

# MARKETHILL PRIMARY SCHOOL



*Tomorrow's Success Begins Today....*



# POSITIVE BEHAVIOUR POLICY

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## MARKETHILL PRIMARY SCHOOL MISSION STATEMENT

**In Markethill Primary School we seek to promote excellence in child centred education in a safe, nurturing, inclusive and stimulating environment where the dignity of all is valued and where everyone can aspire, aim, achieve and experience success.**

### INTRODUCTION TO POSITIVE BEHAVIOUR

Markethill Primary School's policy on positive behaviour is based on the principals of mutual respect, self-control and proper regard for others. The aim is to create a safe, happy and secure environment in which children learn consideration and respect for others.

Our shared core values are reflected in the Positive Behaviour Policy i.e. consistency, fairness, positivity, self-evaluative, respectful, challenging, high expectations, diversity, equality, learner centered, inclusive, achieving and supportive. In our efforts to make Markethill Primary School a safe and happy place to be, we remind our children to:

***"Do unto others as you would have them do unto you."***

Our Positive Behaviour Policy is based on a whole school approach and is subject to a consultation process to ensure it is clear, non-discriminatory and actively supported by the entire school community. The foundation of this policy is the establishment of good relationships between pupils, teachers and their parents/carers, within a positive, stimulating, friendly, encouraging, secure and positive learning and teaching environment.

All staff, including teachers and support staff, will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. Mutual support amongst all staff implementing this policy is essential. Staff have a key role in advising the Principal on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Principal, for creating a high quality learning environment, teaching positive behaviour and implementing the agreed policy and procedures consistently. Staff should also be aware of and differentiate for any pupils with specific learning needs or experiencing additional needs or challenges which may adversely impact their behaviour.

### A POSITIVE APPROACH

Whilst this policy outlines sanctions which may be imposed as necessary, we do not see discipline within our school as a series of rules and regulations. Rather we view discipline in a **positive** way, where praise and reward are fundamental. It is our desire to cultivate in pupils an acceptance and recognition for their own decisions, their actions and consequences. We hope to train and guide children to behave in a socially acceptable way whilst in the care of teachers and others in the education process.

### AIMS OF THE POLICY

The Positive Behaviour Policy aims to:

1. establish a community wherein pupils, teachers, parents and support staff are valued and enjoy a sense of belonging;
2. create an acceptable level of order and behaviour so that effective teaching and learning can take place;

3. enhance the pupils' self-esteem and foster self-respect and respect for others, including property;
4. develop the pupils' interpersonal skills and their ability to work co-operatively with others to resolve problems and potential or actual conflict;
5. acknowledge and reward positive behaviour;
6. clearly communicate school procedures for responding to inappropriate or unacceptable behaviour to all children and adults;
7. ensure that parents are informed of our positive behaviour policy procedures and to encourage their active support in the successful implementation of this policy.

### **KEY PRINCIPLES**

The School Council met with the Pastoral Care Co-ordinator to discuss effective Principles which highlight the agreed standard of behaviour expected from every member of the school community. The following guidelines were taken into account when considering the Principles.

- Embody the shared/agreed core values within Markethill Primary School.
- Can be understood by every member of the school community regardless of age or ability.
- Represent a shared view of what constitutes acceptable standards of behaviour for all.
- Promote positive behaviour and a shared/agreed view of how to achieve it.
- Promote delivery of effective learning and teaching.
- Apply to every member of the school community.
- Promote consistency and fairness within the school community.
- Identify, protect and support vulnerable groups.
- Are challenging, but realistic and appropriate for Markethill Primary School.

The School Council ranked key principles in the following order.

- Appropriate action should be taken to reduce the risk of poor behaviour occurring, including particular action to prevent a disproportionate number of behaviour issues arising amongst vulnerable groups of pupils.
- All members of the school community are entitled to learn in a safe and secure environment.
- School staff and pupils should all show respect for one another.
- All members of the school community should be listened and responded to.
- All members of the school community are always considerate towards the learning needs of each individual and supportive of the school as a learning community.
- All school staff should model positive behaviour and promote it through active development of pupils' social, emotional and behavioural skills.
- Pupils should act as appropriate ambassadors for the school on, for example school trips, work placements, sports events and journeys to and from school.
- Pupils whose behaviour and attendance may deteriorate through events such as bereavement, abuse, or through the divorce or separation of parents should be identified and supported.
- All members of the school community should understand and accept the principles on which the behaviour policy is grounded.
- Good behaviour should be rewarded and sanctions should always be applied consistently for unacceptable behaviour including bullying and violence.

## RIGHTS AND RESPONSIBILITIES OF PUPILS

We would expect the children who attend Markethill Primary School to enjoy their education and to have their needs met. However, at the same time, we wish to encourage children to realise that other children deserve and must enjoy the same treatment as they do. A child who is experiencing difficulty at school should inform his/her teacher, the Principal or any other member of school staff.

