



**N E W C A S T L E**  
P R I M A R Y S C H O O L  
& N U R S E R Y U N I T

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# **Behaviour Management Policy**

**February 2020**

**To be reviewed: February 2021**

## MISSION STATEMENT

We seek to provide a happy and caring learning environment for each child. We hope that by helping them fulfil their potential, celebrating their achievements, respecting their differences and encouraging mutual respect for others, we will foster self-esteem and provide a sound foundation for their future life.

*'Be The Best You Can Be'*

### INTRODUCTION

The focus of this policy is the promotion of good behaviour. A well-ordered environment is essential for fulfilling the personal, social, emotional and safety needs of children, and in facilitating effective learning.

### CORE VALUES

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

There are certain values which we want to encourage in our pupils:-

- Self-respect, self-discipline and self-confidence
- Respect for others and their property
- Respect for the environment
- Toleration and appreciation of the opinions of others and other cultures
- Good manners and politeness
- Taking pride in their work

### AIMS

- To promote learning for all the pupils
- To allow teachers to teach effectively
- To enhance the pupils' self-esteem and foster self-respect and respect for others
- To encourage the pupils to develop independence by accepting responsibility for their own behaviour
- To develop the pupils' resilience, interpersonal skills and their ability to work co-operatively with others to resolve problems
- To have the endorsement and active support of parents

### ROLE OF THE BOARD OF GOVERNORS

The Board of Governors have a legal responsibility for the school's behaviour policy and it is their role to maintain a policy for the school which is current, being implemented, positive in nature and reflective of the school ethos.

### OUTCOMES

- All children will learn in a safe and happy environment
- Teachers will be able to teach in a safe and happy environment

- Pupils' self- esteem will be raised and self-respect and respect for others will be developed
- Pupils will develop independence by accepting the need for self-discipline and self-control and to take responsibility for their own behaviour
- Pupils will develop resilience, interpersonal skills and their ability to work co-operatively with others to resolve problems and potential or actual conflict
- Parents will actively support the school staff by supporting the implementation of this policy in school

### **SCHOOL RULES** (see appendix 1)

At Newcastle Primary School we believe that pupils should be encouraged to behave and work hard to fulfil their potential. All parties involved in school life should be aware of how they are expected to behave to ensure that a calm and orderly environment is created to enable the maximum learning.

- Rewards will be given for keeping the rules and appropriate consequences will be followed for breaking the rules. (see appendix 2)
- At the beginning of each academic year the class teacher will discuss and agree behaviours that help us to learn and behaviours that stop us from learning and achieving. (See appendix 3 as examples)
- The school rules and consequences are displayed prominently in each classroom and are reinforced regularly by the class teacher and also at school assemblies. These rules were drawn up and agreed by the pupils, teachers, catering staff, classroom assistants and supervisory assistants (reviewed in 2019)
- 'Dining Hall Rules' (appendix 4) will be reinforced by displaying them in appropriate places in the assembly hall.

### **SCHOOL ROUTINES**

In Newcastle Primary School the day begins at 8.55 am. Children should arrive in school **no earlier** than 8.45 am as supervision begins at this time. The school gates will be open before this time but no supervision will be available until 8.45 am. Parents allowing their children to enter the grounds before 8.45am must be aware of this.

### **MOVEMENT**

Pupils should:

- Walk in single file on the left hand side within the school building
- Keep to the left when walking up and down the stairs
- Play safely in the playground at break and lunch times
- Use equipment properly and treat it with respect
- Enter and leave school in a sensible manner

### **LEARNING**

Pupils will be encouraged to always '*be the best you can be*':

- Be in school on time
- Listen to instructions and explanations
- Do their best at all times

- Present work at an acceptable standard
- Ask for help when they need it
- Bring a note to explain non-presentation of homework, non-participation in PE or swimming lessons or absences from school (absence explanation proformas are available from the school office)

### **COMMUNICATION**

Pupils will be encouraged to:

- Raise a hand if they wish to speak in class or assemblies
- Speak respectfully to one another and to adults
- Show good manners at all times
- Solve their problems by talking

