

# Kirkistown Primary School



**Learning together,  
building for the future**

## **Positive Behaviour Policy**

### **Policy Review**

Date agreed: September 2021  
Next Review Date: September 2023

Signed by Chair of Governors:

\_\_\_\_\_

Date: \_\_\_\_\_

## Vision Statement

As a school, we aim to create independence and inspire lifelong learning.

## PRINCIPLES

At Kirkistown Primary School we believe that positive behaviour is an essential condition for effective learning and teaching to take place. We also believe that pupils and staff have the right to learn and teach in an environment that is safe, friendly, peaceful and fair.

The school community has defined a very clear set of non-negotiable standards of personal behaviour, which are based on respect for each individual in our community and their individual needs. Our community places self-discipline and a real sense of justice at the core in our determination to provide opportunities where each individual can flourish and develop in safety. Positive behaviour must be carefully developed and supported.

Appropriate high self-esteem promotes good behaviour, effective learning and positive relationships. The best results, in terms of promoting positive behaviour, arise from emphasising potential, rewarding success and giving praise for determined effort and achievement. We also know, that it is vital to strike a balance between recognising positive behaviour and having appropriate sanctions which are seen by all to be fair and just and applied consistently when standards are not maintained.

Through the example of the adults who care for them at school and through well planned and stimulating learning opportunities, we believe that children will accept learning challenges and develop self-discipline. It is the responsibility of parents to work with the school in helping foster positive attitudes and behaviour.

We believe good behaviour means that everyone in school;

- Is gentle
- Is kind and helpful
- Listens
- Is honest
- Works hard
- Looks after property

## AIMS OF OUR POSITIVE BEHAVIOUR POLICY

This policy exists to provide a framework for supporting the aims of Kirkistown Primary School and ensuring the happiness of every individual in our community.

It will do this through:

- Encouraging a calm, purposeful and happy atmosphere within school through a consistent approach.
- Supporting the development of verbal communication skills.

- Helping our children develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property and differences of others.
- Encouraging increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- A consistent approach to behaviour throughout the school with parental cooperation and involvement.
- Helping our children develop appropriate self-esteem.
- Encouraging our children to co-operate with one another and with adults in the school.
- Helping create a positive and stimulating learning environment where positive attitudes and behaviour are encouraged and rewarded.
- Helping work alongside parents to encourage our children to develop socially, emotionally, personally, academically, morally and spiritually in preparation for a positive role in society.
- Ensuring that everyone is clear about their role when managing children's behaviour.
- Making the children aware of acceptable behaviour.
- Allowing children equal opportunities to learn.
- Allowing all adults in the school equal opportunities to fulfil their role.
- Rewarding and encouraging positive behaviour.
- Using sanctions where appropriate and in accordance with this policy.

## ENCOURAGING POSITIVE BEHAVIOUR

We support positive behaviour and a positive environment through:

- A consistent approach by the whole school community.
- Constructive whole school planning for PDMU.
- Appreciating and following agreed codes of behaviour.
- Encouraging our children to see themselves as a member of the school team and recognising their responsibility within this.
- Developing the skills of co-operation and discussion.
- Encouraging everyone to take care of and have respect for their own and each other's belongings.
- Encouraging everyone to take pride in the environment.
- Having a positive and consistent approach to playtimes and lunchtimes.
- Creating a stimulating classroom environment.
- Providing clear and positive learning experiences fairly and consistently.
- Offering a broad and balanced curriculum that is well prepared, planned and stimulating.
- Ensuring that the curriculum issues concerning organisation, methods of teaching and learning, content and differentiation are addressed.
- Pupils electing a school council, giving them a voice in the practices of school.

We, at Kirkistown Primary School, believe it is vital that positive behaviour is encouraged through sets of rules, both in the classroom and around the school.

## CLASSROOM RULES

Each child will be expected to follow the Golden Rules which are displayed in each class.

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

Where good behaviours are evident, the teacher will award 'House Points' to recognise these. House Captains will total the number of points earned by each house and the winning house announced in assembly each week. The house team with the most number of wins each half-term will win a non-uniform day in school in recognition of being good role models. A shield will be awarded to the house with the most number of wins at the end of each academic year. In addition, a 'Gold Award' certificate will be given out in assembly each week to recognise those children who make every effort to follow the golden rules of school. Children who have made good choices all week (remained out of the sad cloud) will have access to 'Golden Time' – an extended play on Friday as directed by their teacher. Children who have successfully managed their choices (remained out of the sad cloud) throughout the entirety of each half term will be entered into the Golden Raffle with 1 winner from each Key Stage being selected at random to receive a prize as a reward for their good behaviour.