PUPIL RIGHTS	PUPIL RESPONSIBILITIES
<p><b>Pupils have a right to:</b></p> <ul style="list-style-type: none"> <li>• be taught in a pleasant, well managed and safe environment;</li> <li>• be valued as members of the school community;</li> <li>• receive necessary guidance with their work and play;</li> <li>• have a sympathetic audience for their ideas and concerns;</li> <li>• have bullying or other personal worries addressed in a sympathetic manner;</li> <li>• be listened to in a sensitive manner when they make mistakes;</li> <li>• be treated fairly, consistently, calmly and with respect;</li> <li>• work and play with clearly defined and fairly administered codes of conduct;</li> <li>• experience a broad, balanced and suitably differentiated curriculum and to have any special learning needs identified and addressed; and,</li> <li>• be made aware of the school's standard of expectations with regard to work and discipline;</li> <li>• develop and extend their interests, talents and abilities within the time and resources available.</li> </ul>	<p><b>Pupils have a responsibility to:</b></p> <ul style="list-style-type: none"> <li>• behave safely and in an acceptable manner in and out of class;</li> <li>• follow the school rules including rules relating to attendance, punctuality, uniform and suitably equipped for the school day, in line with what can reasonably be expected for their age;</li> <li>• ensure that any homework administered are completed to the best of their ability and returned on time;</li> <li>• show respect for staff, visitors and other pupils in school;</li> <li>• respect the views, rights and property of others;</li> <li>• co-operate with their peers and members of staff;</li> <li>• listen attentively in class and work to the best of their ability.</li> <li>• display good behaviour and good manners, abiding by school and class rules;</li> <li>• seek help if they do not understand or are in difficulties;</li> <li>• accept ownership for their behaviour and learning and to develop the skills of working independently;</li> <li>• learn from their mistakes; and,</li> <li>• represent the school in a positive way.</li> </ul>

## RIGHTS AND RESPONSIBILITIES OF PARENTS AND GUARDIANS

Standards of behaviour are well established in children before they come to school. The accepted standards of behaviour may vary from home to home and family to family. Behaviour which can be tolerated at home may not always be acceptable at school because of the large numbers involved in the school community. We believe in the principle of partnership and therefore encourage parents and guardians to establish and maintain a relationship with the class teacher and Principal. Active co-operation with staff is absolutely essential if an acceptable standard of discipline is to be achieved. It is essential that staff and parents work in partnership in order to achieve and maintain the standard of behaviour expected by the school for the benefit of every child. The support of parents is essential in order to maintain high standards of pupil attendance, punctuality, pupil appearance, wearing of school uniform, caring for learning materials and supervision of homework.

PARENT / CARER RIGHTS	PARENT / CARER RESPONSIBILITIES
<p><b>Parents have a right to expect:</b></p> <ul style="list-style-type: none"> <li>• a safe, well managed, stimulating and happy learning environment for their child;</li> <li>• reasonable access to the school and to have their enquiries and concerns dealt with sympathetically and efficiently;</li> <li>• be informed, if necessary, when their child is ill or has an accident or, if the school has concerns about their child;</li> <li>• be well informed about their child's progress;</li> <li>• be well informed about school rules and procedures;</li> <li>• a broad, balanced and appropriate curriculum for their child;</li> <li>• to be involved in key decisions about their child's education;</li> <li>• a suitably resourced school with adequate and well maintained accommodation;</li> <li>• to be kept informed should their child not meet the standards of discipline set by the school;</li> <li>• an opportunity to discuss disciplinary matters with the class teacher or Principal including sanctions imposed in accordance with policy procedures;</li> <li>• a consistent and fair approach to discipline with sanctions commensurate with the seriousness of the misdemeanour;</li> <li>• a school community which is sensitive to the needs of the individual child; and,</li> <li>• an acceptable level of courtesy and respect to be shown to their children by staff.</li> </ul>	<p><b>Parents have a responsibility to:</b></p> <ul style="list-style-type: none"> <li>• ensure that children comply with school rules regarding uniform, attendance and punctuality;</li> <li>• be aware of school and classroom rules and procedures and encourage their children to abide by them;</li> <li>• encourage children to complete school work and homework to an acceptable level;</li> <li>• ensure their child is suitably equipped for the school day;</li> <li>• show interest in all aspects of their child's progress and wider school life, and, where possible, provide suitable facilities for studying at home;</li> <li>• be positive role models in their relationship with the school and staff, approaching all staff calmly, respectfully and politely;</li> <li>• use the school car park in a careful and safe fashion, showing respect for others and an awareness of safety for children;</li> <li>• attend planned meetings with their child's teacher and support school functions;</li> <li>• provide the school with all necessary background information about their child, including telling the school promptly about any concerns they have about school, or any significant change in their child's medical needs or home circumstances;</li> <li>• promote an understanding of what is acceptable and unacceptable behaviour.</li> <li>• encourage children to value their own property, school property and that of others; and,</li> <li>• work in conjunction with the teachers and Principal should any discipline be required.</li> </ul>

## RIGHTS AND RESPONSIBILITIES OF STAFF

It is the role and responsibility of the class teacher to provide education for the children in his/her care.