### **RESPECT**

Pupils should:

- Be polite, respectful, tolerant, kind, thoughtful and considerate to everyone.  
Children must learn to tolerate and respect children with disabilities, from different religions, different cultures and different countries of origin
- Keep hands, feet and objects to themselves
- Look after books, equipment and all other aspects of school property and the property of others
- Put litter in the appropriate bin

### **CLASSROOM MANAGEMENT PLAN**

To encourage the children to always give of their best, teachers will operate their own reward system within their classroom. Teachers will explain to parents how this operates within the classroom at the beginning of each academic year or when a new pupil enrolls in their class.

In conjunction with this, additional school systems will be implemented:

### **PUPIL OF THE MONTH/PRINCIPAL'S AWARD**

P1 – P7 will operate a Pupil of the Month and Principal's award scheme.

One pupil per class will be chosen – the criteria being – behaviour, academic achievement or effort, outstanding achievement or effort in other areas e.g. sport, music, drama, courtesy etc. Certificates will be presented in assembly, their photograph displayed on a school notice board and website if appropriate and pupils are invited to afternoon tea with the Principal.

### **HOUSE POINTS**

P1-P7 are sorted into four house teams (Donard, Binnian, Commedagh and Eagle). The children compete in their house teams for sporting events. The children can contribute to their house points by displaying good behaviour. There is a House trophy for the winning team at the annual prize giving assembly in June.

Behaviours that facilitate learning	Behaviours that block learning
<ul style="list-style-type: none"> <li>• Demonstrating a positive self-image and the confidence to engage successfully in activities</li> <li>• Showing respect for the views, ideas and property of others</li> <li>• Recognising that everyone has a right to share in and contribute to the lesson</li> <li>• Co-operating with the teacher and with their peers on shared activities</li> <li>• Applying themselves to the task, and working to the best of their ability</li> <li>• Adhering to the accepted conventions of courtesy and good manners</li> <li>• Responding positively to opportunities to act independently of the teacher and to show initiative</li> </ul>	<ul style="list-style-type: none"> <li>• Being unkind to their peers, including engaging in any form of bullying behaviours</li> <li>• Calling out in class, interrupting others and being inattentive when others are contributing to the lesson</li> <li>• Displaying a lack of interest in learning and preventing others from learning</li> <li>• Being unwilling to abide by the accepted conventions of courtesy and good manners</li> <li>• Defacing or destroying other peoples' belongings or school property</li> <li>• Directing abusive language at other pupils or staff</li> <li>• Acting aggressively or with violence towards other pupils or staff</li> </ul>

### RIGHTS AND RESPONSIBILITIES

Rights	Responsibilities
<p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• To be valued as members of the school community</li> <li>• Get help when they seek it, whether with their work or with other personal worries, and to have a sympathetic audience for their ideas and concerns</li> <li>• To be treated fairly, consistently and with respect</li> <li>• To be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon</li> <li>• To be treated with respect and dignity</li> <li>• To be in a safe environment</li> <li>• To hear and be heard – to express opinion</li> <li>• To experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met</li> <li>• To develop and extend their interests, talents and abilities</li> </ul>	<p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• Respect the views, rights and property of others, and behave safely in and out of class</li> <li>• Co-operate in class with the staff and with their peers</li> <li>• Work to their full potential</li> <li>• To know and follow school rules</li> <li>• To be equipped and ready to learn</li> <li>• To treat staff and peers with respect</li> <li>• Accept ownership for their own behaviour and learning, and to develop the skill of working independently</li> <li>• Allow others the right to feel safe and to learn with us</li> </ul>

