

Carniny Primary School

Positive Behaviour Policy



The Board of Governors, Principal, staff, parents and pupils have agreed the following:

1. Introduction

The creation and maintenance of an orderly working environment is a pre-requisite to effective learning and teaching. To achieve this we aim to establish a positive ethos which is conducive to learning and in which the individual pupil is respected.

Reflecting this ethos our school's positive behaviour policy seeks to set guidelines that support our pupils within a caring framework and lead them to a position of self discipline and personal responsibility.

Discipline needs to be seen in the much wider framework of how a school seeks to moderate and improve the behaviour of its pupils. As such it includes the positive approach of praise, encouragement, incentives and inducements as well as the more negative one of criticism and accepting negative consequences.

Our positive behaviour policy is based on a whole school approach, is widely disseminated and is clearly understood by staff, pupils and parents. There are clear procedures for dealing with breaches of discipline and these will be consistently and fairly applied.

Part of growing up is about learning what is acceptable and unacceptable and gradually taking responsibility for one's own behaviour. Our approach to discipline is to encourage and celebrate good behaviour and positive achievements in all children.

The class teachers will make every effort to reinforce good behaviour and to promote a sense of achievement within all pupils.

This Positive Behaviour Policy will encourage a positive ethos of care and respect within the formal and informal life of the school. Pupils and staff will feel valued, secure and confident within an atmosphere of acceptable manners, behaviour traits and work patterns.

2. Aim

To establish a school community where positive behaviour is promoted and each person is valued so that they can achieve their maximum potential.

3 Objectives

- To create an atmosphere conducive to effective teaching and learning
- To establish a sense of order

- To establish a sense of community
- To encourage and develop pupils' self esteem and respect for themselves and others
- To encourage self discipline and the notion that we all have rights but we also need to take responsibility for our actions
- To encourage pupils to be independent
- To encourage the development of interpersonal skills in situations which require pupils to cooperate in order to solve problems

4. What is Good Behaviour?

Characteristics of good behaviour include:

- Being considerate towards other people and property: politeness, kindness, patience, helpfulness, caring, friendliness, respect, attentiveness, good manners, obedience
- Making an extra effort to make life better: letting others go first, helping others who are in need
- Responding obediently and politely to all requests and rules

5. How We Encourage Good Behaviour

Example and Expectation

- All staff will set an example in their own behaviour
- All staff will have high expectations for good behaviour

Teaching and Learning

- Good behaviour in the classroom will be greatly enhanced through the provision of high quality teaching that meets the needs of the individual learner

6. Code of Conduct

In order to encourage good behaviour Carniny Primary School adheres to the following Golden Rules, School Rules, Class Rules and Uniform and Appearance Rules:

Golden Rules

- | | |
|---------------------------|--|
| • We are gentle | We don't hurt others |
| • We are kind and helpful | We don't hurt anybody's feelings |
| • We listen | We don't interrupt |
| • We are honest | We don't cover up the truth |
| • We work hard | We don't waste our own or other's time |
| • We look after property | We don't waste or damage things |

School Rules

- Walk quietly at all times in the school building
- Wear our school uniform with pride
- Arrive and leave school on time and in a sensible manner
- Line up quickly and quietly when the bell rings
- Play safely in the playground at break and lunch times
- Speak respectfully to one another and to adults

Class Rules

Each class will work together to produce their own class rules which allow the classroom to operate effectively within a safe, happy and busy learning environment.

Uniform and Appearance Rules

We consider the appearance of children and the wearing of school uniform to be an important part of the School's Positive Behaviour Policy. With this in mind all pupils should:

- Take pride in their appearance
- Wear regulation uniform only both in school and on the way to school in the morning and going home in the afternoon (2pm and 3pm)
- Be neat and tidy in appearance at all times
- Be well groomed. Extremes are to be avoided and bleaches or dyes that are in stark contrast to the hair's natural colour are not permitted. Hair should not be clipped below Number 2 and shaved designs are not permitted.
- Restrict the wearing of jewellery to a watch and one stud per ear.

These provide the guidance for positive behaviour and therefore create an environment conducive to effective teaching and learning.

- The School Rules will be displayed prominently and reinforced regularly by staff and also at school assemblies
- Each teacher will compile a set of classroom rules and a classroom charter in consultation with the children. These will be displayed in the classroom at all times and be referred to regularly
- Rules to encourage a calm and positive atmosphere are displayed in the dining hall
- Rules for positive playground behaviour are displayed in both playgrounds
- Rewards will be given for keeping the rules and appropriate sanctions will be administered for breaking the rules
- We aim to be Consistent, Firm and Fair and to Follow Up and Follow Through

7. Rewards

In implementing our reward system as a whole school we aim to positively recognise and reinforce good behaviour and positive attitudes to class work.

