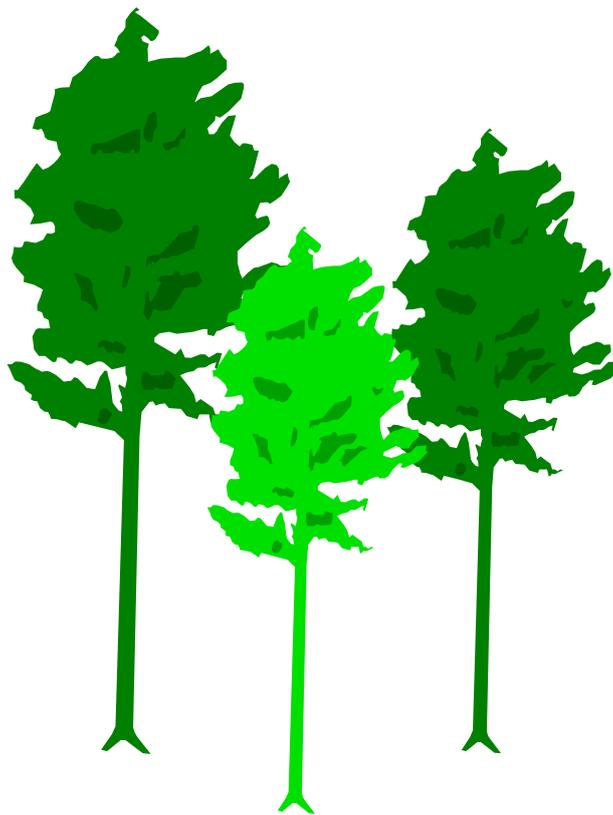


# Woodlawn Primary School

*"Firm foundations for future  
excellence"*



## Positive Behaviour Management Policy

April 2014

## **RATIONALE**

Woodlawn Primary School is committed to creating and maintaining a safe and secure environment for all our pupils where we actively promote positive interpersonal relationships between all members of the school community. A positive behavioural approach should contribute to the creation of a supportive atmosphere in the school.

## **AIM**

*As a school we aim to provide, in partnership with parents, a safe, secure and stimulating learning environment where children can achieve their full potential and pursue excellence. The school seeks to place the emphasis on the positive approach of encouragement and praise.*

## **PROCEDURES EMPLOYED TO POSITIVELY ENCOURAGE GOOD BEHAVIOUR**

*In order to achieve a positive approach to behaviour, the following rules have been agreed.*

-  *Be hardworking, always trying your best and never giving up.*
-  *Being obedient.*
-  *Being polite and friendly.*
-  *Respecting others and listening to new ideas.*
-  *Being kind and helping others.*
-  *Being caring and not hurting others.*
-  *Looking after property; yours, others and school.*
-  *Walking quietly in the corridors.*
-  *Wearing school uniform.*
-  *Being punctual.*

*To encourage good behaviour all staff at Woodlawn will:-*

- ⇒ Praise and reward good behaviour as it occurs.
- ⇒ Recognise and highlight good behaviour in all areas of the school.
- ⇒ Class reward systems
- ⇒ Have clear and consistent set of rules (see above).
- ⇒ Encourage children to be responsible for their own behaviour.
- ⇒ Make parents aware of good behaviour.

## PROCEDURES EMPLOYED TO DEAL WITH INCIDENTS OF INDISCIPLINE

When there arises any incident of disruptive or anti-social behaviour or an act of vandalism or serious disobedience, which needs immediate correction, the Principal and staff of the school have an agreed strategy that is applied.

The following agreed procedures are administered in the order of the severity of the incident.

- Class teachers or supervisors will manage discipline within the classroom or the playground.
- When a child is repeatedly misbehaving, the teacher will make use of a positive reward chart focussing on particular targets for that child.
- Continued, repetitive disruptive behaviour will be reported to the relevant Head of Key Stages for correction (Appendix 2). This will take the form of removal of privileges or *the imposition of extra work to be completed either at lunchtime or at home.*
- Incidents which show an escalation of aggressive or disruptive behaviour will be brought to the attention of the Principal. At this level the decision may be taken to put the pupil on report (Appendix 2). Parents will be informed and an interview requested.
- When placed "on report" a child's behaviour will be monitored in the form of a written record to be signed by a parent on a weekly basis.
- If there is a further decline in the child's behaviour it will be monitored on a daily basis.