Where a child is having difficulty following Golden Rules, they will be directed by an appropriate adult to think carefully about their actions and make a good choice through modifying their behaviour. A child will be asked to move their photograph from the sunshine into the middle cloud (sunshine and cloud) to symbolise needing to reflect upon their behaviours. The teacher will then look to see that the child has modified their behaviour (within a matter of minutes) and ask them to move their face back to the sunshine. Where a child does not modify their behaviour, they may be given a longer period of time to reflect and make a good choice. If the behaviour continues or worsens, the child will then be asked to move their photograph to the sad cloud. When this happens, a letter will be sent home to notify parents / carers that their child has had difficulty in following the class rules. This '*Sad Cloud*' letter will state the behaviours displayed and request that parents speak with their child about the matter. A reply slip signed by the parent will need to be returned to the school Principal via the class teacher acknowledging that they have been informed of the behaviours displayed by their child. Children who are issued with a sad cloud letter will not be allowed to participate in Golden Time for that week but will instead visit an adult to reflect upon their choices and consider how to

improve them. Sad cloud letter recipients and will not be in the Golden Raffle draw for that half term.

Where 3 or more 'Sad cloud' letters have been sent home within a term, parents will be asked to meet with the Principal to discuss their child's behaviour.

## ROLES AND RESPONSIBILITIES

### TEACHER

- The teachers and responsible adults will promote an ethos in which all members of the school can develop their personal self-esteem within a climate of mutual respect. All staff are responsible for the behaviour of any child at any time- behaviour management is a shared responsibility. Disciplinary problems are greatly reduced in an atmosphere of kindness, patience and understanding. We aim to promote such an atmosphere at Kirkistown Primary School. Staff will have high expectations of their children at all times eg- in lining up, moving around school and how they interact with others; they will ensure that classroom rules are followed.
- Positive behaviour will be rewarded, encouraged and promoted by awarding 'House Points' which will be displayed in the classroom along with the Golden Rules.
- The teacher will ensure their teaching is organised and in keeping with the statements in the curriculum and, learning and teaching policies.
- The teacher will be fully familiar with the children's needs and make every effort to be positive, motivational and inspiring – thus minimising the risk of poor behaviour during lessons.
- The teacher will be involved with any outside agencies working with families in his/her care in consultation with Principal.
- The teacher will carry out the contents of this policy in a fair and consistent manner.

### PUPILS

Pupils have a vital role in ensuring that Kirkistown Primary school is a calm, peaceful, friendly and ordered environment where all feel free and supported in learning and teaching. Pupils are expected, with the support of school staff and from home, to adhere to the school rules while in school, while travelling to and from school, and while in school uniform or on educational visits. Through this they will;

- Do their best and contribute to their own learning.
- Treat all members of the school community with respect.
- Treat all property and belongings with respect.
- Be considerate of others.
- Be mindful of the effects of their words, body language, tone of voice and actions on others and on property.

### Designated Teacher

Designated Teacher, Deputy Designated Teacher, in conjunction with the Principal,

- Will help and advise staff members with the delivery of the contents of this policy.
- Will ensure that all staff are following the contents of this document.
- Will ensure that all resources are available for the effective delivery of this policy.
- Will hold regular meetings with parties concerned to review the effectiveness of this policy.

#### OTHER STAFF

- Other staff will ensure that they are fully aware of the contents of this document and their role in its delivery. All staff have a responsibility to ensure that a culture of positive behaviour exists in Kirkistown Primary School.
- Teaching and Non-teaching staff will ensure that children move around the school in an orderly and disciplined manner and that class rules are being adhered to.
- Non-teaching staff will be accorded the same respect by the school community as that given to teachers.
- Non-teaching staff on duty at break and lunch times will ensure that they report any incidents of misbehaviour to the appropriate teacher.

#### PARENTS

- Will celebrate their child's achievements with him/her and show an interest in their school life.
- Will ensure that their children are sent to school appropriately dressed in school uniform and in accordance with the rules of the school as laid out in the school prospectus.
- Will act promptly at the request of the school by email, letter or by telephone in the instance of a discipline or behaviour problem.
- Will work and support the school to improve children's behaviour.
- We expect parents/carers to behave in a reasonable and civilised manner to all school staff. Incidents of verbal or physical aggression to staff by parents/carers will be reported to the Principal who will take appropriate action.
- If the school has to use reasonable sanctions against poor behaviour of a pupil, the parents should be supportive of the school.
- If a parent/carer has any concerns about how the school is dealing with their child in matters of behaviour, they should, in the first instance, discuss the matter with the class teacher.
- We operate an 'open door' policy with parents/carers and encourage 'chats' as a means of passing on informal information. Where parents wish to discuss any aspect of their child's behaviour, however, they must make an appointment to speak to the teacher at a mutually suitable time.
- If after speaking to the teacher the parent/carer is still concerned, the matter can be taken up with the Principal. Ultimately if the issue is still unresolved the parents/carers can write to the Chairperson of the Board of Governors. Please

refer to the EA Interim Complaints Procedure 2018 which has been adopted by the school.