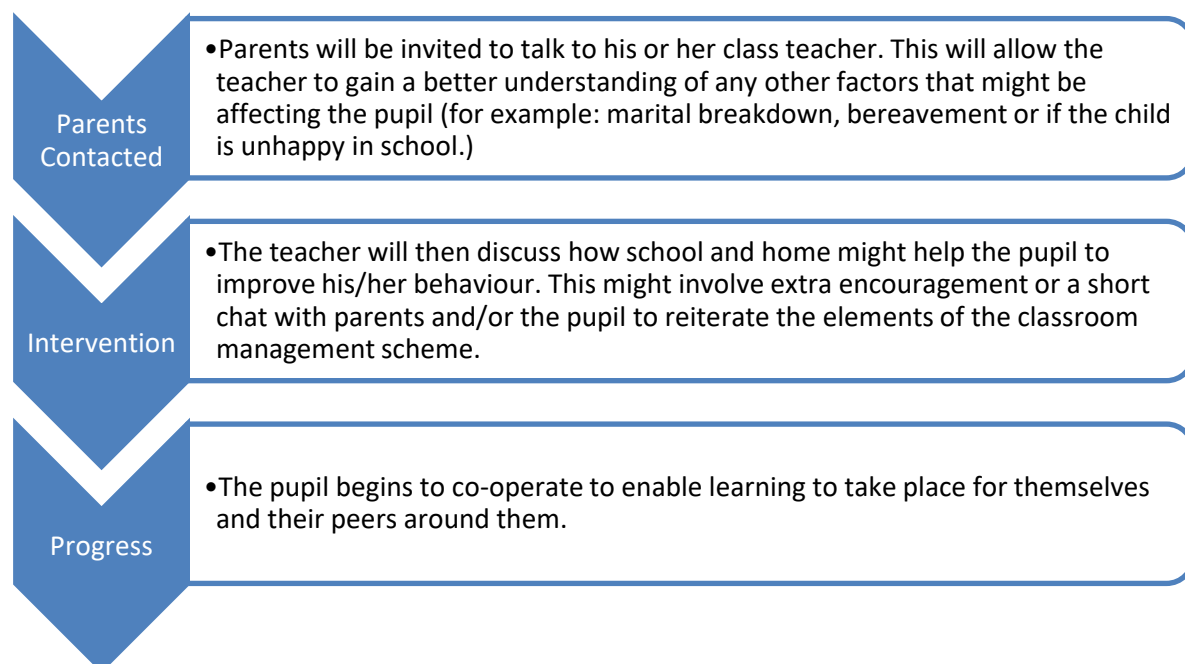
Rights	Responsibilities
<p><b>Staff</b></p> <ul style="list-style-type: none"> <li>• Work in an environment where common courtesies and social conventions are respected</li> <li>• To express their views and contribute to policies which they are required to reflect in their work</li> <li>• To a suitable career structure and opportunities for professional development</li> <li>• Support and advice from senior colleagues and external bodies</li> <li>• To have adequate and appropriate accommodation and resources</li> <li>• To job satisfaction/to enjoy their work</li> <li>• To be heard</li> <li>• To be treated with respect/dignity</li> <li>• To have a safe, clean, healthy environment in which to work</li> <li>• To support from the Board of Governors/EA</li> </ul>	<p><b>Staff</b></p> <ul style="list-style-type: none"> <li>• To deliver the Northern Ireland Curriculum in a way that it is accessible to all pupils</li> <li>• To show interest and enthusiasm in their pupils' learning</li> <li>• To listen to the pupils, value their contributions and respect their views</li> <li>• To be sympathetic, approachable and alert to pupils experiencing learning difficulties</li> <li>• To identify and seek to meet pupils' special educational needs through the SEN Code of Practice</li> <li>• To share with the parents/carers any concerns that they have about their child's progress or development</li> <li>• To expect high standards and acknowledge effort and achievement</li> <li>• To pursue opportunities for personal and professional development</li> <li>• To ensure quality of teaching and learning</li> </ul>
<p><b>Parents</b></p> <ul style="list-style-type: none"> <li>• To a safe, well managed and stimulating environment for their child's education</li> <li>• To reasonable access to the school, and to have their enquiries and concerns dealt with courteously and efficiently</li> <li>• To be informed promptly if their child is ill or has had an accident, or if the school has concerns about their child</li> <li>• To be well informed about their child's progress and prospects</li> <li>• To be well informed about school rules and procedures</li> <li>• To a broad, balanced and appropriate curriculum for their child</li> <li>• To be involved in key decisions about their child's education</li> <li>• To have access to all school policies</li> </ul>	<p><b>Parents</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• To be aware of school rules and procedures, and encourage their child to abide by them</li> <li>• To show interest in their child's classwork and homework, where possible, provide suitable facilities for studying at home</li> <li>• Act as positive role models for their child in their relationship with the school</li> <li>• To attend planned meetings with teachers and support school functions</li> <li>• To 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</li> <li>• To be courteous and respectful to members of staff, pupils and other parents</li> </ul>

