

Fairview Primary School



Promoting Positive Behaviour Policy

Date Ratified: June 2015
Last Review Date: Sept 2021
To be reviewed: Sept 2025
(under review)

Policy Statement

At Fairview Primary School we believe all children have the right to be respected and to feel valued in a safe and secure environment. We encourage acceptable behaviour at all levels within our school community. We believe that positive behaviour management is essential for effective teaching and learning to take place. We value the need for clear expectations, rules and procedures, which encourage pupils to take responsibility for their own actions. We value the relationships we have established with our parents and the whole school community. In our 2017 parental survey, one parent commented on how Fairview 'is such a welcoming school and relations between teachers and parents/children are fantastic. It is plain to see why kids are happy going to school every day.'

Staff took part in a behaviour mapping activity as part of a training session at the beginning of the 2017/18 academic year and from that it was clear that as a staff we feel that overall, our behaviour in school is very good.

As a result of our 2017 parent survey, 100% of parents feel that our school is good at promoting positive behaviour, with one parent commenting in the parental survey how staff 'recognise children's positive behaviour and achievements.' 98.3% of parents feel children behave well and 97.2% feel that challenging/inappropriate behaviour is dealt with effectively.

Our pupil survey showed that 92.4% feel staff look after them and care for them. 92.6% of pupils know the Golden Rules and 94.2% of pupils enjoy having Golden Time as a reward for good behaviour.

This policy recognises everyone's right to be safe both physically and emotionally and requires everyone to behave in ways which keep everyone else safe – both physically and emotionally at all times and in a respectful way.

Bullying behaviour of any kind by any member of our school community to any other member of our community is completely unacceptable.

As a school we expect high standards of behaviour at all times from every member of the school community..

Aims of the Policy

- To create a positive environment which promotes respect for one another and creates an effective learning environment
- To establish rules and routines which are supported by the whole school community
- To encourage children to take responsibility for their own behaviour
- To work in partnership with parents
- To foster close links between home, school and the wider community

We want our children to develop skills to prepare them for their journey through school and into adult life. These include:

- Resilience
- Openness and honesty
- Autonomy
- Respect

- Being well mannered
- Good listening/communication skills
- Intrinsic motivation
- Awareness that our actions carry consequences
- Learn from our mistakes

Rights and Responsibilities

Pupils

Pupils have a right to:	Pupils have a responsibility to:
• Be valued as members of the school community; • Get help when they seek it, whether with their work or with bullying or other personal worries, and to have a sympathetic audience for their ideas and concerns; • Make mistakes, and learn from them; • Be treated fairly, consistently and with respect; • Be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon; • Be taught in a pleasant, well-managed and safe environment; • Work and play within clearly defined and fairly administered parameters; • Experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met; • Develop and extend their interests, talents and abilities.	• Come to school on time, with homework done, and suitably equipped for the lessons in the day ahead; • Respect the views, rights and property of others, and behave safely in and out of class; • Co-operate in class with the teacher and with their peers; • Work as hard as they can in class; • Conform to the conventions of good behaviour and abide by school golden rules; • Seek help if they do not understand or are in difficulties; • Accept ownership for their own behaviour and learning, and to develop the skill of working independently.

All Staff

Staff have a right to:	Staff have a responsibility to:
• Work in an environment where common courtesies and social conventions are respected; • Express their views and to contribute to policies which they are required to reflect in their work; • Support and advice from appropriate staff and external bodies.	• Behave in a professional manner at all times; • Listen to the pupils, value their contributions and respect their views; • Be sympathetic, approachable and alert to pupils; • Share concerns over pupil welfare with teaching staff.

Teachers

Teachers have a right to:	Teachers have a responsibility to:
• Work in an environment where common courtesies and social conventions are respected; • Express their views and to contribute to policies which they are required to reflect in their work; • A suitable career structure and opportunities for professional development; • Support and advice from senior colleagues and external bodies; • Adequate and appropriate accommodation and resources.	• Behave in a professional manner at all times; • Ensure that lessons are well prepared, making use of available resources, and that homework is appropriately set and constructively marked; • Show interest and enthusiasm in the work in hand and in their pupils' learning; • Listen to the pupils, value their contributions and respect their views; • Be sympathetic, approachable and alert to pupils in difficulty or falling behind; • Identify and seek to meet pupils' special educational needs through the SEN Code of Practice; • Share with the parents any concerns they have about their child's progress or development; • Expect high standards and acknowledge effort and achievement; • Pursue opportunities for personal and professional development.