As staff we endeavour to find opportunities to give:

- A quiet encouraging word or a public word of praise in front of the class
- Non verbal praise or encouragement
- Public acknowledgement in assembly of good behaviour
- Opportunities to display work in classroom and corridors
- Opportunities for children to visit another teacher or Principal to inform them of deserving praise

Staff will give these rewards in the form of

- Golden Time (A range of pupil activities scheduled for Friday afternoons - 20 mins for FS and 30 mins for KS1 and KS2)
- Recording pupil's name in the Golden Book for displaying behaviour consistent with the Golden Rules
- Positive comments in children's exercise books
- Certificates
- High Flier awards for pupils in P1-3 awarded for good work, good behaviour, endeavour etc
- Boy and Girl of the Month in the P4-7 School House System
- Lunchtime Stars
- Prize Day Awards
- Sports Day Awards
- Attendance Awards
- Informing parents of pupil successes through School Newsletter
- Comments in the Annual Progress Report
- Giving pupils responsibilities within their class

8. Undesirable Behaviour

We do not accept:

Bullying

Stealing

Bad or inappropriate language

Fighting

Dangerous physical contact

Destruction of property

Name calling
Disruption of classes

The following undesirable behaviour will not be allowed to develop unchallenged.

- Cheating and copying (a form of stealing other pupils' work),
- Defiance of instructions from a teacher/insolence,
- Unreasonable forgetfulness disrupting class routine,
- Not presenting homework on time,
- Breaking safety rules.

9. Sanctions

There may be occasions when a sanction is necessary to focus a child's thinking and to demonstrate to others that certain behaviour has been unacceptable. Appropriate sanctions will be applied according to the nature of the offence, the age of the child and any pattern of behaviour displayed by the child.

Appropriate sanctions have been listed in the Six Staged Sanction Procedure detailed below: Although pupils will normally start at Stage 1 there may be circumstances when it is necessary to commence at a higher stage in the procedure.

It must be noted that a one-off lapse in conduct will not be dealt with in the same manner as a continuation of persistent, unacceptable behaviour. Listed overleaf are some examples of misbehaviour and the range of consequences that can be implemented to deal with them (Section 11).

10. Lunchtime Supervision

Adults supervising the playground at lunchtime have a key role in establishing a positive lunchtime experience for all children.

Encouraging the children to abide by the Code of Conduct is of paramount importance. Rewards and Sanctions are available for supervisors to distribute as and when appropriate. Guidance has been recorded in Appendix 14.

11. Six Staged Sanction Procedure

| Member of Staff asks Pupil to refrain from Behaviour in a fair manner and indicates clear expectations | | |
|--|-------------------------------|--|
| Stage | Level of Misbehaviour | Action |
| Stage 1 | Low Level Misbehaviour | Warning Card (Appendix 1) |
| No Improvement | | |
| ↓ | | |
| Stage 2 | Low Level Misbehaviour | Loss of Golden Time if child is in possession of Warning Card (5mins) -Up to 30 mins per week (See Appendix 2 for Guidance on gaining and using Golden Time) Earning Back Golden Time Contract (Appendix 3) TATTS Strategy (Appendix 4) |
| No Improvement (Loss of all Golden Time for 2 weeks in 4 week period) | | |
| ↓ | | |
| Stage 3 | Moderate Level Misbehaviour | Red Card (Appendix 5 and 6) (Letter of apology, Time out at playtime, Loss of 15 mins Golden Time) Behaviour Log written |
| No Improvement (or 3 Red Cards) | | |
| ↓ | | |
| Stage 4 | Serious Level of Misbehaviour | Serious Behaviour Incident Form Completed (Appendix 7) Risk Reduction Action Plan (Appendix 8) Positive Behaviour Action Plan (Appendix 9) (with associated strategies detailed in Appendix 10) IEP may be necessary Principal meets with parent Weekly Behaviour Report Card (Appendix 11) Exclusion from School Trip |
| No Improvement (or 4 Red Cards) | | |
| ↓ | | |
| Stage 5 | Serious Level of Misbehaviour | Positive Behaviour Action Plan (with associated strategies) Consult with external agencies Inform Chairman of BOG Formal Letter issued to parents (Appendix 12) Meeting with parents |
| No Improvement (or 5 Red Cards) | | |
| ↓ | | |
| Stage 6 | Serious Level of Misbehaviour | Formal Letter to Parents informing them of prospect of Suspension (Appendix 13) Suspension/Expulsion Options Explored Sanctions from Stage 4 and 5 Red Card (Loss of 15 mins Golden Time) |