*'A climate which fosters effective learning, both within the classroom and about the school, is at the heart of the education process.'* (Promoting Positive Behaviour' p6, DENI, 2001)

When staff and pupil understand their different roles good discipline can be achieved. Children at different stages in education require instructions and our school rules form the framework of the expectations we have for the children in our care. Our rules will be clearly displayed in each classroom and commented on, at regular intervals, by the teacher. Staff will enforce discipline in their class in a positive manner having regard to the positive nature of our school policy, consulting with senior management and the Principal when necessary.

STAFF RIGHTS	STAFF RESPONSIBILITIES
<p><b>Staff have a right to:</b></p> <ul style="list-style-type: none"> <li>• work in a safe environment, where common courtesies and social conventions are respected;</li> <li>• express their views and contribute to policies which affect their work;</li> <li>• a suitable career structure and opportunities for professional development;</li> <li>• support and advice from senior colleagues and external bodies;</li> <li>• adequate and appropriate accommodation and resources;</li> <li>• work in a respectful environment, free from threat;</li> <li>• be valued as part of the school team;</li> <li>• discipline all pupils in the school according to school procedures; and,</li> <li>• have an opportunity to work to their full potential in a calm environment.</li> </ul>	<p><b>Staff have a responsibility to:</b></p> <ul style="list-style-type: none"> <li>• always behave in a professional manner;</li> <li>• ensure that lessons are well prepared, making use of available resources;</li> <li>• ensure that homework is appropriately set and marked;</li> <li>• value the contributions of pupils, respect their views and listen to them at appropriate times;</li> <li>• be sympathetic, approachable and alert to pupils experiencing difficulty;</li> <li>• identify and seek to meet pupils' special educational needs through the SENDo Code of Practice;</li> <li>• report suspected cases of bullying to the Designated Teacher for Child Protection;</li> <li>• follow up on any complaint by a parent about bullying;</li> <li>• share with the parents any concerns they have about their child's progress or development;</li> <li>• expect high standards and acknowledge effort and achievement;</li> <li>• pursue opportunities for personal and professional development;</li> <li>• enforce the school's positive behaviour policy in a fair and consistent manner.</li> <li>• Recognise the individuality of children and strive to cater for their needs.</li> <li>• Consult with parents about a child's progress or behaviour.</li> <li>• Provide a safe working environment in the classroom, where all children can work effectively to the best of their ability.</li> <li>• Co-operate and work with the school management team and colleagues.</li> </ul>

### **ROLE OF THE PRINCIPAL**

The Principal has a key role in formulating and reviewing the positive behaviour policy and establishing the ethos of the school. She must ensure that staff, pupils and parents play a vital role in the life and organisation of the school. The Principal must ensure that the rules of the school are administered fairly and consistently to all pupils. She should support her staff where appropriate and furnish Board of Governors and the Education Authority (if necessary) with a report on the behaviour management within the school or on the behaviour management of an individual pupil, where necessary. The Principal must also ensure that the school's behaviour management policy is processed in accordance and alongside all other relevant school policies i.e. SEN Policy, Pastoral Care Policy, Anti-Bulling Policy and Code of Practice etc.

### **ROLE OF THE BOARD OF GOVERNORS**

The role of the Board of Governors is to maintain a Positive Behaviour Policy for the school which is current, being implemented, positive in nature and reflective of the school ethos. If, or when a case of serious inappropriate behaviour should come before them they must act upon it having considered the views of the Principal, other interested parties and any reports forwarded to them. The Board of Governors have a responsibility to support the Principal and her teaching staff.



## PUPIL CODE OF CONDUCT

A high standard of conduct, work and appearance is expected from each boy and girl who is a pupil at Markethill Primary School. Respect for oneself and consideration for others are the ideals by which pupils should be guided in all their behaviour in school, in the home and in the wider community. The Code of Conduct is very important in ensuring that each child can reach their full potential at Markethill Primary School.

### ATTENDANCE

- Regular attendance is essential.
- The school day is from 9.10am to 2.15pm or 3.15pm.
- No pupil may leave school without the permission of his/her teacher or Principal on receipt of a note.

### PUNCTUALITY

- Children should be in school by 9.00am as lessons commence at 9.10am. Children will be supervised from 8.45am.

### BEHAVIOUR

- Pupils should have respect for themselves and others and take responsibility for their own actions.
- Pupils should be well mannered at all times.
- The use of bad, or inappropriate, language and gesture is unacceptable.
- Boisterous games and activities which are liable to cause injury to the pupils or others are prohibited.
- Teachers and supervisors are to be listened to and their requests responded to at all times.

In Markethill Primary School we have established a number of Golden Rules. These include:

- ✓ Be gentle
- ✓ Be kind and helpful
- ✓ Be honest
- ✓ Be polite
- ✓ Be respectful to people
- ✓ Be respectful to belongings and property
- ✓ Be ready for school
- ✓ Be hard working
- ✓ Be attentive to what people are saying
- ✓ Be safe
- ✓ Be quiet and walk at all times in school

### APPEARANCE

- A high standard of personal appearance and hygiene is expected at all times.
- Full uniform should be worn at all times unless previously arranged with class teacher / Principal.
- For safety reasons, jewellery will be restricted to a watch and stud earrings. When engaged in physical activities it may be necessary to remove jewellery which may cause danger.
- Long hair should be tied back. Hair styles must be tidy, unobtrusive and not extreme.
- Make-up and nail varnish are not allowed.