## REWARDS

At Kirkistown Primary School we not only promote and teach positive behaviour and attitudes with our children, we also greatly value and reward them. The emphasis of this policy is on the positive and consistent reward of positive behaviour and attitudes. All members of staff will recognise and celebrate positive behaviour and attitudes at all times around the school through informal praise and through awarding 'House Points' and the weekly 'Gold Award'.

Each teacher will, in addition, have their own system of class rewards which may be agreed across each year group.

Rewards may involve some of the following;

- Verbal praise and smiling at children.
- Verbal or written praise to parents about their children.
- Stickers/badges and stamps.
- Weekly Star Worker Award.
- Class certificates.
- Sending the pupil to other teachers/ Principal for reward or praise.
- Special responsibility jobs for pupils.
- Award of special privileges e.g. 'free time', 'golden time'.
- Star charts.
- House / Table points.
- Individual points.
- Individual/group prizes.

## BUDDY SYSTEM

In recognition of their senior position in school and to help foster self-discipline and a sense of responsibility, P6 and P7 pupils will be encouraged to join the school's Buddy System. As 'buddies', pupils will be able to undertake different roles around the school assisting teachers and staff both inside and outside the classroom. Misbehaviour by a pupil can result in the withdrawal of that pupil from the system.

## SANCTIONS

Although the emphasis of this policy is on encouraging and rewarding positive behaviour and attitudes, we at Kirkistown Primary School recognise that it may at times be necessary to employ a number of sanctions to enforce our class rules and to ensure a safe and positive learning environment. Consistency and fairness are vital in the application of sanctions which should be appropriate to each situation.

When dealing with all forms of inappropriate behaviour, staff should employ the following strategies:

- Be calm – children should be listened to, to help understand their perspective and the context. The situation should be dealt with calmly and firmly, referring to why the behaviour was not acceptable and why the resulting action needs to be taken.
- Logical consequences – a logical consequence is a sanction that is proportional to and fits the misdemeanour. The first step is to stop the behaviour and the second step is to provide an action that recalls the golden rules, reinstates the limits and teaches an alternative positive behaviour.
- Fresh start – although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.

Sanctions may include:

- The child being asked to move their face to the 'middle cloud' (to reflect on their choices) or the 'sad cloud' to indicate that a conversation needs to take place regarding the choices they have made.
- Issuing a 'sad cloud letter' to inform parents/carers that the child's choices have been poor and a consequence will need to follow. This letter is to be signed by parents/carers and returned to the Principal.
- Being spoken to by teacher/other staff member or completing their work in another classroom to provide a respite and an opportunity for reflection.
- Loss of playtime at break/lunch time to consider/write out an explanation of inappropriate behaviour. (Pupils will always be given time to eat break and lunch).
- Removal from playground due to inappropriate behaviour and therefore not being deemed 'safe' to be there.
- Removal from playground in order to complete work left unfinished due to poor choices.

Where a child makes poor choices and a consequence is appropriate, the class teacher may consider involving the child in this conversation. Involving the child by asking them how they feel their actions have impacted others, how they could make the situation better, what they could do next time and what they consider to be an appropriate consequence can be very insightful and assist the teacher in understanding the child's point of view. The teacher may also wish to consider involving any parties who feel wronged or aggrieved by the actions of the child who has made the poor choice(s). Discussing this openly can often help both parties and help bring closure. Ultimately, it will be the teacher who decides the appropriate consequence.

## REPORT CARDS

Where classroom sanctions have not proved effective in moderating a child's behaviour, school may issue a report card. The report card should aim to correct behaviours and reinforce the need to take personal responsibility for words, actions and deeds. The report

card should set achievable, realistic targets and promote good choices through praise. After the conclusion of each session / lesson, the class teacher should annotate the report card and provide the child with feedback. Feedback should address 'What went well' and, where appropriate, also provide guidance on how the child could further improve ('Even better if'). The report card should go home to parents / carers daily to ensure they are kept fully informed about the progress of their child. A small space for parental comments should be checked by the class teacher daily and acknowledged through placing their initials.

Sanctions associated with refusal to co-operate with adults during COVID-19 or other public health emergencies:

- Any pupil deemed by staff to repeatedly breach Health and Safety regulations associated with school's COVID Risk Assessment (e.g. by not promptly following the guidance and instruction of adults) will seriously impact the welfare of other pupils, their families, and staff.
- In such cases, parents / carers will be contacted to collect their child and take them back into their care.
- A re-integration meeting will be required with the Principal and class teacher prior to a child returning to school. Online learning will be set in the intervening period and should be completed by the child.
- Further breaches could result in exclusion from school.

