



Alexander Dickson Primary School

Helping small
people with
BIG ideas



Positive Behaviour Policy

Mission Statement

Our school builds relationships with kindness and honesty. We encourage creativity, imagination and independence. We will develop learning for life and work through effort and collaboration.

Our school community also agreed that its key values are:

- Honesty
- Learning
- Kindness
- Friendship
- Effort

Introduction

At Alexander Dickson Primary School, we are fortunate that the majority of our children are well behaved and that parents actively encourage positive behaviour at home. Our policy therefore reflects these attitudes and seeks to reinforce those positive elements. We believe that a clear policy understood and accepted by all, helps us to continually improve our present good standards of behaviour. Good behaviour is essential for the safety of everyone in school.

Aim

Our policy is designed to create an environment where quality teaching and learning can take place and where children can enhance their self-esteem and develop self-discipline. The promotion of positive behaviour, the emphasis on praise and encouragement is at the heart of this policy.

Objectives

- To create an atmosphere in which pupils respond positively in class, take pride in their work and show interest in learning.
- To encourage and develop a sense of self-esteem and an awareness of the needs of others through self-discipline and a code of conduct.
- To provide support and guidance at all times.

Rights & Responsibilities

We aim to establish a community wherein pupils, teachers, parents and support staff enjoy a sense of belonging and have an important part to play. For rights to be enjoyed everyone must fulfil their responsibilities and work together.

Pupils

Rights

- To be treated with respect
- To be in a safe, secure environment
- To be happy
- To hear and be heard
- To learn in an enjoyable environment
- To have efforts and work valued
- To be challenged, to ensure that full potential is achieved.

Responsibilities

- To know and follow school rules
- To be equipped and ready to learn
- To treat staff and peers with respect
- To work to their potential
- To listen well and respect the opinions of others even if different from their own
- To develop self-discipline and honesty
- To complete homework

Staff

Rights

- To enjoy their work
- To be heard
- To be treated with respect by pupils, staff & parents
- To have a safe, healthy environment in which to work
- To have support from Senior Management and the Board of Governors
- To deliver the curriculum in a trouble free environment

Responsibilities

- To create a stimulating, happy learning environment
- To prepare well and teach thoroughly
- To pick up on problems the child may have
- To listen to the children and treat them with respect
- To establish with the children limits and boundaries of acceptable behaviour
- To follow the ADPS Positive Behaviour Policy
- To help develop children's confidence and self-worth

Parents

Rights

- To be informed of their child's progress
- To receive an annual written report
- To have access to written information about their child
- To have access to copies of school policies
- To be invited to parents' meetings
- To give permission for trips
- To have their concerns dealt with fairly and efficiently

Responsibilities

- To ensure good attendance
- To have a positive attitude to school and support the school rules
- To equip their children properly and ensure they wear the agreed school uniform
- To ensure all items are labelled
- To promote good behaviour
- To attend meetings
- To monitor the progress of their child
- To ensure that homework is completed to the best of their child's ability and signed by parent/guardian.

School Rules

We all have an important part to play at Alexander Dickson Primary School. To keep us safe we follow these rules.

1. We always walk quietly around school.
2. We take care of our school
3. We put our rubbish in the bin
We wipe our feet before entering the school
We all use the toilet properly.
4. We leave our jewellery at home.
5. We will only bring toys to school when requested.
6. We play safely in our playground.
7. We are kind and thoughtful to everyone.
8. We only play where it is safe; we never play on the steps.
9. We knock and enter when visiting another classroom.
10. We give of our best at all times; we complete class work and homework to the best of our ability.
11. We listen and respect the views of others.

We do not accept

- Destruction of property
- Stealing
- Bad language
- Fighting
- Bullying

Staff at Alexander Dickson Primary School follows a Code of Conduct based on guidelines provided by the Education Authority, South Eastern Region.

The Promotion of Positive Behaviour

Staff will use firm consistent management, in all situations staff will attempt to keep the pupil's self-esteem intact. School and class rules will be known and followed by staff and children.