## MOVEMENT

- Pupils should move around the school in a quiet and orderly manner as directed in the School Rules.
- Toilets should be used at the set times or when otherwise directed by the teacher.
- In the dining hall, pupils are expected to walk in an orderly manner when entering, exiting or moving within the hall.
- Pupils coming to school on bicycles or scooters are not permitted to ride these anywhere inside the school grounds, including the car park areas. Bicycles must be wheeled in the school grounds and parked in the bicycle racks.

## PROPERTY

- It is expected that all pupils will show due care and respect for their own and other's property. School property and school grounds are due the same importance as something which is your own.
- Pupil's names should be clearly marked on all clothing and articles brought into school. Pupils should only bring into school items of property which they need or are asked to bring by their class teacher.

## THE CLASSROOM

At the start of the school year, each class will work together on their Classroom Behaviour Management Plan for Learning. Each class will establish their own classroom values, rights and rules to help them understand why we need to behave in a certain way. Rules will be written in a language appropriate to the age of the children and worded positively. These rules will be reinforced regularly by all the school members through praise and rewards and through the use of consequences, if necessary. The Classroom Behaviour Management Plan will be displayed in the classroom where it can be referred to, if necessary.

## THE PLAYGROUND

In the playground, children should play **safely**, play **together**, **avoid** trouble, **report** any inappropriate behaviour and **tidy** up equipment afterwards.

The following rules should be adhered to:

- In dry weather, children should be outside at break and lunch-time.
- Pupils should not use unacceptable language and gestures.
- Pupils should not climb trees, walls, railings, fences or hedges in school grounds.
- Pupils should not run down the sloped area of the playground.
- Children must not throw stones or other missiles.
- Boisterous games and activities which are liable to cause injury to the pupil or others are prohibited.
- Teachers and supervisors should be listened to and obeyed at all times.
- Equipment is to be used in a safe and acceptable manner.
- On wet days the children will remain in the classroom at break and lunch-time and will be supervised by the staff on duty. The children will respect and obey all staff at all times.

## THE DINING HALL

In the dining hall children should abide by the following rules:

- Children should enter the dinner hall quietly in single file.
- Sit where directed by the member of staff.
- Chat quietly.
- Place hands under the table and do not play with cutlery or plastic cups.

- Go to the hatch when the Supervisor indicates.
- Stand quietly in the line and remember to say 'please' and 'thank you'.
- WALK one way only around the hall.
- When finished eating, place cutlery on the plate.
- Return your plate ONLY when told to do so.
- Return to your seat, walking one way only and sit quietly until you are told to go for dessert or go outside.
- Walk quietly out of the hall.

### EDUCATIONAL VISITS

Pupils on school visits will be expected to abide by the aims of our school Discipline Policy and school rules re behaviour.

In addition, the Principal and staff will reserve the right to implement any rules which they deem necessary to ensure the safety and welfare of pupils and staff and achieve the aims of the visit.

### POSITIVE BEHAVIOUR

This section may help parents and pupils to know what type of actions are classified as 'Positive Behaviour'. The following are examples of what the staff, pupils and parents of Markethill PS deem as desirable and undesirable behaviour.

DESIRABLE BEHAVIOURS	UNDESIRABLE BEHAVIOURS
<ul style="list-style-type: none"> <li>• Following class and school rules.</li> <li>• Displaying good manners e.g. saying please and thank you, opening doors for others, greeting people using their names.</li> <li>• Treat others as you would like to be treated.</li> <li>• Keeping the school, classroom and personal property tidy.</li> <li>• Being helpful.</li> <li>• Telling the truth.</li> <li>• Admitting to mistakes.</li> <li>• Being a good listener.</li> <li>• Follow instructions.</li> <li>• Always do your best</li> <li>• Take part in classroom and school life.</li> <li>• Respect the property and opinions of others.</li> <li>• Show an awareness of safety for self and others.</li> <li>• Include others.</li> <li>• Cooperate with staff and peers on shared activities.</li> <li>• Take responsibilities for actions and show maturity appropriate to age.</li> <li>• Coming to school prepared with correct uniform, on time and with homework completed.</li> <li>• Being a good sport.</li> </ul>	<ul style="list-style-type: none"> <li>• All forms of bullying.</li> <li>• Violence and aggression.</li> <li>• Stealing.</li> <li>• Rough play.</li> <li>• Treating people unfairly.</li> <li>• Intimidation.</li> <li>• Telling lies.</li> <li>• Verbal aggression.</li> <li>• Displaying a poor attitude to staff and pupils.</li> <li>• Expressing bad temper.</li> <li>• Talking about others.</li> <li>• Negative attitude to learning.</li> <li>• Bad/rude language.</li> <li>• Inappropriate physical contact.</li> <li>• Huffing/sulking.</li> <li>• Disrupting/distracting others in class.</li> <li>• Being unwilling to abide by accepted rules of courtesy and good manners.</li> <li>• Defacing or destroying other pupils' belongings or school property.</li> </ul>