12. Making Consequences appropriate to Misbehaviour

| Examples of Low Level Misbehaviour | Range of Consequences | Sanction Stage |
|---|--|----------------|
| Talking out of turn Shouting out Leaving seat at the wrong time Not doing homework Not listening Not paying attention Distracting others Making noises Failing to keep on task Leaving work area untidy Pushing in the line Running in the corridors | Verbal warning Moving seat Clean up mess Complete homework the following night | Stage 1 |
| Examples of Moderate Level Misbehaviour | Range of Consequences | Sanction Stage |
| Continuing to : Talk out of turn Shout out Leave seat at the wrong time Not do homework Not to listen Not to pay attention Distract others Make noises Fail to keep on task Leave work area untidy Hit / push / fight Refuse to co-operate | Issued Warning Card Losing Golden Time (in blocks of 5 minutes) Shadowing staff in playground Time out at play-time Letter of apology Teacher records incident Daily Behaviour Report initiated Consider putting child on the SEN Register for behavioural problems | Stage 3 |

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| | | |
|--|---|----------------------------|
| | Record action in the class and central behaviour report record | |
| Examples of Serious Level Misbehaviour | Range of Consequences | Sanction Stage |
| <p>Showing no improvement with the above behaviours</p> <p>Disregarding adults within the school</p> <p>Stealing</p> <p>Physically/emotionally hurting someone</p> <p>Serious physical/verbal threat made to staff</p> <p>Displaying violence</p> <p>Leaving school without permission</p> <p>Use of foul language</p> | <p>Risk Reduction Action Plan</p> <p>Positive Behaviour Action Plan</p> <p>Issued with Red Card (to be signed by parents)</p> <p>Loss of 15 minutes Golden Time</p> <p>Sent to the Vice Principal/Principal</p> <p>Weekly Behaviour Report Card (Classroom or playground based)</p> <p>Parents are invited to a meeting</p> <p>Consider referral to Educational Psychologist</p> <p>Consider suspension/expulsion</p> <p>Record action in behaviour Log</p> | <p>Stage 4 and Stage 5</p> |

13. Use of Reasonable Force

The use of reasonable force is another strategy available to members of staff to secure pupil safety and well-being and maintain good order and discipline.

The use and degree of force must be in proportion to the circumstances of the incident and to the seriousness of the behaviour. Due care will be given to the age, level of understanding and sex of the pupil and any physical disability he/she might have.

Staff should never act in a way that might reasonably be expected to cause harm. (See School Policy on "The Use of Reasonable Force to Restrain or Control Pupils").

14. Roles and Responsibilities

1. The Role of Governors

Governors will:

- have overall responsibility for ensuring a positive behaviour policy is in place;
- set down general guidelines on standards of discipline and behaviour;
- review their effectiveness;
- support the Principal in carrying out these guidelines.

2. The Role of the Principal

The Principal is responsible for:

- implementing the school positive behaviour policy consistently through out the school;
- reporting to governors on the effectiveness of the policy;
- ensuring the health, safety and welfare of both staff and pupils in the school;
- keeping records of all reported serious incidents of misbehaviour;
- giving fixed-term suspensions to individual children for serious acts of misbehaviour;
- expelling a child for repeated or very serious acts of unacceptable behaviour.

In the case of suspension or expulsion, these actions are only taken in accordance with the employing authorities guidelines and after the school governors have been notified.

3. The Role of the Class Teacher

Teachers will:

- provide a challenging, interesting and relevant curriculum;
- set tasks that enable all pupils to regularly achieve success;
- maintain high, realistic expectations of pupils;
- be consistent and fair;
- treat all children with respect and understanding;
- liaise with external agencies to support and guide progress of each child e.g. SENCo, Psychologist, Behaviour Support Team, etc.;
- establish a purposeful listening environment in their classroom;
- enforce the classroom rules and Class Charter
- praise pupil's achievement as often as possible;
- reward good behaviour in and out of the classroom.

4. **The Role of all Staff** - teaching and non-teaching

Staff will:

- be good role models;
- create a safe and pleasant environment both physically and emotionally;
- form positive relationships with all stakeholders;
- recognise and value the strengths of all children;
- treat all children fairly and with respect;
- use positive rather than negative language to communicate expectations and feedback to pupils;
- praise or reward disrupting pupils as soon as acceptable behaviour is observed.

5. **The Role of Pupils**

Pupils have the right to be taught effectively in a proper environment, to experience a well balanced curriculum and to be treated positively and fairly.

We expect our pupils to:

- give of their best in all they do
- be co-operative and well mannered;
- respect others and to contribute positively to school life;
- to consider the effects of their actions on others;
- be familiar with the Code of Conduct and the implications of this code for their behaviour.

6. **The Role of Parents**

Parents have the right to adequate information, to be listened to and to know that their children will be safe, secure and properly taught.

In return we expect parents to:

- be aware of the Code of Conduct;
- ensure their child attends school regularly and punctually;
- show an interest in all their child does in school/see that all homework is completed;
- encourage independence and self-discipline;
- meet with staff when necessary;
- support the school policies;
- ensure their child is in proper uniform.

7. Responsibilities of all

Everyone should:

- work together and focus on the positive rather than the punitive side of discipline.