## MANAGAEMENT OF CHALLENGING BEHAVIOUR

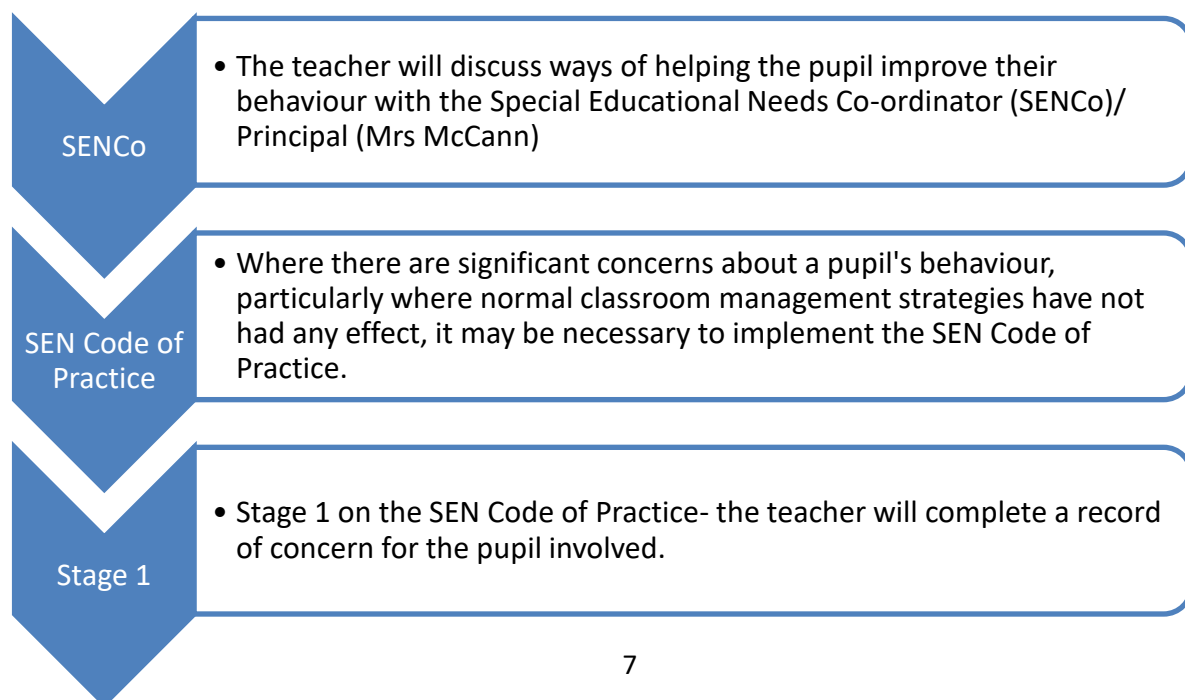
The understanding and management of challenging behaviour may require more than just de-escalation techniques employed by staff. Safe Handling techniques may be required as part of a holistic de-escalation approach, in order to encourage the promotion of socially acceptable behaviours for all concerned. Please refer to the school's Safe Handling and Use of Reasonable Force Policy.

