



Behaviour Policy

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Maghaberry Primary School and Nursery Unit
17a Maghaberry Road, Maghaberry, Craigavon, County Armagh, BT67 0JE
02892 611529

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Our school mission statement

The aim of Maghaberry Primary School is to provide a safe, happy caring and stimulating learning environment in which home-school links are encouraged to help achieve the academic, personal and social development of our pupils.

POLICY STATEMENT

The main purpose of this policy is to promote good behaviour fostering, in particular, the following values:

- Respect for ourselves and care and concern for others,
- Respect for our school and surroundings and for our belongings and property, and
- Engagement in our learning and pride in our achievements.

AIMS

Within Maghaberry Primary School we aim to create a community in which pupils, teachers, parents and support staff enjoy a sense of belonging and have a sound understanding of the important role they play.

We aim to:

Encourage our pupils to develop independence by accepting the need for self-discipline and self-control and by taking responsibility for their own behaviour by providing opportunities for children to:

- make rules for their classes,
- to examine their own views and those of others, and
- to agree the rewards and sanctions for their class.

Promote learning for the children enabling each child to achieve their full potential by providing a safe, secure and stimulating learning environment for the children.

Enhance the pupils' self-esteem and foster self-respect and respect for others.

Develop the pupils' interpersonal skills and their ability to work co-operatively.

RIGHTS AND RESPONSIBILITIES

In Maghaberry Primary School and Nursery we believe that all members should be treated well. To achieve this there are certain responsibilities, which we all must accept.

Pupil Rights • To be treated with respect. • To be educated in a safe and secure and stimulating environment. • To be listened to and have problems taken seriously. • To be happy and have work and efforts valued.	Pupil Responsibilities • To treat other children and all property with respect. • To treat all staff with respect. • To work to the best of their ability. • To obey class and school rules. • To develop self discipline and honesty
Staff Rights • To be treated with respect by all the members of the community. • To work in a safe and healthy environment free from confrontations and abuse. • To be informed and consulted on matters associated with the school. • To receive support from management at the Board. • To be encouraged to develop professionally and have job satisfaction.	Staff Responsibilities • To prepare well, teach thoroughly and continually assess pupils' progress. • To inform parents of children's progress. • To create a stimulating and happy learning environment. • To develop children's confidence and self worth through positive acknowledgment. • To endeavour to meet the needs of individual children. • To listen to and try to establish a positive relationship with the children
Parent Rights • That their children will have the opportunity to learn in a safe and secure environment. • To be consulted on matters concerning their child. • To be kept informed of their child's progress and perceived difficulties. • To be kept informed of the mechanisms the school uses for day-to-day issues. • To be listened to and have their concerns dealt with fairly.	Parent Responsibilities • To ensure that their child attends school regularly, is punctual and is fully equipped to learn. • To ensure the children are dressed smartly in the agreed school uniform. • To promote good manners, routines and socially acceptable behaviour at home. • To support the school by fostering a positive attitude to school and its staff. • To provide a suitable environment where homework can be completed to the agreed standard with supervision and guidance.

SCHOOL RULES

We believe our rules at Maghaberry Primary School are consistent, fair and firm.

Each class has rules on display, made by and accepted by the children.
In addition to these the following whole school rules have been agreed:

In Maghaberry Primary School we...

1. walk in the playground in the mornings.
2. walk calmly and quietly inside the building.
3. respect others, their property and the school.
4. knock and wait for permission to enter rooms.
5. take pride in our work and try our best.
6. play sensibly and safely in the playground.
7. ask for consent to leave school early.
8. bring a note on return to school after absence.
9. get our homework signed by parent/carer.
10. wait with our teacher at the gate at home time.

Parents should:

1. Note that in the interest of Child Protection, the school is made aware of absences on the first day before 9.30 a.m.,
2. Always call at the office on arrival at school,
3. Inform the school of an impending absence by letter,
4. Submit a 'notification of absence' form on return to school,
5. Dress children in the agreed school uniform,
6. Support the school by reinforcing expectations at home,
7. Talk positively about school life, including learning progress, and
8. Encourage healthy eating at school. ****Our school is a NUT FREE zone****
(One healthy snack for break, a balanced lunch and water only to drink)

We believe that parents must be involved, in partnership with the school, in securing and maintaining high standards of behaviour.