15. Links with other Policies

This policy is seen as an integral part of the School Development Plan and can be linked directly and indirectly with all of the other school policies such as:

Pastoral Care
SEN
Child Protection
Anti Bullying
Health and Safety
Use of Reasonable Force
Curricular Policies

Without good discipline teaching and learning cannot effectively take place. Therefore good behaviour is an integral part of the whole school curriculum.

16. Staff Development

This policy has been formulated in consultation with staff and it is the intention of the staff to review and update it regularly

A Record of Staff Development can be found at Appendix 15

17. Parental Support

We in Carniny Primary School acknowledge the formative influence of parents on their children's behaviour and we seek to engage their support in promoting good behaviour. Parental consultation has the advantage of being a sanction since many pupils dislike having their parents involved; throwing more light on the problems behind misbehaviour and hopefully of providing joint, consistent action between school and home.

Parents can assist the discipline process by:

- Telling the Principal/child's teacher if there are problems at home which might affect a child's behaviour in school
- Discussing with the teacher concerns about child's behaviour changes
- Contacting the school if there are concerns about something that has happened

- Attending parental interviews
- Supporting the school in implementing the Positive Behaviour Policy

18. Use of Mobiles Phones in School

It is our policy that any pupil **can** bring a mobile phone to school. We insist that all mobile phones be turned off during the normal school day and only used in an emergency after school hours to contact their parents/guardian.

19. Conclusion

It would be hoped that through the adoption of this positive behaviour policy, with the teachers, pupils and parents working together we will provide a safe secure happy and structured atmosphere for effective learning.

20 Monitoring and Review of the Positive Behaviour Policy

We acknowledge that sustaining good behaviour creates a need for continuous assessment of the effectiveness of approaches to behaviour management in our school. We regularly seek views from staff, parents and pupils to evaluate the success of our policy and make changes where necessary.

This policy is continually reviewed and will be formally evaluated and reviewed every three years.

_____ (Chair of Board of Governors)

_____ (Principal)

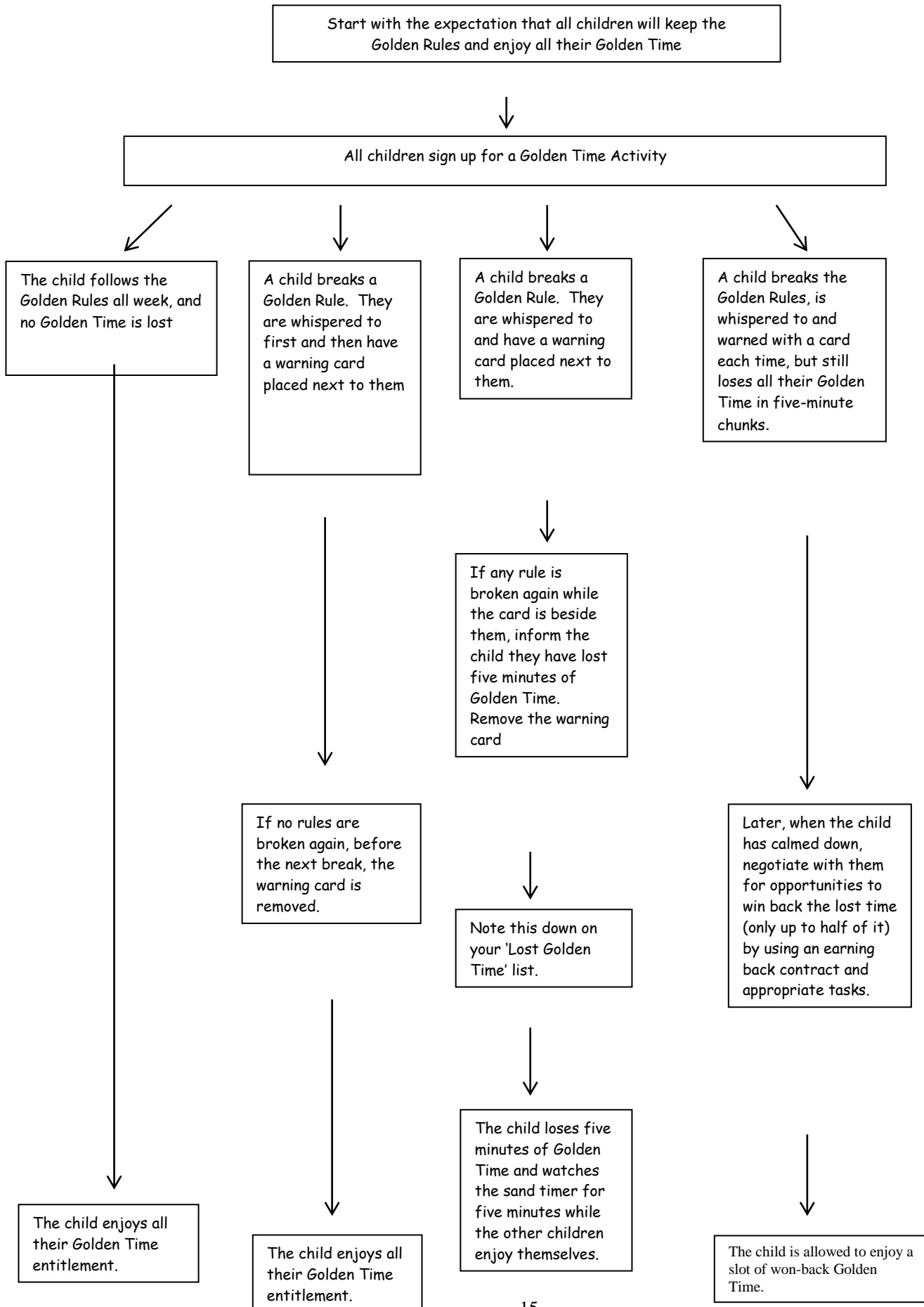
_____ (Date)