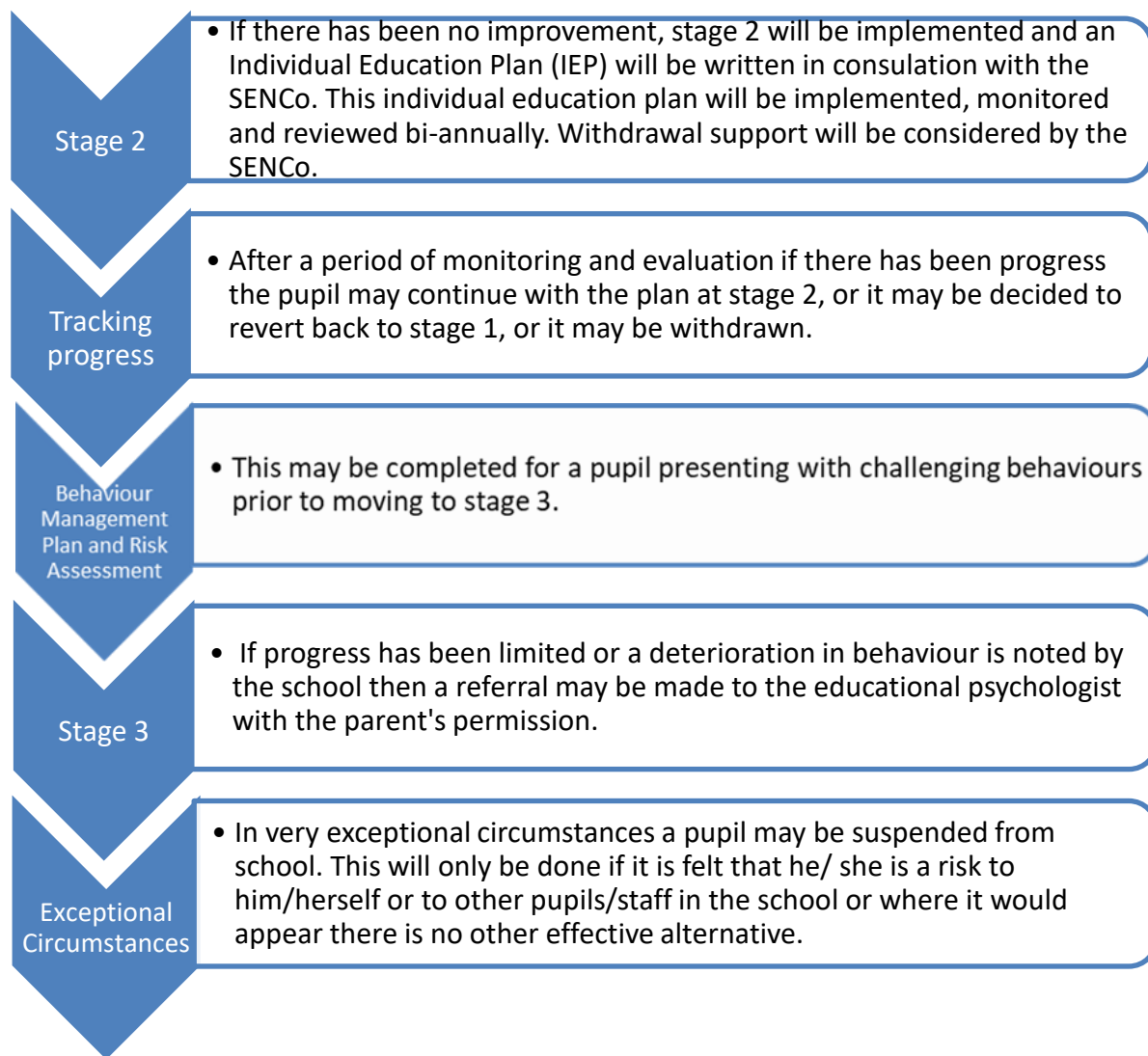
Sanctions are not designed to punish the child, but rather to teach him/her to choose more appropriate behaviour next time.

## CONCERNS ABOUT A PUPIL'S BEHAVIOUR



It is hoped that the pupil will make progress but sometimes the behaviour that is giving concern continues and more support is required.





### **ENVIRONMENTAL RISK ANALYSIS**

Each school has to undertake an environmental risk analysis identifying any areas around the school which may be vulnerable. Staff are aware of these vulnerable areas when supervising outside.