## STRATEGIES FOR PROMOTING POSITIVE BEHAVIOUR

### CURRICULUM ACTIVITIES TO PROMOTE POSITIVE BEHAVIOUR

**THE CLASSROOM BEHAVIOUR MANAGEMENT PLAN:** at the start of each year, pupils in each class will engage in discussion with their peers, class teacher and classroom assistant to establish key values, rights and rules to promote learning and achievement in all classrooms. Consideration will be given to:

- What **VALUES** will promote a positive learning environment in the classroom? (e.g. respectful, high expectations, celebrating, engaged, fair)
- On what **RIGHTS AND RESPONSIBILITIES** will our classroom behaviour plan for learning be based? (e.g. valued, safe, learn (inclusion and safety are statutory requirements))
- What **DESIRABLE LEARNING BEHAVIOURS** will enable everyone in this classroom to learn and enable the teacher to teach? (e.g. cooperation, turn taking, risk taking – ok to make a mistake, honest, reflective)
- What **RULES/ROUTINES** do we need in our classroom to ensure that everyone:
  - can work, learn and teach without interruption?
  - concentrate and achieve?
 (e.g. listen when others are talking, follow instructions, cooperation – follow group rules and take turns to speak. We will endeavour to ensure that rules meet the needs of the children.
- What **REWARDS AND SANCTIONS** will be used?

The Classroom Behaviour Management Plan will be displayed in each classroom and reviewed with each new class. The display will highlight the class values, rights and responsibilities, behaviours, rules and positive classroom outcomes (we have a happy classroom in which everyone works, learns and achieves / we stay on task / we understand how to help ourselves learn).

**CIRCLE TIME:** during Circle Time, pupils engage in a variety of activities, some of which will be connected to promoting positive behaviour. Circle Time has a set of rules which develop as the children get older. An object may be passed around the circle and only the person holding the object is allowed to speak. The topics for discussion can be many and varied: classroom rules, things that are fair and unfair, bullying, 'staying safe', showing respect for others etc.

**PDMU (Personal Development and Mutual Understanding):** in Markethill Primary School we value the diversity of our pupils' backgrounds. Children are taught to respect the views and attitudes of others. Through PDMU lessons, children are taught a social and emotional learning programme that aims to:

- increase children's ability to problem solve;
- increase children's ability to think and behave responsibly;
- improve children's self-esteem;
- improve children's understanding of their emotions in relation to themselves and other people and how to communicate those feelings appropriately; and,
- increase children's ability to learn and be more successful in the classroom and community.

## HIERARCHY OF REWARDS AND SANCTIONS

It is the aim within Markethill Primary School that discipline within our school should be a positive process and children will be encouraged and rewarded for progress and achievement. Pupils are taught from an early stage that they must take responsibly for their own behaviour and are made aware that they have the **CHOICE** to behave in a positive or negative fashion. Pupils are taught that every action, whether positive or negative has a consequence.

At all levels (classroom, playground, dinner hall, school trips etc.), rewards and sanctions are distributed within a hierarchy and are delivered as consistently and appropriately as possible with the reward/sanction being matched as appropriately as possible to the behaviour displayed. The following tables have been created as a guide for staff, parents and pupils. It provides details as to what a pupil should expect as a reward/consequences of their behaviour.

BEHAVIOUR DISPLAYED	LIKELY REWARDS
<ul style="list-style-type: none"> <li>• Following class behaviour management plan, including adhering to class and school values and rules.</li> <li>• Displaying good manners e.g. saying please and thank you, opening doors for others, greeting people using their names.</li> <li>• Treating others as you would like to be treated.</li> <li>• Keeping the school, classroom and personal property tidy.</li> <li>• Being helpful.</li> <li>• Telling the truth.</li> <li>• Admitting to mistakes.</li> <li>• Being a good listener.</li> <li>• Follow instructions.</li> <li>• Always do your best</li> <li>• Take part in classroom and school life.</li> <li>• Respect property and opinions of others.</li> <li>• Show an awareness of safety for self and others.</li> <li>• Include others.</li> <li>• Cooperate with staff and peers on shared activities.</li> <li>• Take responsibilities for actions and show maturity appropriate to age.</li> <li>• Coming to school prepared with correct uniform, on time and with homework completed.</li> <li>• Being a good sport.</li> </ul>	<ul style="list-style-type: none"> <li>• Quiet verbal praise</li> <li>• Public verbal praise</li> <li>• Positive written comments</li> <li>• Award in line with the class system</li> <li>• Monthly endeavour certificates with acknowledgment in monthly Newsletter</li> <li>• Monthly value certificates with acknowledgment in monthly Newsletter</li> <li>• House points</li> <li>• Pupil of the week</li> <li>• Speller of the week</li> <li>• Visit to and reward from another teacher</li> <li>• Visit to and reward from principal.</li> <li>• Table points</li> <li>• End of year certificates.</li> <li>• Note home to parent</li> <li>• Stars/stickers/stampers/line leader</li> <li>• Trophies/medals</li> <li>• Reward/star charts</li> <li>• Special responsibilities and or privileges</li> <li>• Golden time</li> <li>• Choosing from a prize box</li> <li>• Homework pass</li> <li>• Picture displayed on notice board.</li> <li>• Extra play time</li> </ul>