Parents

Parents have a right to:	Parents have a responsibility to:
• A safe, well-managed and stimulating environment for their child's education; • Reasonable access to the school, and to have their enquiries and concerns dealt with sympathetically and efficiently; • Be informed promptly if their child is ill or has an accident, or if the school has concerns about their child; • Be well informed about their child's	• Ensure that their child attends school regularly and arrives in good time, with homework done, and suitably equipped for the lessons in the day ahead; • Be aware of school rules and procedures, and encourage their child to abide by them; • Show interest in their child's classwork and homework, where possible, provide suitable facilities for studying at home;

- progress and prospects; • Be well informed about school rules and procedures; • A broad, balanced and appropriate curriculum for their child; • Be involved in key decisions about their child's education; • A suitably resourced school (budget dependent) with adequate and well-maintained accommodation.	• Act as positive role models for their child in their relationship with the school; • Attend planned meetings with teachers and support school functions; • Provide the school with all the 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.
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Governors

Governors have a right to:	Governors have a responsibility to:
• Be informed on behavioural approaches and policies in place in school; • Contribute to the behaviour policy; • Be informed promptly of behavioural issues in school; • Be well informed about school rules and procedures; • Be involved in key decisions linked to the running of the school.	• Be aware of school rules and procedures; • Attend Board of Governors meetings; • Read and contribute to relevant policies.

Role of the Behaviour Coordinator

- To identify staff training needs in the area of behaviour and build capacity within the staff
- Where appropriate and available, organise relevant school based training
- To attend relevant courses and share information as appropriate
- To offer support and guidance to all staff relating to behaviour issues
- To support pupils with behavioural issues when appropriate
- To liaise with school SENCo regarding behavioural issues
- To mediate with parents and staff when concerns are of a serious nature
- To update the behaviour policy

Rewarding Good Behaviour

At Fairview Primary School we aim to reward all pupils to motivate them to develop a positive attitude towards good behaviour, to recognise their efforts and to ensure each individual feels valued. In our 2017 parental survey, one parent commented on how as a school we 'promote good manners' and how 'praise is given for a variety of achievements.' Another parent commented that 'the relationship and trust between

the staff and pupils harbours an encouraging environment for the children to learn in. It is evident that it not only supports the educational needs of the pupils but the social skills needed to operate in society, teaching them to be open minded and have respect for others.' A range of rewards are used within the classroom, assembly and at lunchtime. These vary to reflect the individual needs of each class and are linked to our 'Behaviour for Learning' plans which are displayed in every classroom to support our Golden Rules.

These rewards may include:

- Praise (adult praise and peer praise)
- Stars/Stampers/Stickers/Badges/Comments/Certificates
- Trophies/medals
- Gold and silver cards
- Smiley faces
- Individual or whole class counters/marbles – earn a specific number for chosen reward or earn the class a reward
- Lollipop sticks – choose a reward
- Secret student
- Reward charts
- Pupil of the Month
- Star of the week
- House points
- Special responsibilities
- Visit to another teacher
- Visit to the Principal
- Golden Time
- Material rewards e.g. prize box, spot prizes
- Homework Pass
- Notes home
- Classroom Helpers
- Table Awards
- Discuss/display achievements
- Class puppets/toys e.g. Clever Cat, Compliment Chick, Star Teddy
- Earn additional playtime

P1-4 operate 'Good to be Green' to reward and encourage positive behaviour. P4 operate this in Term 1 and 2 and move to the use of 'Smiley Faces' in Term 3 in preparation for P5. P5 and P6 use 'Smiley Faces' as a reward system. P7 use Class Dojo points as a means to reward positive behaviour.

Staff use a range of positive behavioural strategies to encourage pupils to make the right choices in terms of their behaviour. These are in place to avoid, where possible, the use of sanctions. These strategies include:

- Broken record
- Redirection
- First and then
- Mentoring
- Bubble time
- Proximal praise / descriptive praise
- Choices
- Rule reminder
- Tactfully ignore

- Partial agreement
- Non verbal cue
- Model behaviour
- Yes tag
- Proximity to pupil
- Take Ten

(See appendix A for definitions).

Sanctions

We recognise that there will be times in Fairview that we will need to deal with inappropriate behaviour. Our sanctions encourage children to recognise that there are consequences for unacceptable behaviour. They are necessary to ensure all children are educated in a safe and secure environment. They are:

- Fair and consistent
- Appropriate to the individual needs of the child
- Appropriate to the nature of the behaviour

The table (in Appendix B) sets out a list of behaviours from low level, medium level and high-level behaviours. They will be dealt with using the range of sanctions listed and in line with the 'Behaviour for Learning' plans in place in the classroom, appropriate to each key stage. There will be times when the consequences may need to be amended e.g. to suit the needs of a child with SEN or if persistent behaviour of a negative nature.