### LEVELS OF MISBEHAVIOUR

The Department of Education and the school community has determined the following levels of misbehaviours, which will determine an appropriate response:

Low Level	Moderate Level	Serious Level
Fidgeting / fiddling	Consistently shouting out	Serious assault
Telling tales	Poor effort	Vandalism e.g. damage to school property/graffiti
Late for school	Distracting others	Physical / verbal threats made to staff
Dropping litter	Poor attendance	Use of or in possession of drugs / solvents
Noisy eg talking/shouting	Unprepared for work (continuously)	Violent outbursts, verbal / physical
Failing to keep on task	Non uniform/jewellery	Leaving school without permission
Leaving seats without permission	Fighting/kicking	
Unkind remarks	Stealing	
Bad language (one off)	Disregarding supervisors	
Time wasting	Threatening / aggressive behaviour	
Telling lies (one off)	Refusal to cooperate	
Running in corridors	Telling lies (persistent)	
Pushing in line		
Chewing gum		
Borrowing without permission		
Leaving work area untidy		

**Where persistent moderate levels of misbehaviour or serious levels of misbehaviour occur**, the school may have to review the safety of a child being in school. Ultimately, a decision to exclude a child may be made by the Principal in consultation with the Board of Governors.

### SUPPORT FOR STAFF

At Kirkistown Primary School we believe it is vital that staff feel supported and receive the appropriate training to deal with pupils with challenging behaviour. Where appropriate the SENCO and/or a member of the School Leadership Team will, in conjunction with the class teacher, ensure that an action plan/IEP is put in place to support any pupil whose behaviour reflects significant learning or personal problems.

Where appropriate, the Designated Teacher in conjunction with the Principal, will arrange for any training of staff deemed necessary in helping manage behaviour in school. The Designated Teacher will ensure that all staff are familiar with the contents of this policy.

### MONITORING AND EVALUATION

Monitoring the effectiveness of the Positive Behaviour policy is the responsibility of the Designated Teacher in conjunction with the Principal. This Positive Behaviour policy will be reviewed frequently.

It will be reviewed by the Designated Teacher with the whole staff and as we value the input of the whole school community, parents and pupils will also be surveyed to gauge opinions on the effectiveness of the policy. After this consultation the reviewed draft policy will be brought to the Board of Governors for approval.



Learning together,  
building for the future

## Home – School Agreement (Amended August 2020)

### Parents / Carers

I / We will:

- See that my / our child(ren) attends school regularly, on time and is dressed in school uniform
- Provide an explanation if my / our child is absent, in accordance with the school's attendance policy
- Make school aware of any concerns or problems that might affect my / our child's work or behaviour
- Support the school's policies and guidelines for behaviour and discipline, and amendments to these associated with the school's Covid-19 Risk Assessment
- Agree that repeated failure to follow instructions, support and guidance from adults around Public Health Safety will result in the need or my child to be removed from school
- Support my / our child in homework and other opportunities for home learning
- Attend parent interviews and other relevant meetings to discuss my / our child's progress
- Ensure that contact details (including email addresses) are up to date, especially emergency personnel to be contacted in cases of illnesses
- Do my / our best to ensure holidays are taken outside of term time

Signed: \_\_\_\_\_ (Parent / Carer)      Date: \_\_\_\_\_

### Pupil

I will:

- Attend school regularly and on time
- Complete all my classwork and homework to the best of my ability
- Follow the 6 Golden Rules- **Be gentle; Be kind and helpful; Listen well; Be honest; Work hard; Look after property**

- Follow instructions, support and guidance from adults related to the health and safety of myself and others
- Be responsible for my words, actions, tone and volume of voice when interacting with others
- Wear school uniform and have school P.E kit with me for lessons
- Set a good example to others

Signed: \_\_\_\_\_ (Pupil)

Date: \_\_\_\_\_

**School**

The school will:

- Promote each pupil’s healthy, safety and happiness
- Encourage the pupils to do their best at all times
- Encourage pupils to follow the 6 Golden Rules through praise, certificates, awarding house points
- Provide a broad and balanced curriculum, striving to meet the individual needs of the pupil
- Provide high quality teaching and learning experiences and foster a positive learning environment for all
- Let parents / carers know of any concerns or problems that are affecting the pupil’s attendance, work or behaviour
- Keep parents informed of children’s progress through parent interviews
- Keep parents informed of general school matters
- Be open and welcoming, offering opportunities for parents / carers to become involved in the life of school

Signed:  (Principal)

Date: \_\_\_\_\_

Signed: \_\_\_\_\_ (Teacher)

Date: \_\_\_\_\_