtful behaviour, repeated over time, where it may be difficult for the victim to defend him or herself."

(DENI 1999 page 41)

Our school definition of bullying is:

Bullying is a form of aggressive and or hurtful behaviour that is persistent and unprovoked. It involves a real or perceived power imbalance e.g. physical strength, access to information which may embarrass, popularity. It may take various forms including physical, verbal, non verbal, emotional and e-bullying.

Examples of bullying behaviour include:

**Physical:** *kicking, nipping, pushing, tripping*

**Verbal:** *name-calling, teasing, spreading rumours, sending text messages*

**Emotional:** *excluding from play, threatening, pulling faces*

**E-bullying:** *sending offensive text messages or emails, posting offensive material on social media sites.*

Bullying is a community issue. It affects pupils, their families, school staff and members of the Board of Governors. Bullying in all forms is unacceptable, and is regarded as a most serious offence.

### 4 Preventive strategies

We believe that the implementation of preventive measures will help to reduce the incidence of bullying behaviour. We will take the following steps:

***Ethos and pastoral care:***

We will be constantly on guard to ensure that the school does not condone or accept any bullying through its general attitude.

We will seek to be a "listening school", in which pupils are encouraged to express their feelings, fears and concerns. This will be facilitated through measures such as Circle Time.

Positive reinforcement will be central factor in all activities and we will promote and reward positive behaviour through measures such as awards for caring and friendliness.

***Curriculum:***

We will provide a personal safety teaching programme including our Circle Time and Road Safety throughout the school. This programme will help children to develop a range of skills including assertiveness and communication skills.

***Playtime provision:***

The promotion of positive play is recognised as important and teachers, supervisors and classroom assistants will work together to develop a suitable environment and atmosphere. In-service training in this area will be sought.

Supervisors and classroom assistants will be aware of the discipline and anti-bullying policies including strategies for dealing with incidents of bullying.

***E-Safety:***

We will educate the pupils in e-Safety issues teaching them appropriate behaviour and critical thinking to enable them to remain safe and legal when using the internet and related technologies.

Acceptable Internet Use Agreements will be signed by pupils, their parents and by staff.

PSNI School Liaison officer will be invited into the school to speak to the children regarding cyber-bullying and internet / mobile phone safety.



**5 Agreed code of conduct for the school community**

***Pupils:***

Pupils have an entitlement to be educated in an environment that is safe, caring and respectful of their individual needs. Pupils have a responsibility to treat all other pupils, teachers and other staff with respect. They have a responsibility to refrain from engaging in bullying behaviour including cyber-bullying and to report it if they are aware of it occurring.

***Parents:***

Parents have an entitlement to expect that their child will be educated in an environment that is safe, caring and respectful of their individual needs. Parents have a responsibility to ensure that their child co-operates with teachers, other staff and other pupils. They have a responsibility to inform the school of any incidents of bullying that they are aware of.

***Teachers and other staff:***

Teachers and other adults in the school community have an entitlement to work in an environment that is characterized by respect and caring for all. Teachers and other adults in the school community have a responsibility to contribute to the creation of such an environment and to work for the well being of all pupils.

**6 Procedures for dealing with incidences of bullying behaviour, including contact with parents and external agencies**

Each case of bullying will be dealt with individually and follow-up action will be tailored to meet the individual needs of the pupils concerned.

The following steps will be followed.

***1. Reporting of an incident***

When a bullying incident is reported, the information will be passed on to the following people:

- The teacher of any child involved
- The principal
- The designated teacher for child protection (Mrs H Graydon) or the deputy designated teacher (Mrs M Coulter).

***2. Investigation of an incident will take place in a no blame approach.***

This will normally be carried out by the designated teacher for child protection or the principal, in co-operation with any class teachers concerned.

Pupils involved will be interviewed and a record made in the appropriate Behaviour Book.

Where appropriate, parents of all pupils involved will be informed of the school's action up to this point and will be kept informed of subsequent

action.

### ***3. Agreeing a plan for resolution***

Working with the pupils concerned, the designated teacher will devise a plan for resolution of the conflict. This plan will include targets for acceptable behaviour and will set out support measures that will be provided for the pupils concerned.

Any disciplinary action required will use the system of sanctions which is set out in the school's Positive Behaviour Policy.

### ***4. Reviewing the situation***

The situation will be monitored and formally reviewed within one month of the initial report. This will be done by the designated teacher, in co-operation with the other teachers, pupils and parents concerned.

### ***5. Involvement of other agencies in provision of support***

When necessary, the school will draw on support from a range of outside agencies including Education Welfare Officer, Behaviour Support Team, Pupil Personal Development Service and the Educational Psychology Service. In most instances, the school will seek to deal with the situation from within its own resources. However, if it becomes clear at step 3 or 4 that outside help is needed, the school will not hesitate to avail of it.

## **7 Monitoring and review of the anti-bullying policy**

The principal and designated teacher for child protection will monitor implementation of this policy. A report on implementation will be provided annually to the Board of Governors, within the overall report on pastoral care provision. This policy will be formally evaluated and reviewed at least every three years. Consultation with parents, pupils and staff will take place as part of any review.