This agreed discipline strategy is applied as a corrective measure and an attempt to ensure that the misdemeanour does not occur again. It takes account also of any repeated incidents of bad behaviour that, if left uncorrected, may lead to a general escalation of unacceptable behaviour within school.

The policy is structured to give teachers the opportunity to apply it according to the level of repetition or severity of unacceptable behaviour. It is monitored, evaluated and reviewed regularly.

Parents will be kept informed appropriately and their co-operation sought at all times. In this way any corrective measure taken by the school would be seen by the child to have the parents' understanding. The application of this procedure ensures that parents are aware of any marked deterioration in a child's behaviour at school.

As a final resort, and only if a misdemeanour is repeated and severely against the school rules, suspension may be put into operation. Suspension may also be invoked in the case of a one off serious incident. At this stage the Board of Governors will be consulted and the NEELB and DENI advice put into practice.

The following can be considered as grounds for suspension:

1. Recurring bullying of a pupil.

For dealing with incidents of bullying, see the Bullying Policy.

2. Physical attacks on a pupil.

3. Verbal abuse of a pupil.

4. Disruptive behaviour in class (persistently occupies teacher time or distracts other pupils).

5. Persistent infringement of the school rules.

6. Significant damage to property (of school, staff or other pupils in school or outside school).

7. Stealing (from school, pupils, staff in school or outside school while in uniform).

8. Verbal abuse of staff (including swearing at a member of staff).

9. Physical attack on staff.

If a pupil engages in an act of violence against the person or property of a member of the school staff, or to an immediate member of the member of staff's family, at any time whether inside or outside school disciplinary action will be taken against the pupil which may include consideration of the option to expel.

10. Possession of alcohol, solvents or illegal drugs on school premises.

## **ROLES & RESPONSIBILITIES**

### **Principal**

- Adequate staff development in the area of Positive Behaviour Management.
- Encourage positive behaviour in all aspects of school life through Assembly, Circle Time, etc.

### **Teachers and all Adults within School**

- Promote positive behaviour and self discipline within the classroom.
- Regularly reinforce class/school rules ensuring that children understand why rules are in place.
- Offer a level of supervision which ensures that children feel safe at all times.
- Ensure a fair and consistent approach in managing behaviour.
- Ensure that children know who to speak to if they ever have any concerns.
- Ensure that children are aware of the role of the Family Worker..
- Record any incidents of inappropriate behaviour.
- Inform the Principal/Vice-Principal(SMT) of any persistent or serious infringement of school rules.

### **Pupils**

- Develop the ability to manage their behaviour in a variety of situations.
- Adhere to the school rules both in and out of school (eg school trips).
- Display mutual respect for their peers and all members of the school community.
- Speak to a responsible adult should they ever have any concerns.

### **Parents**

- Encourage children to have a positive attitude towards school and all aspect of school life.
- Support the school's Positive Behaviour Management Policy by reinforcing and adhering to the school rules.
- Draw to the attention of school (initially the class teacher) any concern that they might have regarding their children.
- Support the school when sanctions are invoked.

**Last reviewed: April 2014**

**Next review: September 2015**

## **POLICY: Positive Behaviour Management**

<b><u>Behaviour which is unacceptable</u></b>		
<b><u>In Class</u></b> Persistent lateness (after 9.05) Noise Making H/work not learned or completed Dishonesty Cheek Disruptive Behaviour	<b><u>Around School</u></b> Bullying Horse Play Bad Language Disobedience Negative attitude Litter Vandalism of School Property	<b><u>Dining Hall</u></b> Unsatisfactory table manners Verbal Cheek Noise Making Disobedience (particularly to supervisory assistants)

## **SANCTIONS**

### **SCHOOL WORK**

#### **Homework**

- (a) If homework is not completed - repeat
- (b) Untidy presentation - repeat

#### **Spellings**

Corrections as directed by individual teacher,

#### **Maths/English/Science etc.**

If classwork is not finished in time because of laziness or day dreaming then finished in free time or at home.

The wearing of all jewellery by boys and girls is strictly forbidden.

APPENDIX 1

POSITIVE BEHAVIOUR MANAGEMENT

CHILD'S NAME: \_\_\_\_\_

CLASS	DATE	BRIEF DESCRIPTION OF INCIDENT	ACTION TAKEN

Appendix 2

# Woodlawn Primary School

	Monday		Tuesday		Wednesday		Thursday		Friday	
Lining Up										
9.00-10.30										
Break-time										
10.45-12.15										
Lunch-time										
1.00-3.00										
Parental Comment										