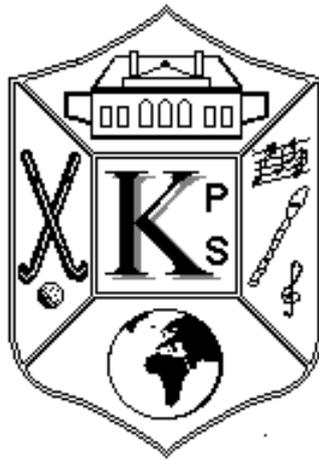


# **KIRKINRIOLA PRIMARY SCHOOL**



# **POSITIVE BEHAVIOUR POLICY**

Reviewed May 2018

# KIRKINRIOLA PRIMARY SCHOOL

## POLICY ON POSITIVE BEHAVIOUR

If a child attending Kirkinriola Primary School is to achieve his/her maximum potential, then an essential condition for effective teaching and learning to take place is **Good Behaviour**.

**Good behaviour in Kirkinriola Primary School is nurtured through: -**

- (a) Teachers, parents, children, ancillary, clerical, supervisory and dinner staff working together.
- (b) The provision of a broad and practical curriculum which provides for each pupil as an individual in his/her own right and is designed to help each child progress:
  - (i) A sense of self-respect, self-discipline and self-confidence;
  - (ii) Respect for others and their property;
  - (iii) Toleration and appreciation of the opinion of others;
  - (iv) Good manners and politeness;
  - (v) A caring attitude and responsibility towards all living creatures, buildings, plants etc.
- (c) Teacher/parent consultations both formally and informally.
- (d) Opportunities for each child to assume responsibility.
- (e) Opportunities for each child to develop comradeship through experiences in Forest School, team games, choir, educational visits, residential trips, morning assemblies, drama, extra curricular activities, sports day, concerts, collections for charities etc.
- (f) A school environment in which children are encouraged to feel pride in maintaining a high level of cleanliness, tidiness and display.
- (g) A clear and precise set of school rules as listed below

All children should do their best to: -

1. Arrive at school each day, on time, with all they need and homework done.
2. Behave safely at all times and do not do anything likely to upset, hurt or bully others.
3. Speak politely both to adults and other pupils, remembering 'please' and 'thank you' where necessary and showing respect at all times for others.
4. Respect and take care of school property. Deposit litter in bins provided.
5. Work as best they can in class.
6. Line up in an orderly and quiet fashion.

(h) A clear and precise set of agreed classroom rules.

**Praise and Reward may take the form of: -**

**1. Efforts mentioned and highlighted in: -**

- (a) Class
- (b) Assembly
- (c) Local Newspapers and Journals
- (d) Communication books
- (e) Pupil Progress Meetings
- (f) Meetings with Parents
- (g) School Reports

**2. Work displayed in: -**

- (a) Class
- (b) Corridors and entrance
- (c) School Notice boards
- (d) Seesaw Application
- (e) School Website
- (f) Facebook Page

3. Being given responsible tasks
4. Being sent to the Principal or other teachers
5. Being awarded Stars and Class Prizes

Regardless of how high the standard of behaviour, there will always be occasions when sanctions and punishment are required to show that some behaviour is not acceptable. It is important to stress that it is the behaviour and not the child that is unacceptable. At the same time it is essential that if the behaviour is out of character a possible reason is sought.

### **Sanctions.**

In most instances, eg. talking in class, inattention, running in corridor etc., a verbal reprimand by a teacher is sufficient. In some instances the child may be moved to sit by themselves.

Other sanctions which may be used should a more serious situation arise.

<b>Sanction</b>	<b>When Used</b>
Completion of work	When work is deliberately left unfinished
Repetition of work	When work is deliberately careless.

Any behaviour that impacts repeatedly on learning and or the progress of the pupil will result in their parents being informed.

Detention at playtimes Loss of privileges such as - trips, classroom responsibilities, representing school on teams etc.	When a child reaches Step 3 in the Steps System
--	---

Should the behaviour outlined above become frequent or more serious in nature, then the pupil will be referred to their class teacher(s) and then if necessary to the Principal.

**Should there be any serious instance of bullying, violence, irreversible vandalism, theft, verbal abuse or use of foul language, the Principal may decide to: -**

1. Note the child's name with a description of the behaviour.
2. Meet with the child's Parents to inform them of the behaviour and if necessary -
3. Monitor and review a pupil's behaviour daily for an agreed time frame.

Should these efforts fail to achieve a positive reaction, the child, after discussion with the parents, will be referred to the SENCO.

One final sanction must be listed though it is hoped that it will never be necessary. If all other sanctions fail the pupil may be suspended from school either for a short period or permanently excluded (after discussion with the Board of Governors and Education Authority).

### **Lunchtime Supervision**

During the lunchtime break the Supervisory Assistants, under the direction of the Principal (or Teachers), are responsible for the supervision of children and the maintenance of discipline. They have the authority to deal with matters of unacceptable behaviour by -

- (a) Verbal reprimand.
- (b) Standing pupils in a position visible to the supervisor for a period of time.
- (c) Reporting the matter to the Class Teacher or Principal if it is deemed serious.

### **Travelling To/From School**

Children are in School Uniform and as representatives of the school are expected to behave in exemplary fashion at all times. The rules of road safety and of public transport must be obeyed in the context of personal safety.

Parents will be informed if reports suggest otherwise and sanctions may be used if deemed necessary by the Principal and teachers.