Warning Cards -

Appendix 1



Losing and Gaining Golden Time flow Chart



Earning Back Golden Time Contract

Appendix 3

Earning Back Golden Time Contract

I agree to

_____ (target)

in order to earn back _____ minutes of Golden Time.

Signed _____ (Pupil)

Signed _____ (Teacher)

Tiny Achievable Tickable Targets Instructions

Appendix 4

Children beyond the normal motivational procedures such as your incentive and Golden Time systems will need to move onto the TATTs strategy. This involves letting go of the idea that this child can keep to the Golden Rules all the time. You need to negotiate with them specific times (using sand timers) during which they keep the Golden Rules for short periods. If the child reaches this target they will have a star/dot put into an appropriate box. You will agree tiny, easy targets at first which can be more challenging as each is reached. The secret of success lies in the agreed privilege which will accompany reaching the target. It is best when the child has a self-esteem reward, for example helping in another class/helping the caretaker. It is also best if you choose a different child from the class to accompany them each day as this encourages the others to support the child. Sometimes the most appropriate reward is a class certificate signed by all the children.

Tiny Achievable Tickable Targets

| | Before play | Playtime | After play | Lunchtime | Afternoon |
|-----------|-------------|----------|------------|-----------|-----------|
| Monday | | | | | |
| Tuesday | | | | | |
| Wednesday | | | | | |
| Thursday | | | | | |
| Friday | | | | | |

My target is to get _____ stickers each day.

If I achieve my target I can _____

Signed _____ (Teacher)

Signed _____ (Pupil)

Templates for Red Cards

Appendix 5

| | | |
|---|---|---|
| <p style="text-align: center;">Red Card Unacceptable Behaviour</p> <p>Name: _____.</p> <p>Class _____.</p> <p>Date _____.</p> <p>Incident / Behaviour Reported By _____.</p> <p>Incident / Behaviour _____ _____ _____.</p> <p>Principal's _____</p> <p>Parent _____</p> | <p style="text-align: center;">Red Card Unacceptable Behaviour</p> <p>Name: _____.</p> <p>Class _____.</p> <p>Date _____.</p> <p>Incident / Behaviour Reported By _____.</p> <p>Incident / Behaviour _____ _____ _____.</p> <p>Principal: _____</p> <p>Parent: _____</p> | <p style="text-align: center;">Red Card Unacceptable Behaviour</p> <p>Name: _____.</p> <p>Class _____.</p> <p>Date _____.</p> <p>Incident / Behaviour Reported By _____.</p> <p>Incident / Behaviour _____ _____ _____.</p> <p>Principal _____</p> <p>Parent _____</p> |
| <p style="text-align: center;">Red Card Unacceptable Behaviour</p> <p>Name: _____.</p> <p>Class _____.</p> <p>Date _____.</p> <p>Incident / Behaviour Reported By _____.</p> <p>Incident / Behaviour _____ _____ _____.</p> <p>Principal: _____</p> <p>Parent _____</p> | <p style="text-align: center;">Red Card Unacceptable Behaviour</p> <p>Name: _____.</p> <p>Class _____.</p> <p>Date _____.</p> <p>Incident / Behaviour Reported By _____.</p> <p>Incident / Behaviour _____ _____ _____.</p> <p>Principal: _____</p> <p>Parent _____</p> | <p style="text-align: center;">Red Card Unacceptable Behaviour</p> <p>Name: _____.</p> <p>Class _____.</p> <p>Date _____.</p> <p>Incident / Behaviour Reported By _____.</p> <p>Incident / Behaviour _____ _____ _____.</p> <p>Principal _____</p> <p>Parent _____</p> |

Procedure for Issuing Red Cards

Appendix 6

In conjunction with the Six Staged Sanction Procedure pupils will be given a Red Card for serious misbehaviour

Eg

Disregarding adults within the school

Stealing

Physically/emotionally hurting someone

Serious physical/verbal threat made to staff

Displaying violence

Leaving school without permission Deliberate injury to/striking another pupil

Use of bad or inappropriate language

Regularly not completing homework

Destruction of property

Repeatedly breaking safety rules.