These consequences may include:

- Thinking time (time appropriate to age of child) – what Golden Rule did I break and how can I change my behaviour/make better choices?
- Think sheet – signed by parent
- Loss of Golden Time
- Loss of smiley face
- Yellow/red card
- Letter of apology
- Behaviour Homework
- Note in homework diary
- Time out e.g. at break or lunch e.g. maximum of 5 minutes (children will still have time to exercise and socialise with peers)
- Change in seating arrangements
- Sent to another teacher / Principal
- Behaviour sheets

When behaviour is persistent or of a severe nature, parents will be invited to attend a home school liaison meeting with the class teacher to address the behavioural needs of the child (detailed below).

Behaviour for Learning Plans

In every classroom there is a 'Behaviour for Learning' Plan in place. The plan consists of our Golden Rules, rewards and consequences. Classroom Golden Rules are established and the children have the opportunity to discuss classroom rules at the beginning of the academic year. The rules are clearly displayed in all classrooms alongside a selection of the class rewards and consequences. They are displayed all

year and referred to on a frequent basis. These Golden Rules are shared with parents at the beginning of every new academic year in the school newsletter. The plans encourage children to take responsibility for their own behaviour and positive behaviour will be rewarded while unacceptable behaviour will be dealt with according to agreed consequences. These are discussed and reviewed with the pupils at the beginning of the school year.

- Foundation Stage 'Behaviour for Learning' Plan (see Appendix C)
- Key Stage One 'Behaviour for Learning' Plan (see Appendix D)
- Key Stage Two 'Behaviour for Learning' Plan (see Appendix E)

As a school we promote early intervention and provide tailored support for those young people who experience difficulty in meeting acceptable standards of behaviour. However, if negative behaviour is persistent the decision will be made to begin at e.g. consequence 3. A member of the Senior Leadership Team (SLT), Vice Principal or Principal may become involved and speak to a child at any point to support the class teacher and the child. If behaviour continues, despite sanctions having been applied, a home school liaison meeting will be arranged and the child will be placed on behaviour sheets to encourage positive behaviour in the classroom. These will identify targets to improve the behaviour being displayed by the child. The behaviour coordinator will be involved at this stage. The behaviour will be monitored to identify triggers in behaviours in order to develop strategies that work for the individual child. If behaviour improves the child will no longer be required to be on behaviour sheets and all progress will be praised.

If behaviour shows no sign of improvement, then a behaviour plan or SEN plan may be put in place. A behaviour log will be completed. External support services may be accessed (if applicable).

Suspension and expulsion procedures may need to be employed for behaviours of a serious nature. At this stage the Department of Education's procedures for suspension or expulsion will be followed.

Links with other School Policies

Fairview's Positive Behaviour Policy is closely linked to a range of our school policies to ensure it is effective in supporting the overall aims and ethos of the school. These policies include:

- Pastoral Care Policy
- Anti-Bullying Policy
- Child Protection Policy
- Assessment Policy
- Special Educational Needs Policy

Monitoring & Evaluating our Policy

This policy will be continually under review in light of events within the classroom, school playground and wider school environment and will be evaluated on a yearly basis, with a full review and consultation every three years.

Appendix A

Strategies	Definition
Broken Record	Repeat the same phrase e.g. "put down your pencil and fold your arms"
Re-direction	Guide the pupil towards a positive interaction
First and then	First "answer 5 questions" then "you can have choice time"
Mentoring	Pupils model behaviours/support their peers
Bubble Time	5 minute uninterrupted time with the teacher
Proximal praise	Praise child beside to encourage pupil to correct their behaviour
Descriptive praise	Noticing and mentioning exact behaviours e.g. good walking, good sitting etc.
Choices	Give child 2 choices that appeal in order to encourage them to make the right choices and move from negative behaviours
Rule Reminder	Remind child of expected behaviour
Tactfully Ignore	Ignore low level behaviours
Partial Agreement	Agree in part with the pupil but encourage the desired behaviour/compromise to meet target set
Non-verbal Cue	Signal to child by a look/signal that you wish them to change their behaviour
Model behaviour	Teacher/peer models positive behaviour
Distraction	Give child e.g. a job to do to move their attention away from a negative behaviour
Yes tag	Ask a question that encourages a positive response e.g. "You know how to line up, don't you?"
Proximity to pupil	Stand/sit next to pupil to act as a gentle reminder that they need to correct their behaviour
Take Ten	TakeTen is a system that has been developed specifically for teachers and pupils to enhance their emotional health and well being. It improves concentration, behaviour, performance and results, TakeTen uses a combination of biofeedback and proven techniques to train children, young people and adults to control the way their bodies deal with stress. This maximises their concentration and ability to learn and it only takes ten minutes of class time a day. By using interactive software and games, our children develop strategies and techniques to achieve a balanced physiological state – the ideal state for learning.

