



# **POSITIVE BEHAVIOUR POLICY**

**Ratified by  
Board of Governors**

**May 2010**

# BOTANIC PRIMARY SCHOOL

## POSITIVE BEHAVIOUR POLICY

### Mission Statement

*Children should delight in effort; delight in achievement and delight in acceptance.*

At Botanic we aim to provide a caring, supportive and safe environment for our pupils and staff. To achieve this we encourage and reward good behaviour as it is a necessary part of learning.

Parents are encouraged to take an active part in the school. We believe this is essential to establish trusting relationships with all parents so that we can work together in partnership to teach all children positive behaviour.

## AIMS OF THE POSITIVE BEHAVIOUR POLICY

- 1.To have a safe, calm, hard working environment.
- 2.To develop positive, caring attitudes towards everyone.
- 3.To develop independence and self-control.
- 4.To have a consistent approach to behaviour with parental co-operation and involvement.
- 5.To nurture a happy and supportive school community.

# **BOTANIC PRIMARY SCHOOL**

## **SCHOOL RULES**

- **WE LISTEN AND TAKE TURNS TO SPEAK.**
- **WE DO OUR BEST AT ALL TIMES.**
- **WE RESPECT AND CARE FOR OURSELVES, OTHERS AND PROPERTY.**
- **WE MOVE QUIETLY AND CAREFULLY AROUND THE SCHOOL.**
- **WE PLAY SAFELY AND HAVE FUN TOGETHER.**

# BOTANIC PRIMARY SCHOOL

## RULE IMPLEMENTATION

### NO.1 WE LISTEN AND TAKE TURNS TO SPEAK

COMMUNICATE / ORGANISE	MOTIVATE / MAINTAIN	CORRECT
<ul style="list-style-type: none"> <li>• Visuals display.</li> <li>• Assembly focus.</li> <li>• Teach listening and turn taking skills e.g. role play</li> <li>• Remind of ‘hand up’ rule <b>frequently</b> - “I’m looking for a quiet hand”</li> <li>• Teach routines for gaining attention.</li> <li>• Clear expectations of noise level.</li> <li>• Alternative speaking / listening systems e.g. named person.</li> </ul>	<ul style="list-style-type: none"> <li>• Positive feedback.</li> <li>• Picking out good example /proximal praise.</li> <li>• Rule reminder /gesture /verbal.</li> <li>• Consistency - stick to the rule-do not take answers from pupils calling out.</li> <li>• Tangible rewards. These will vary from class to class depending on the age of the children concerned.</li> </ul>	<ul style="list-style-type: none"> <li>• Positive correction- ‘Hands up please”, “Wait your turn”. Making expected behaviour very explicit.</li> <li>• Tactically ignore - proximal praise to others.</li> <li>• Rule reminder - gesture or verbal.</li> <li>• Warning followed by consequence. (List of possible consequences is detailed in the ‘Managing inappropriate behaviour’ section on page 11.)</li> </ul>

# BOTANIC PRIMARY SCHOOL

## RULE IMPLEMENTATION

### NO. 2 WE DO OUR BEST AT ALL TIMES

COMMUNICATE / ORGANISE	MOTIVATE / MAINTAIN	CORRECT
<ul style="list-style-type: none"> <li>• Visual display.</li> <li>• Assembly focus.</li> <li>• Rule reminder.</li> <li>• Expectations and instructions clear.</li> <li>• Teach individual skills.</li> <li>• Differentiation of tasks / required responses within the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Positive feedback.</li> <li>• Display work.</li> <li>• Rule reminder.</li> <li>• Non-verbal cues.</li> <li>• Tangible rewards.</li> <li>• Communicate with parents.</li> <li>• Send to principal.</li> <li>• Rule reminder.</li> </ul>	<ul style="list-style-type: none"> <li>• Positive correction and encouragement.</li> <li>• Rule reminder.</li> <li>• Casual questions</li> <li>• Physical proximity.</li> <li>• Proximal praise.</li> <li>• When / then. (When you .....then I will ...)</li> <li>• Direction / redirection.</li> <li>• Where / what?</li> <li>• Broken record.</li> <li>• Tactically ignore.</li> <li>• Choices.</li> <li>• Partial agreement.</li> <li>• Take-up time. (Allowing a short period of time in which to comply as judged appropriate by the teacher.)</li> <li>• Warning followed by consequence e.g. move seat.</li> </ul>