**UNACCEPTABLE BEHAVIOUR**

At Markethill Primary School we classify unacceptable behaviour into three broad bands:

<b>LEVEL 1 LOW LEVEL</b>	<b>LEVEL 2 MEDIUM LEVEL</b>	<b>LEVEL 3 HIGH LEVEL</b>
Misbehaviour that can be effectively managed within the classroom environment by the teacher.	<p>More serious misbehaviour or persistence of Level 1 is not so easily managed within a classroom environment.</p> <p>Class teacher may involve the parents, either formally or informally.</p> <p>Notification of other staff may take place such as the Senior Leadership Team and/or Vice-Principal.</p> <p>Referral to the Principal may also take place.</p>	Very serious misbehaviour or persistence of Level 2 will result in formal involvement of the Principal, class teacher and parents. Additionally, the involvement of outside agencies may be sought.

Although the emphasis of this policy is on encouraging and rewarding positive behaviours and attitudes, we at Markethill Primary School recognise that it is necessary to employ a number of consequences to enforce our Code of Conduct, School Rules and classroom expectations. We recognise that consistency and fairness are vital in the application of consequences which should be appropriate to each inappropriate behaviour.

We agree that consequences should:

- be immediate or as soon as possible and where possible discrete;
- be consistent;
- be fair;
- be appropriate to the child's personal stage of development; and,
- keep self-esteem intact.

The following are examples of what constitutes Level 1, 2, 3 behaviours and suitable sanctions and strategies that may be used. Sanctions will be constructive, applied with sensitivity and flexibility where possible, be related to the misdemeanour and will be specific to the offender and not applied to the whole group.

## HIERARCHY OF UNACCEPTABLE BEHAVIOUR AND SANCTION STRATEGIES

LEVEL 1 BEHAVIOUR	LEVEL 1 SANCTION STRATEGY	STAFF INVOLVED
<ul style="list-style-type: none"> <li>• Unkind to member of school community.</li> <li>• Cheeky/ answering back</li> <li>• Boisterous behaviour</li> <li>• Preventing others from learning:</li> <li>• distracting others</li> <li>• shouting out</li> <li>• Poor presentation of work</li> <li>• Telling tales</li> <li>• Not following class rules</li> <li>• Not prepared for school</li> <li>• Not wearing uniform</li> <li>• Arriving late</li> <li>• Not completing homework or completing to a poor standard.</li> <li>• Littering</li> </ul>	<ul style="list-style-type: none"> <li>• A directed look</li> <li>• A non-verbal cue</li> <li>• A verbal reminder</li> <li>• Targeted specific verbal reminder.</li> <li>• Time out/cool off (in room)</li> <li>• Moved in class to another desk</li> <li>• Withdrawal of privileges and/or responsibilities.</li> <li>• Reminder of class rules</li> <li>• Oral apology</li> </ul>	<ul style="list-style-type: none"> <li>• Class Teacher</li> <li>• Classroom Assistant</li> <li>• Supervisors</li> </ul>

LEVEL 2 BEHAVIOUR	LEVEL 2 SANCTION STRATEGY	STAFF INVOLVED
<ul style="list-style-type: none"> <li>• <b>Persistence of Level 1 behaviours</b></li> <li>• Wilful damage to property (considering severity)</li> <li>• Making personal/offensive remarks.</li> <li>• Refusal to work</li> <li>• Spitting</li> <li>• Bad language/rude noises.</li> <li>• Persistent name-calling.</li> <li>• Challenges e.g. 'I will not ... you can't make me'</li> <li>• Rough play</li> </ul>	<ul style="list-style-type: none"> <li>• Supervised time out/cool off in another room (inside) or on bench (outside).</li> <li>• Discussion with child and record made in Class Incident Report.</li> <li>• Break/lunch detention.</li> <li>• Withdrawal from extra-curricular activities.</li> <li>• Written apology.</li> <li>• Report to SLT and/or VP.</li> <li>• Informal chat with parent and Parent Awareness report completed.</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher</li> <li>• Senior Leadership Team (SLT)</li> <li>• Vice-Principal</li> </ul>

LEVEL 3 BEHAVIOUR	LEVEL 3 SANCTION STRATEGY	STAFF INVOLVED
<ul style="list-style-type: none"> <li>• <b>Persistence of Level 2 behaviours</b></li> <li>• Bullying</li> <li>• Physical assault of a member of school community.</li> <li>• Verbal abuse to a member of school community.</li> <li>• Stealing</li> <li>• Deliberate &amp; severe damage to property.</li> <li>• Major disruption in class.</li> <li>• Threatening behaviour.</li> <li>• Leaving school premises without permission.</li> <li>• Dangerous refusal to obey instructions.</li> <li>• Endangering self or others.</li> <li>• Unacceptable online behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Principal informed immediately.</li> <li>• Principal/pupil discussion</li> <li>• Formal appointment with principal and parents.</li> <li>• Behaviour plan and contract agreed with school, pupil and parent.</li> <li>• Behaviour recorded on SIMS.</li> <li>• SEN intervention</li> <li>• Involvement of other agencies e.g. EWO/ Educational Psychology / Social services.</li> <li>• Suspension</li> <li>• Expulsion.</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher</li> <li>• Senior Leadership Team (SLT)</li> <li>• Vice-Principal</li> <li>• Principal</li> </ul>