The Red Card will provide the following information:

- Name of Staff Member issuing the Red Card
- Name of pupil
- Pupil's class
- Date
- Brief Description of Misdemeanour

Red Cards will be given to pupils by:

- Teachers
- Classroom Assistants
- Supervisory Assistants
- Caretaker and Secretary

Pupils will be sent immediately to Principal (or in his absence the Vice Principal) with Red Card completed by member of staff.

The pupil will be informed of sanction by Principal (Letter of apology/loss of Golden Time etc)

Pupils will bring the card home for parents to sign (Parents will not normally be contacted by telephone by the principal about the misbehaviour and the issuing of the Red Card).

The Principal will record details of the misbehaviour and sanctions in the Behaviour Log.

The Behaviour Log will be monitored by Principal and Vice Principal.

Serious Behaviour Incident

Appendix 7

| | |
|--|----------------------------|
| Date: | Child/Pupils Name/s |
| Time: | Class |
| Nature of Incident | |
| Action taken | |
| Action taken by Principal (sanctions, informing parents..) | |
| Follow up Date <i>Copy to class teacher and retained in file</i> | |

Risk Reduction Action Plan

Appendix 8

Types of Behaviour Causing Concern: Level of Risk, Frequency, People to whom Behaviour Exhibited.

| BEHAVIOUR | 5 VERY LIKELY | 4 LIKELY | 3 QUITE POSSIBLE | 2 POSSIBLE | 1 UNLIKELY | FREQUENCY | RF |
|-------------------------------|---------------------|-------------|------------------------|---------------|---------------|---|----|
| | | | | | | H- Hourly 5 D- Daily 4 W- Weekly 3 M- Monthly 2 T- Termly 1 | |
| DISRUPTION: | | | | | | | |
| Vandalism | | | | | | | |
| Bullying | | | | | | | |
| Fighting | | | | | | | |
| Violent and Aggressive | | | | | | | |
| Angry Outbursts | | | | | | | |
| Impulsive Dangerous Behaviour | | | | | | | |
| Self Harms | | | | | | | |
| Medically Related Behaviour | | | | | | | |
| Threatening and Abusive | | | | | | | |
| Other (please specify) | | | | | | | |

Risk Factors

| Score | Risk |
|---------|-----------|
| 25 | Very High |
| 15 - 20 | High |
| 8 - 12 | Medium |
| 6 - 10 | Low |
| 1 - 5 | Very Low |

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Positive Behaviour Action Plan

Appendix 9

| Targeted Behaviour & Context for (RF of 15 & above) | RF L x F = ?/25 | | Strategies currently in use _____ & staff have agreed to | Additional Strategies _____ & staff have agreed to | Action By Whom | Action By When | Success criteria: Staff/pupil assessment based on observable & measureable outcomes listed below. |
|---|--------------------|--------------|---|---|----------------|----------------|---|
| | Current RF | Desirable RF | | | | | |
| | 25 | 25 | | | | | |
| | 25 | 25 | | | | | |
| | 25 | 25 | | | | | |

1. First give a whole-class time reminder followed by a private reminder to Danny
2. Alternate Danny's activities-between those tasks which require sitting and those which require movement
3. Teach Danny to use the AFL traffic light model to evaluate his understanding of both his targets and his success criteria -
 - Green** = He fully understands what he is aiming for & what success looks like;
 - Amber** = He is a little unsure and needs more practice/help;
 - Red** = He does not understand (needs help)
4. Write all the pupils names on cards. Pick names out at random to reduce opportunities for any student to shout out and ignore the 'Hands Up' rule
5. Intervene early when Danny shows signs of restlessness - provide agreed diversionary activities e.g. word puzzles, number games, sorting exercises
6. When Danny has lost control provide an arranged supervised, safe, quiet and private area away from other pupils for him to regain composure
7. When Danny chooses not to comply with a request/instruction repeat it calmly using the Broken Record technique to avoid being drawn into an argument
8. When it is necessary for Danny to receive a reprimand for his behaviour ensure it is given 'privately' to avoid public humiliation
9. Teach Danny to review outcomes using the S.T.A. R. technique - *S=Stop; T=Think; A=Act and R= Review the consequences of his actions*
10. When giving Danny a private verbal warning add in an agreed appropriate non-verbal hand signal to reinforce the message
11. Check Danny understands instructions given to the class by asking him privately: *to tell you in his own words what it is that you need him to do, affirm and if necessary clarify before asking Danny the question, "and now Danny, what are you going to do first?"*