## BOTANIC PRIMARY SCHOOL

### RULE IMPLEMENTATION

### NO.3 WE RESPECT AND CARE FOR OURSELVES, OTHERS AND PROPERTY

COMMUNICATE / ORGANISE	MOTIVATE / MAINTAIN	CORRECT
<ul style="list-style-type: none"> <li>• Visual display.</li> <li>• Assembly focus.</li> <li>• Personal Development and Mutual Understanding - Circle Time Role Play Social Skills</li> <li>• Model the behaviour e.g. manners.</li> <li>• Tidy, organised classrooms, litter bins in playground.</li> <li>• Giving responsibility eg area of school, classroom responsibility.</li> <li>• Expectations clear.</li> </ul>	<ul style="list-style-type: none"> <li>• Positive feedback.</li> <li>• Friendship tree.</li> <li>• Giving responsibility.</li> <li>• Picking out good example /proximal praise.</li> <li>• Rule reminder.</li> <li>• Consistent expectations for behaviour.</li> <li>• Well organised tidy and looked after school.</li> </ul>	<ul style="list-style-type: none"> <li>• Positive correction.</li> <li>• Rule reminder.</li> <li>• Reflection sheet.</li> <li>• Private reprimand.</li> <li>• Labelling behaviour not child.</li> <li>• Reparation/fixing it e.g. doing something for a person he/she has hurt, apology etc.</li> <li>• Consequence - for serious behaviours e.g. sent to a senior member of staff.</li> </ul>

## BOTANIC PRIMARY SCHOOL

### RULE IMPLEMENTATION

### NO. 4 WE MOVE QUIETLY AND CAREFULLY AROUND THE SCHOOL

COMMUNICATE / ORGANISE	MOTIVATE / MAINTAIN	CORRECT
<ul style="list-style-type: none"><li>• Visual display.</li><li>• Assembly focus.</li><li>• Lining up markers (indoor and outdoor.)</li><li>• Leader at front / back</li><li>• Model and practise.</li><li>• Establish routines e.g. doors, stop signs, how they line up (table at a time.)</li><li>• Good supervision (middle or back of line.)</li></ul>	<ul style="list-style-type: none"><li>• Positive feedback.</li><li>• Give responsibility.</li><li>• Tangible rewards e.g. marbles in the jar.</li><li>• Stick to routines.</li></ul>	<ul style="list-style-type: none"><li>• Positive correction.</li><li>• Rule reminder.</li><li>• Where / what?</li><li>• Proximal praise.</li><li>• Choices.</li><li>• Consequences.</li></ul>

# BOTANIC PRIMARY SCHOOL

## RULE IMPLEMENTATION

### NO. 5 WE PLAY SAFELY AND HAVE FUN TOGETHER

COMMUNICATE / ORGANISE	MOTIVATE / MAINTAIN	CORRECT
<ul style="list-style-type: none"> <li>• Visual display.</li> <li>• Assembly focus.</li> <li>• Teach play skills e.g. role play.</li> <li>• Teach games.</li> <li>• Varied equipment.</li> <li>• Good supervision of play.</li> <li>• Buddy stop / week</li> </ul>	<ul style="list-style-type: none"> <li>• Positive feedback.</li> <li>• Introduce and renew equipment.</li> <li>• Adults encourage and join in play.</li> <li>• Rule reminder.</li> <li>• Table points.</li> <li>• Proximal praise.</li> <li>• Close supervision.</li> </ul>	<ul style="list-style-type: none"> <li>• Positive correction</li> <li>• Rule reminder.</li> <li>• Distraction / diversion.</li> <li>• Conflict resolution strategies.</li> <li>• Broken record.</li> <li>• Neutral messages e.g. hitting must stop.</li> <li>• Warning followed by consequence e.g. stand out for 2 minutes, forfeit playtime.</li> </ul>

## **POSITIVE BEHAVIOUR MANAGEMENT**

**We in Botanic PS believe that positive feedback about behaviour is the most effective strategy for managing and changing behaviour, and this is our main priority.**

To promote positive behaviour we -

- Use frequent positive feedback.
- Use the motivation and maintenance strategies on Rule Implementation sheets.
- Are good role models.
- Are fair and flexible.
- Foster good relationships in whole school community.
- Through the curriculum teach the core skills which children need to behave.
- Create a supportive learning environment.
- Listen to pupils.
- Work with parents.
- Use tangible rewards (as appropriate in each year group.)

## MANAGING INAPPROPRIATE BEHAVIOUR

We in Botanic PS believe the inappropriate behaviour should be dealt with fairly and consistently, by a range of appropriate strategies and consequences, related to the behaviour. These involve the teaching of appropriate behaviour.