WE DO NOT TOLERATE

- BULLYING BEHAVIOUR
- STEALING
- FIGHTING
- DESTRUCTION OF PROPERTY
- BAD LANGUAGE

IMPLICIT IN ALL OUR RULES AT MAGHABERRY PRIMARY SCHOOL IS THE SAFETY OF THE CHILDREN IN OUR CARE.

REWARDS

We aim to positively acknowledge the good behaviour of the pupils in order to celebrate and reinforce it. We seek to discourage unacceptable behaviour and endeavour to create a climate within the school in which poor behaviour is not accepted by the pupils themselves.

Children may be rewarded by staff, at their discretion, but always consistently and with the intention of promoting high standards. All classes will be involved in the Text Messaging System, through which messages can be sent to parents to offer praise for good effort and behaviour in school.

Rewards used throughout Maghaberry Primary School and in the Nursery Unit may include:

- Verbal praise
- Written praise
- Stickers, stamps and certificates
- Table/Team of the month/week
- Treats/prizes
- Golden Time
- Public recognition
- Visits to other staff members to reinforce praise
- Text messages to parents

Lunchtime behaviour

Children taking school dinners will be supervised in the assembly hall. Packed Lunch children will remain in their classrooms where they will be supervised eating their lunches. Each class will be made aware of the Lunchtime Rules:

1. Obey the supervisors.
2. Sit sensibly in your own seat.
3. Remember your manners, and
4. Talk quietly when not eating.
5. Remain seated until the bell rings.
6. Leave your table clean and tidy.

Rewards

Teachers will be informed by supervisors of good and helpful behaviour and may choose to reward children for demonstrating high standards of behaviour.

Reward and Sanction CARD SYSTEM

1. Children who are not complying with lunch/school rules should be dealt with first by supervisor, class teacher, VP and then Principal.
2. A yellow card may be given for minor issues which will result in some time out from activity/play. This card is removed after 5 school days if no further issues arise.
3. A red card may be given for two yellow cards or a major behaviour violation. This will result in their name being recorded in the Incident Book, parents being informed and a teacher-supervised, break time detention the following Thursday.
4. A gold card may be awarded to individual children who demonstrate the highest standards of behaviour. Gold card holders will also be presented with an additional reward as recognition of their modelling of high standards.

PROCEDURES and SANCTIONS

“While rules and procedures protect rights and define responsibilities, rewards and sanctions are necessary to encourage and maintain the rules in class and throughout the school.” (DENI - Pastoral Care in Schools: Promoting Positive Behaviour paragraph 51)

A Positive context

We will always endeavour establish a positive environment for our children:

- We will strive to ensure that learning takes place within a positive ethos which fosters good learning behaviour, is nurturing and caring of the individual and ensure that all children feel that they are valued and welcomed members of the school community
- We understand that maintaining effective classroom management and employing appropriate learning and teaching strategies can have a positive bearing on behaviour and discipline.
- We seek to ensure that learning activities are well planned, incorporating a range of differentiated activities, meeting the needs, styles and interests of the children, with a measure of success built in for every child.
- We aim to give clear instructions, provide appropriate pacing of learning, with effective questioning and positive and constructive feedback. We also strive to involve children in the planning, learning and evaluative aspects of the learning process.

Within this positive context, should undesirable behaviour arise, we will, depending on the seriousness of the behaviour, decide on the best course available. For example, in the case of low-level disruptive behaviour within the class, the teacher might firstly assess their own practice, knowing that such things as the appropriateness of learning tasks or seating arrangements can influence behaviour. The teacher might then discuss the context of the child with them, understanding that he might be experiencing some difficulties which could be impacting negatively on their behaviour. The teacher may choose to discuss and share the problem with the child, jointly planning a way forward. The teacher may also seek to enlist the support of the parent and may employ behaviour targets with tangible, realistic targets with rewards for improved behaviour.