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12. Use the Language of Choice to help Danny take responsibility for his behaviour:
"Danny, either put your comic on my desk or in your bag - which are you going to choose?" (Give your preferred option last! Walk away & give Danny Take-Up-Time (TUT). If he complies, *'Danny, thank you for making a good choice.'* If not remind Danny of the consequences
'Danny, if you choose not to put the comic away you will be choosing to stay behind during break.' Close expecting compliance - *'Comic in the bag now, thanks Danny'*
13. In a one-to-one debriefing session use one of these to help Danny understand the connection between his choices and the consequences which follow:
 - (a) Think Time Discussion Sheet
 - (b) Worth a Rethink model
14. Apply Grandma's rule when then: *'Danny when you are in your seat then I'll check your work with you'*
15. Define, teach & practice Danny's agreed replacement behaviour - e.g. 'hands up'.
Remind and rehearse the targets and strategies with Danny at the beginning of a lesson/session.
16. Catch Danny being good - 3 As acknowledge, approve and affirm - *'Danny well done. You've met your target. Thank you for putting your hand up and waiting to be invited to speak'*;
17. Use positive scripts: *'Danny I want you to succeed in my class'; 'I won't give up on you, Danny'; 'Danny, you are responsible for your own behaviour and the choices you make.'*
18. Encourage Danny to repeat desirable behaviour by always linking the praise to a description of the desired behaviour - *'Well done Danny. Thank you for putting your hand up.'*
19. Do not give negative instructions. Use positive correction. *E.g. 'Hands up now, thanks Danny,' instead of 'Stop shouting out, Danny.'*
20. Use a rule reminder - *'Danny remember our rule for answering questions is hands up. I expect you to do that now, thanks'*
21. Discuss and agree TATTS with Danny - Tiny Achievable Tickable Targets. Ensure Danny has a role in assessing his progress. Use an agreed score e.g. 4 = target fully

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met 3 = target mostly met; 2 = target frequently met; 1 = regularly struggles to meet target.

22. Use a seating plan. Place Danny beside an agreed good class role model or ideally between 2 good class role models
23. Celebrate success to motivate and promote repetition: When a target has been met let Danny choose an individual acknowledgement - a sticker, a stamp, an IOU 1 minute card, a token, a badge, - 'Go on ask me why I got this badge?'
24. Teach & practice this relaxation exercise with Danny. Ask him to:
First to clench his fists tightly together
Next instruct him to slowly count back from 5, 4, 3, 2, 1
At the same time tell him to slowly uncurl his fingers while counting backwards.
When both hands are wide open Danny's adrenaline surge will have reduced
25. Use 'I' statements: *'Danny I need you to return to your seat now, thanks'; I expect you Danny to have completed Q1-5 by 10.10am. I will be asking you then to share your answers with your writing partner.'*
26. Allow Danny take-up time (TUT) to comply with instructions. Follow up with the Language of Choice if TUT isn't working. *'Danny if you continue to choose not to return to your seat you will be choosing to stay behind over break to complete your work.'*
27. Distract and refocus Danny by: *Asking him a direct question - Danny, what should you be doing? How can I help?*
Using his name, 'Danny' + giving him the look (making eye contact) + adding in an appropriate non-verbal signal
28. Agree a private non-verbal signal to let Danny know when he's off task
29. Plan and agree legitimate opportunities for movement - e.g. give Danny a specific errand, either within or without the class

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30. Plan and agree a private signal (show a yellow card; set a red pencil on the teacher's desk) which allows Danny, if he becomes overtly excited or agitated to move to the agreed quiet area for a specified period of time - 10 mins.
31. Give Danny and the class regular time updates to ensure pace; use a digital timer to help Danny stay focused.
32. When Danny is off task, instead of reprimanding him use proximity praise:
First choose 3 students close to him who are on task
Immediately praise each one for being on task
Next check if this proximity praise has brought Danny back on task - if yes tell him to give himself a pat on the back for choosing to get back on task
If not back on task use the, 'What should you be doing now Danny?' question to redirect and refocus Danny back on work
33. Give clear short instructions to Danny (K.I.S.S - Keep It Short & Simple) '*Homework on my desk now, thanks, Danny. Turn around and face the front thanks, Danny*'

RESOURCES:

- DE SEN Resource File: Understanding and Managing Social, Emotional & Behavioural Difficulties (SEBD)
- Supporting Children with Behaviour Difficulties, Hull Learning Services, David Fulton (publishers)
- Behaviour Management, Bill Rogers, PCP
- Behaviour Management Pocketbook, Peter Hook & Andy Vass, Teachers' Pocketbooks

- Early Years Learner Support Handbook, BELB
- EXTENDED EARLY YEARS SPECIAL EDUCATIONAL NEEDS(SEN) SUPPLEMENT, DENI

Carniny Primary School Weekly Behaviour Report

Parental information form to monitor behaviour of your child throughout the school day