Rewards

Individual teachers will have their own system of rewards (according to their classroom management plans); these will be explained to parents at the annual Parent's meeting in September. The rewards will positively reinforce good behaviour and encourage children to take responsibility. They will be appropriate to meet individual needs, be available to all and reflect a variety of strategies. Some rewards will be tangible such as stickers others will intangible such as praise or teacher attention. Rewards will be awarded to an individual, a small group or a whole class.

Sanctions

Sanctions will be immediate and discrete, in accordance with the classroom management plans, and make a low level response to pupil behaviour. They will be fair, consistent and appropriate to meet individual needs. There is a hierarchy appropriate to the behaviour.

- A look
- Rule reminder
- Warning 1 2 3
- Intervention such as, time out in class, loss of privileges, loss of playtime, break time detention, supervised exiting from class
- Parental contact made
- On report – Pastoral Care Committee informed / Code of Practice consulted
- Formal letter to parents

- Board of Governors & the Education Authority informed
- Suspension
- Expulsion

Parents may be consulted at any time.

Inappropriate Behaviour – Hierarchy of Severity

Level 1	Level 2	Level 3
not staying in seat	rudeness to peers	throwing things
fidgiting	rudeness to staff	kicking
teasing	swearing at peers	fighting
telling tales	offensive gestures	hitting
pushing	spitting	stealing
name calling	interrupting teacher	swearing at staff
inappropriate questions	cheekiness	lying
hiding work	answering back	defiance
	sulking	vandalism
	destroying work	running out of school
		bullying

Code of Practice

When a class teacher recognises inappropriate behaviour, normal classroom strategies will be employed. If these are not sufficient to change the behaviour and if the behaviour is affecting the teaching and learning in the classroom, the SENCO will be informed and the child placed on the Special Needs Register. The child's parents will be informed and the child placed at Stage 1 of The Code of Practice. An Individual Behaviour Plan (I.B.P) will be drawn up by the class teacher and will run for approximately six weeks. If on review the behaviour is still inappropriate, either the targets can be reset and the revised action plan run for a further period or the child may be moved on to Stage 2. Where an I.B.P. (Stage 2) is to be drawn up the class teacher will work in conjunction with a member of the Pastoral Care Committee.

Post Incident Learning

If a serious incident happens in school children will be involved in a post incident debrief. This may include children completing at 'think sheet', participating in role play or discussion of what to do next time/how to make things better. Parents may be involved in these sessions. These sessions will take place as soon as the pupil is calm enough to fully engage in the process.

Links with other Policies

The Positive Behaviour Policy comes under the umbrella of the Pastoral Care Policy. It is in agreement and is integrated with the school Anti-Bullying, Child Protection and Special Needs policies.

Review and Evaluation

The Pastoral Care Policy will be reviewed bi-annually by the Senior Management Team – Mr Lawther and Mrs Muirhead.

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- Examples of Rewards
- Praise - individual, whole class, peer
- Teacher attention
- Acknowledgement by another teacher or the principal
- Stickers
- Star chart
- Given responsibility or a special job
- Seeing a short video
- Choosing time / Golden Time
- Sweets
- Excused from homework or part of homework
- Work on display - 'Good work board'
- Extra break time - class of the week reward
- Photograph displayed - class of the week reward

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Children who are presenting behavioural problems must be discussed at an early stage with a member of the Pastoral Care Team – Mr Lawther & Mrs Muirhead. They will offer support, advice and discuss the Code of Practice with you.

- A look
- Rule reminder
- Warning 1 2 3
- Intervention such as
 - time out in class - move seats or isolation
 - loss of privileges
 - loss of playtime
 - report card / target setting
 - supervised exiting from class (member of P.C.C present)
- Record on class tracking sheet
- On report – Pastoral Care Team informed / Code of Practice consulted
- Formal letter to parents
- Board of Governors & the EA informed
- Suspension
- Expulsion