Appendix B

	Staff Involved	Response / Action
Low Level Behaviours		Positive praise and correction
- Individual shows signs of anxiety - Fidgeting/inattentive - Rocking/tapping/distracting others - Withdrawing from group - Refusal to speak/dismissive - Refusal to cooperate - Adopting defensive postures - Negative responses - Leaving seat inappropriately - Not doing best work	Class teacher Classroom assistant Supervisors	Non verbal cue Use of a range of classroom based behaviour strategies Rule Reminder Second Rule Reminder Thinking time followed by reflection with teacher
Medium Level Behaviours		
- Increase of above behaviours/higher tension - Belligerent/abusive - Making personal/ offensive remarks - Talking louder/higher/quicker - Adopting aggressive postures - Changes in eye contact - Breaking minor rules - Low level destruction - Pushing others - Picking up objects that could be used as weapons - Challenges e.g. "I will not...you can't make me" - Homeworks not completed	Class teacher Behaviour Coordinator	Yellow Card / Warning Red Card / Time out from Golden Time Temporary exclusion from potentially difficult situations (break time, lunch time, after school activities) Behaviour homework (think sheet) Class reward chart If persistent: • Contact with Head of Behaviour • HSL meeting called • Behaviour chart put in place • Follow up meeting called with parents If no improvement – Behaviour Plan in place Contact with Head of Key Stage Involvement of Vice Principal / Principal SEN register Suspension / Expulsion
High Level Behaviours		
- Shouting/screaming/swearing - Damaging property/theft - Moving towards danger e.g. fiddling with electrics/threatening to break glass - Threatening to use objects as weapons/damaging school property - Hurting self - Grabbing or threatening others - Hurting others - Deliberating telling lies - Aggression towards staff - Bullying	Class teacher Behaviour Coordinator Head of Key Stage Vice Principal Principal	

Every class operates a 'Behaviour for Learning' plan in their classroom. A range of behavioural strategies to promote good behaviour are used on a regular basis. These are used alongside the above responses / actions and are age appropriate to the key stage e.g. Foundation Stage, Key Stage 1 and Key Stage 2.

Appendix C

Foundation Stage

'Behaviour for Learning' plan

Rules

- Listen carefully
- Do our best
- Do what adults in school ask
- Remember our good manners
- Be kind to each other
- Care for our school

Rewards

- Happy words
- Good to be Green cards
- Special stickers
- Positive note home
- Visit Mr McAllister

Consequences

- Spoken to
- Spoken to again
- Reminder of the rules
- Yellow card = thinking time
- Red card = time out

Severe Clause – sent to Mr McAllister

Appendix D

Key Stage 1

'Behaviour for Learning' plan

Rules

- We always do what our school staff ask us to do
- We keep our hands, feet and objects to ourselves
- We listen carefully to each other and use kind words
- We work hard and always try our best
- We always tell the truth

Rewards

- Happy words
- Sticker / Stamp
- Positive comment / note home
- Praise from Mr McAllister
- Prize Box / Special Reward
- Star for your Table

Consequences

- Rule Reminder
- Second rule reminder
- Thinking time
- Yellow card (Time Out)
- Red card

Severe Clause – sent to Mr McAllister

Appendix E

Key Stage Two

'Behaviour for Learning' plan

Rules

- Treat others with kindness and respect
- Listen carefully
- Use appropriate language
- Be honest
- Be the best you can be!

Rewards

- Praise from the teacher
- Stickers and stamps
- Positive comments on your work to show at home
- 'Happy Face' for the reward chart / Class Dojo points
- Praise from subject leaders
- A homework pass
- Golden Time on a Friday
- House points

Consequences

- Reminder
- Warning
- Happy Face lost / Class Dojo points deducted
- Reduction of Golden Time
- Behaviour Homework
- Time out at break or lunch

Severe Clause – sent to Mr McAllister