*NB At Botanic Primary School we recognise that some children have special educational needs that have behavioural implications. 'Risk Assessments' are in place for this small minority of pupils and positive behaviour strategies / implications will be on occasion flexibly applied by the teacher in consultation with the Special Educational Needs Coordinator.*

Correction strategies include -

- Positive correction.
- Correction strategies as outlined in the Rule Implementation sheets.
- Loss of privileges. (This includes loss of part of 'break' or the 'play' period of lunch time. Another example would be loss of 'Golden Time.' This is at the discretion of the class teacher and will be appropriate to the age of the pupil.)
- Detention (Used by members of the Senior Management Team. Child detained in school for a period of 30 or 45 minutes. Parents have the right to be informed of this but their permission is not required.)
- Reflection sheets.
- Reparation.
- Report book.
- Additional correction strategies (see appendix)

**WHEN THERE IS A CONCERN ABOUT A PUPIL'S BEHAVIOUR** the following steps may be taken:

- Behaviour recorded by teacher
- Loss of privilege.
- Range of positive correction strategies (see appendix)
- Pupil is referred to senior manager or principal.

- Parents informed by phone or letter and invited to discuss concerns.
- Reflection sheets to reflect on behaviour and how repair.

In a few cases it may be necessary to refer to an outside support agency such as Behaviour Support Team or Educational Psychologist.

If inappropriate behaviour continues this will be looked upon very seriously and further action will be taken by the Principal. This may lead to the child being excluded from school for a number of days (suspension) as decided by the Principal. This action will be taken if it is felt that the pupil is a serious risk to his / herself, and there would appear to be no other effective alternative. This action will be in accordance with DENI guidance. Return to school will be negotiated with support if necessary. Parents will always be consulted.

Botanic Primary School operate their 'suspensions' policy exactly as specified in the guidance provided through the Belfast Education and Library Board (in line with DENI guidelines and statutory guidance). Further details are available from the Principal. It should be noted that the initial suspension will not be for a period exceeding 5 days.

## **EVALUATION OF THE POLICY**

This policy is in line with our other school policies on Anti-bullying, Reasonable Force and Child Protection.

The Positive Behaviour Policy will be regularly monitored and evaluated by -

- Regular staff meetings and discussion about behaviour issues.
- Reflection sheets for pupils.
- Principal monitoring sheets.
- Teacher monitoring sheets.
- Number of Incident Report sheets.
- Number of referrals to SMT.
- Monitor letters to parents.
- Observation records showing improved behaviour.

## **APPENDICES**

- Behaviour management strategies
- Positive correction description

## **BEHAVIOUR STRATEGIES**

(Strategies should be carried out with positive expectation - say it as if they are already doing it.) Strategies should range from the **least** intrusive to the **most** intrusive.

**CATCH THEM BEING GOOD** – notice good behaviour, describe it, tell the pupil why it is good, and encourage them to repeat it.

**NON-VERBAL CUES** - hands up, finger on lips.

**CASUAL QUESTIONS** - got your pencil, John? Know what to do?

**DIRECTION** – tell them what to do, say “thank – you” in advance, walk off.

**RE-DIRECTION** – repeat direction without being sidetracked. Use thanks and take-up time – don’t stand over them in a confrontational way.

**TACTICALLY IGNORE** – ignore secondary behaviour, minor interruptions.

**PHYSICAL PROXIMITY** – move closer to disruptive pupil.

**PROXIMAL PRAISE** – praise to children complying, a private message to those not complying.

**DISTRACTION / DIVERSION** – ask question, give task to disruptive pupil.

**WHEN / THEN and FIRST / THEN** – first we do this, then we do that – avoids “no”.

**RULE REMINDER** – refer to rule, use thank you **and take-up time**.

**HAND UP RULE** – “I’m looking for a quiet hand.”

**WHERE / WHAT?** – where should you be? (in my seat) what should you be doing? (my work)

**CHOICES** – in your bag or on my desk, do it now or later, put on your coat yourself or with help, remind of consequences. Give take-up time.

**BROKEN RECORD** – calmly repeat request or rule or consequence, to avoid confrontation or being drawn into argument. Stay neutral.

**PARTIAL AGREEMENT** – that may be so, but I need you to do this

**PRIVATE REPRIMAND** – a quiet word rather than a public confrontation.

**REPAIR AND REBUILD** – As soon as possible after a reprimand, find an opportunity to say something positive about the pupil – catch them being good.

## POSITIVE CORRECTION

Correction should be phrased so that you are telling the pupil what to do, rather than telling them what not to do. Try to re-phrase these comments to give a positive direction.

<i>NEGATIVE CORRECTION</i>	<i>POSITIVE CORRECTION</i>
Stop fidgeting	Let me see good sitting
Stop running	Walk
Don't make a mess with the paint	Keep the brush in the pot etc
Don't push	Hands by your side / leave a space
Stop shouting out	Let me see a quiet hand / quiet voices please
Don't throw sand on the floor	Keep the sand in the tray
Stop hitting	Hands down / gentle hands
Stop wasting time	Time for work. How far have you got to?