#### CLARIFICATION OF TIME OUT/DETENTION

- To a separate seat in classroom.
- To another class (or similar age group) with work set.
- Break/lunch time with work set (providing sufficient time for eating and toileting).
- To Principal.
- To a quiet area of the playground or dining hall.

The Principal will use discretion as to whether parents need to be informed if their child is in receipt of a time out/detention depending on the seriousness of the misdemeanour or the frequency of detentions.

#### CLASS INCIDENT REPORT

Each teacher has a class incident file into which he/she enters notable events of indiscipline and immediate action taken. This will help to develop a profile of a child's behaviour and enable appropriate support to be provided, where necessary. This file is regularly monitored by the Principal and further action taken if required.

The Principal will maintain an Incident Book to record misdemeanours with an expectation that this will be shared with parents whose children display persistent inappropriate behaviour.



## FORMAL DISCIPLINARY PROCEEDINGS

On occasions there may be cause for a pupil to be temporarily suspended from the school. The Board of Governors, parents and Principal will all be fully involved in such an extreme sanction. **However, it is important to realise that such decisions are made in response to a problem caused by the pupil.** The school reserves the right to Suspend or Expel a pupil following EA and DENI procedures.

## LINKS WITH OTHER PARTIES

### BEHAVIOUR POLICY AND PARENTAL LINKS

The support and co-operation of parents are very important elements in achieving the aims of our positive discipline policy. Parents need to be aware of how important the school views their role and responsibility in helping us achieve these aims. Opportunities to build parental involvement will take many forms, e.g. through the promotion of our rewards system, questionnaires, Individual Education Plans, reports, informal notes in books, school trips and face-to-face meetings at formal parents' meetings. Close communication between school and home should ensure that the needs of the child are paramount and are addressed quickly and efficiently.

### BEHAVIOUR POLICY AND SPECIAL NEEDS

It is our intention to assist in any way pupils who may experience emotional or behavioural difficulties in our school. If when a teacher recognises inappropriate behaviour and after having used the normal classroom management strategies the behaviour:

- Does not improve
- Is causing concern
- Is affecting the learning and teaching in the classroom?

Then following consultation with the SENCo and parents, the child may be placed on an Action Plan. Further movement through the different stages of the Code of Practice will necessitate parental involvement.

### BEHAVIOUR POLICY AND LINKS WITH OUTSIDE AGENCIES

In attempting to cater for all pupils it is sometimes necessary to call on the support of other professional support agencies from outside the school e.g. the Educational Psychologist, the Behaviour Support Team, the Education and Welfare Officer, Social Services, the EA Pupil Personal Development Services Team, the Inclusion and Diversity Team.

## MONITORING AND EVALUATION

Monitoring the effectiveness of the Positive Behaviour Policy is the responsibility of the Pastoral Care Co-ordinator, along with the Principal. The Governors will seek the views of all staff, pupils and parents when carrying out a full review of the policy and procedures. The Policy will be given to each member of the Board of Governors, staff, parents and volunteers. It will also be available from the school office and on the school web-site ([www.markethillps.co.uk](http://www.markethillps.co.uk)). This policy will be reviewed annually or sooner as considered necessary to meet changes in school circumstances and/or EA/DENI guidelines and/or new legislation. Participation and consultation with children and parents will be undertaken through the use of questionnaires.

This Positive Behaviour Policy is an integral part of the school Pastoral Care Policy. It is in agreement and integrated with other policies, namely:

- Anti-Bullying Policy
- SEN Policy
- Safeguarding Policy
- Child Protection Policy
- Personal Development and Mutual Understanding Policy
- Relationships and Sexuality Education
- Misuse of Substances Drugs Policy
- Health and Safety Policy
- Pastoral Care
- Attendance Policy

This policy was adopted at a meeting of the Board of Governors held on XXXXX 2021.

Chair of the Board of Governors:	
Principal:	
Review Date:	September 2022

## SCHOOL RULES

### Our Ready for School Rules

- ☺ We wear the correct school uniform.
- ☺ We have a healthy breakfast to get our brain working.
- ☺ We pack our bags with everything we need - pencil case, books, homework and PE kit.
- ☺ We come to school on time.

### Our Listening Rules

- ☺ We listen and look when our teacher talks to us.
- ☺ We listen to each other.
- ☺ We put our hands up if we want to speak.
- ☺ We keep our hands still.
- ☺ We take turns to talk and don't speak over people.
- ☺ We listen, respect and obey adults in school.