SANCTIONS

Whilst the majority of behaviour can be managed effectively using such strategies, there may also be times when it is necessary for teachers to employ sanctions. In such circumstances we will seek to help the child to improve their behaviour and attitude. We will always ensure that the child understands that whilst they are greatly loved and valued it is their behaviour which is unacceptable.

We agree that the sanctions should be:

1. Consistent and fair,
2. Immediate or as soon as possible and, where possible, discrete,
3. Appropriate to the child's personal stage of development, and
4. Applied in such a way as to keep self-esteem intact.

Below are lists of sanctions, which staff may use in response to incidents of misbehaviour.

- A simple look, gesture or signal,
- A rule reminder,
- A conversation with the pupil or a warning,
- Removal from the group,
- Time out from activity,
- A sanction related to the misdemeanour (eg, tidying up a mess on floor/table if appropriate),
- Yellow/red cards
- Break time detention and
- Referral to Vice Principal or Principal.

Parents may be consulted at any stage throughout the sanction procedure if felt appropriate.

- Break time detention Think Sheet to sign,
- Informal meeting/phone call with Parent and Teacher,
- Daily or weekly reporting to Parents,
- Formal meeting with Parent, Teacher, Vice principal and/or Principal,
- Involvement from School SENCo or outside agencies in terms of advice and support,
- Suspension, and
- Expulsion 1986 and 1989 Education Orders- (NI) also Education Authority (South Eastern Region) Procedures for Suspension and Expulsion.

Teachers may, of course, discuss issues of concern with the SENCo, in line with the Code of Practice (Special Education Needs Policy). THEN, following consultation with the SENCo and parents, the child may be placed on a concern form.

The SEN Code of Practice (UNDER REVIEW)

Stage 1

A child may be moved to Stage 1 of The Code of Practice and placed on the SEN Register, if this is deemed to be the most appropriate way forward. The class teacher will decide on effective teaching strategies to promote positive behaviour and to discourage and deal with unacceptable behaviour from the pupil. An Individual Education Plan (IEP) will be agreed with the pupil and parents.

Stage 2

If progress at Stage 1 has not progressed as hoped the class teacher and SENCo may decide to move the child to Stage 2 where appropriate targets will be set and provision made accordingly. A new IEP is drawn up.

Stage 3

When Stage 2 strategies continue to be unsuccessful, a referral to agencies outside school such as Educational Psychologist, Outreach Support Services or the South Eastern Region's Behaviour Support Team (or equivalent) will be made.

Stage 4

This occurs where psychological advice and a Stage 4 referral is made. The Stage 3 education plan is written whilst this process is ongoing.

Stage 5

The child will receive a statement of Educational Needs from the Education Authority (South Eastern Region). The school will endeavour to meet the needs of the child as listed in their statement. Annual reviews will take place in line with the Code of Practice and also Education Authority (South Eastern Region) Policy.

It is the intention of the school to implement this policy, with the assistance of all members of the school community. The policy will be monitored and reviewed every twelve months implementing any appropriate guidelines as they become available.

YELLOW CARD

**You will most likely get a yellow card (warning)
for the following:**

Rough play (toy fights, pushing/pulling etc.)

Leaving people out of games

Ruining other people's games

Not carrying out instructions from staff

Taking too long to line up

Disruptive behaviour during line up

Leaving the playground without permission

Hanging around inside the corridors/toilets

Dropping litter

Running in the corridor

**This is not an exhaustive list and staff may issue
yellow cards for other reasons.**

(Yellow card will result in 'time out' within a playtime period. This card will stay with a pupil for 5 school days. Another offence within this period will result in a red card. If the period elapses without a further offence, the card is removed.)

RED CARD

You will most likely get a red card (sanction)
for the following:

Fighting

Bullying

Disrespect to staff

Damaging property

Causing danger to people (including staff)

Bad language

2 yellow cards

Staff can give immediate red cards for any
offence which they see as serious –
it does not need to be on the above list.

(Any red card offence will be recorded in the Incident Book and parents informed.
 Red cards will also result in a ~~breaktime~~ detention the following Thursday.)

Detention Think Sheet**Name:** _____ **Date:** _____**What I did...**

Why I did it...

What I should have done...

Teacher Comment:

Parent Comment:

Signed: _____