Name _____ Class _____ Date _____

| DAY | CLASS | BREAK | LUNCH | Parent's Signature |
|-----------|-------|-------|-------|--------------------|
| MONDAY | | | | |
| TUESDAY | | | | |
| WEDNESDAY | | | | |
| THURSDAY | | | | |
| FRIDAY | | | | |
| Comment | | | | |

Principal's Signature _____ Date _____

This form on completion must be returned to the Principal



Carniny Primary School



Principal: Mr C R Ross MA BSc Adv Dip Ed PQH (NI)
Vice-Principal: Mrs V Wylie B Ed PQH (NI)
Chair of Governors: Dr S Russell

Telephone: 028 2564 3814

61 Old Cullybackey Road
Ballymena
Co Antrim
BT435JR

Website: www.carninyprimary.co.uk

Date

Dear

Discipline in School

I have spoken to you in relation to xxxxx behaviour in school. Unfortunately there has been no improvement.

This week xxxx has received two Red Cards for inappropriate behaviour. As he has now received more than 3 Red Cards this year he is being placed on Stage 3 of the Staged Sanction Procedure.

I should be most obliged if you would contact me at school to make an appointment to discuss the matter further.

Yours sincerely

Raymond Ross
Principal



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Date

Dear

Discipline in School

I spoke to you on xxxxxxxx in relation to xxxxx's behaviour. Unfortunately there has been little / no improvement.

(explanation of why the behaviour is unacceptable / unsafe / disruptive to others)

The Chairman / Board of Governors has been informed and totally supports my actions.

If the situation does not improve and there are any further Red Cards I will be forced to consider suspension. Should this situation arise you will be informed immediately.

It would be appreciated if you would make an appointment to see me so we can discuss the matter further.

Yours sincerely

Raymond Ross
PRINCIPAL

Guidance for Supervisory Assistants and Classroom Assistants Engaged in Lunchtime Supervision

The playground must be a happy place where all children are well behaved and feel secure. All staff have a key role to ensure high standards of behaviour are maintained.

There is an expectation that all children will keep the Golden Rules and enjoy all their Golden Time (All children sign up for a Golden Time activity at the beginning of the week).

Examples of children obeying the Golden Rules should be written into the Golden Book to be read out in assembly.

At the end of each week six certificates are given out to children who have behaved very well over the course of the week.

Taking responsibility for a designated area of the playground will ensure the supervisors' presence will be observed by all children.

A child breaks a Golden Rule.

1. The adult speaks to the child about the misbehaviour and if repeated a Warning Card is given (Child's name is placed on a post it note on the back of the warning card).
2. The child has an agreed time (rest of the day/to the end of the week) to earn the post it note back from the supervisor.
3. If the child cannot behave as expected the supervisor will give the teacher the post it with the child's name on and their teacher records it on the lost Golden Time sheet with an L (for lunchtime) next to it.
4. Where there is more serious incident in the playground where for example a child has been hurt due to foul play a RED card may be issued to the child and sent to the Principal. The incident will be recorded in the Behaviour Record with a loss of 15 mins Golden Time and other appropriate sanctions.

Checklist for Supervisory Assistants

For more serious misdemeanours a supervisor should immediately issue pupils with a Red Card.

It is important that Supervisors deal with any undesirable behaviour at the time of the incident. It is easier to deal with the matter when there is first hand experience of the

Positive Behaviour Policy (January 2017)

issue. Bringing an unresolved issue to teaching staff who have not witnessed the incident is not the ideal solution. It is however accepted in some cases this may be necessary.

In resolving any issue remember to:

- Focus on the issue rather than the individual/s
- Defuse situation as quickly as possible
- Keep calm
- Be fair
- Be consistent

Positive Behaviour Policy (January 2017)

Record of Staff Development

Appendix 15

| TOPIC | DATE | WHOM | ACTION | Outcome | When |
|---|-----------------------|-----------------|--|--------------------------------|--------------|
| Review Positive Behaviour Policy | Jan 2006 | All staff | Review / Amend / Update changes as appropriate | Policy update | Jan 2006 |
| Training for all supervisors | Feb 2006 | All supervisors | Investigate activities for pupils | Focus on good behaviour | Feb 2006 |
| Keep Parents informed of Policy Updates | Feb 2006 | Parents | Letter & Access of Policy to Parents made available | Better Behaviour. Clear system | Feb 2006 |
| Update Discipline Policy to Positive Behaviour Policy | Nov 2010 | Staff | Review / Amend / Update changes as appropriate | Policy Update | Nov 2010 |
| Keep Parents informed of Policy Updates | Jan 2011 | Parents | Seeking views of parents | Better Behaviour. Clear system | January 2011 |
| Review of Policy by staff | August 2014 | Staff | Amend 7 Staged Approach | Better behaviour | October 2014 |
| Review Policy | Sept 2016 - June 2017 | Staff | Introduce Golden Time Amend Policy Amend Sanction Procedure Update Policy | Improved Behaviour | June 2017 |
| | | | | | |