### Our Learning Rules

- ☺ We work quietly and stay in our seats during written work.
- ☺ We concentrate, work hard and always try our best.
- ☺ We always 'give a task a go'!
- ☺ We are not afraid to make mistakes because we know that we can learn from these.

### Our Movement Rules

- ☺ We move around the school quietly and safely.
- ☺ We always keep to the left of the corridor and stairs, walking in single file.
- ☺ We keep our hands down and don't touch the walls.
- ☺ We open doors for visitors.
- ☺ We knock before entering a room.

### Our Treatment Rules

- ☺ We respect others and their property.
- ☺ We show good manners.
- ☺ We care for our school.
- ☺ We are kind and helpful to each other.

**Remember: Treat others how you would like to be treated!**

### ★ OUR GOLDEN RULES ★

In Markethill Primary School we have a number of Golden Rules. These include:

- ✓ Be gentle
- ✓ Be kind and helpful
- ✓ Be honest and tell the truth
- ✓ Be polite and well-mannered at all times
- ✓ Be respectful to people
- ✓ Be respectful to belongings and property
- ✓ Be ready for school
- ✓ Be hard working
- ✓ Be attentive to what people are saying
- ✓ Be safe
- ✓ Be quiet and walk at all times in school

**IN OUR PLAYGROUND WE BELIEVE WE SHOULD:**

- ☺ Always be polite, kind and friendly to each other and our supervisors
- ☺ Ask children on their own to join in with us
- ☺ Say sorry if we hurt or bump into someone by accident
- ☺ Let children play their own game without annoying or spoiling their fun
- ☺ Listen to adults when they are speaking
- ☺ Treat everyone with respect and play fairly
- ☺ Share equipment and take turns
- ☺ Line up safely and stand in line quietly
- ☺ Walk down the sloped areas of the playground
- ☺ Look after our school by respecting school property
- ☺ Put litter in the correct bins
- ☺ Sort out our problems without shouting or fighting
- ☺ Keep our hands down
- ☺ Tell the teacher or supervisor on duty if something is wrong
- ☺ Play games that don't involve fighting

**IN OUR DINING HALL WE BELIEVE WE SHOULD:**

- Enter and exit the dinner hall quietly in single file.
- Sit where directed by the member of staff.
- Chat quietly.
- Place our hands under the table and do not play with cutlery or plastic cups.
- Go to the hatch when the Supervisor indicates.
- Stand quietly in the line and remember to say 'please' and 'thank you'.
- WALK one way only around the hall.
- Place cutlery on the plate when finished eating.
- Return our plate ONLY when told to do so.
- Return to our seat, walking one way only and sit quietly until told to go for dessert or go outside.

**MARKETHILL PRIMARY SCHOOL**  
**CLASS INCIDENT REPORT**

The purpose of this report is to compile a list of misdemeanours committed by this child. It may be used at some stage in his/her primary school career to substantiate a report on unacceptable behaviour or in interviews with parents, other members of staff, Principal or EWO.

**PUPIL:** \_\_\_\_\_ **CLASS:** \_\_\_\_\_

INCIDENT DATE	NATURE OF INCIDENT (Level 1, 2, 3)	ACTION TAKEN	PRINCIPAL INFORMED?

**MARKETHILL PRIMARY SCHOOL**  
**PUPIL OBSERVATION FORM**

Pupil: \_\_\_\_\_

<b>TIME</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
<b>Morning Session</b>					
<b>Break-Time</b>					
<b>Mid-Day Session</b>					
<b>Lunch-Time</b>					
<b>Afternoon Session</b>					
<b>Principal's Comments</b>					
<b>Parents' Comments</b>					

When necessary, this report sheet will be used to record misdemeanours and may help to pinpoint specific times when behaviour is disruptive. This sheet may be shown to parents during interview.

**MARKETHILL PRIMARY SCHOOL  
BEHAVIOUR CONCERN FORM**

***RECORD OF MEETING WITH PARENTS TO DISCUSS A PUPIL'S BEHAVIOUR***

<p><b>Pupil's Name:</b> _____ <b>Class:</b> _____</p> <p><b>Teacher:</b> _____ <b>Date:</b> _____</p> <p><b>Present:</b> _____</p>
<p><b>Concerns of School (Evidence of Behaviours- Level 1, 2 and/or 3)</b></p>
<p><b>Concerns of Parents</b></p>
<p><b>Outcome of Meeting</b></p>
<p><b>Date of review meeting:</b> _____</p>
<p><b>Other issues, where relevant</b></p>

**Signatures:** \_\_\_\_\_ (School) \_\_\_\_\_ (Parent)

## Thinking about my behaviour

<p><b>What I did?</b></p>	<p><b>Which rule did I break?</b></p>
<p><b>What would I do next time?</b></p>	<p><b>What can I do to make things better?</b></p>
<p><b>Draw yourself playing with your friends in school.</b></p>	



## **Behaviour Reflections**

Think back to what happened. What did I do? What were the reasons for my actions?

Which rule was broken? How did this affect others?

If I found myself in the same situation again, what would I do?

What can I do to make things better?

***When you get back to your classroom, remind yourself of the class rules.***