- Two teachers supervise children arriving to school from 8:45am- 8:55am each morning.
- Class teachers collect their classes from the front playground and lead them to their classes at 8:55am.
- All classroom assistants are in the playgrounds at break and lunch times.
- One teacher supervises the back playground and one teacher supervises the front playground during break time.
- At lunch time there is an additional lunch time supervisor.
- Staff accompany their class to the front entrance of the school at the end of the day.
- School gates are kept closed throughout the day. Signs are displayed to remind visitors to close gates behind them.
- Pupils ask for permission to use the toilets at break/lunch time.

### **TRAVELLING TO AND FROM SCHOOL**

Parents are responsible for the behaviour of their children to and from school. We encourage children to behave well, particularly when in school uniform. If unsupervised pupils are behaving



unsatisfactorily whilst dressed in Newcastle Primary School's uniform before/after school hours then they are susceptible to the sanctions outlined in this policy.

## **SANCTIONS**

Sometimes it is necessary to discourage children from behaving badly and to teach them positive behaviours instead. If a child misbehaves staff will ask him or her to stop the behaviour and remind them of the 'Helping Hands' principles that our school abides by to keep everyone safe;

- 'We all have the right to feel safe all the time'
- 'There is nothing so awful (or so small) that we can't talk about it with someone'
- 'Others have the right to feel safe with us.' (See appendix 6)

Whenever possible, staff will encourage the pupils to try to resolve disputes themselves. It is our aim to change attitudes and to teach pupils appropriate behaviour so that they are better informed to make appropriate choices in how they behave. The pupils will reflect on how their behaviour affected others. Parents may be consulted at any stage during the sanction procedure but we will endeavour to contact parents early on should unacceptable behaviour be presented.

At Newcastle Primary School the staff will endeavour to ensure that sanctions are:

- Constructive
- Where possible, be related to the inappropriate behaviour
- Be specific to the person displaying the inappropriate behaviour and not applied to a whole group.

These are not designed to punish the child, but to encourage him/ her to choose more appropriate behaviour next time.

Following consultation with staff and pupils, the following list of consequences was formulated. These will be used when appropriate:

Low level misbehaviour	Range of sanctions
Talking out of turn Shouting out/interrupting Leaving seat at the wrong time Fidgeting Not having pencil/pen Not doing homework Not listening/paying attention Distracting others Not doing best work Making noises Annoying others Telling tales Sulking Cheekiness Disobeying school rules Occasional use of bad language	<ul style="list-style-type: none"> <li>• The look/hand signal/visual cue</li> <li>• Rule reminder/warning 1,2,3</li> <li>• Moving seat/extra work</li> <li>• Related sanction e.g.                completing or repeating work                doing homework during playtime,                cleaning up the mess</li> </ul>

Moderately serious behaviour	Sanctions may include any of the above as well as the following strategies:
<p>Hitting/pushing (on a low or moderate scale)</p> <p>Regularly talking out of turn</p> <p>Regularly shouting out/arguing back</p> <p>Spitting</p> <p>Persistently leaving seat at wrong time</p> <p>Regularly not doing homework</p> <p>Regularly not listening/paying attention</p> <p>Regularly not doing best work</p> <p>Rudeness to peers</p> <p>Intimidating peer (verbally or physically)</p> <p>Defiance</p>	<ul style="list-style-type: none"> <li>• Post Incident Learning sheet “Reflection Sheet” may be completed by the child or the questions may be used to discuss orally with an adult in school. (appendix 5)</li> <li>• Withdrawal to another member of staff in another classroom</li> <li>• Put on daily report</li> <li>• Parents/guardians contacted</li> <li>• Consult SENCo regarding Stage 1 or 2 of The Code of Practice</li> <li>• Shadowing staff in the playground Inappropriate behaviour in the playground will result in withdrawal to the Thinking Wall which can last up to 10 minutes depending on the severity of the behaviour</li> </ul>
Very serious behaviour	Sanctions may include any of the above as well as the following strategies:
<p>Offensive gestures and language</p> <p>Deliberately telling lies</p> <p>Regularly distracting others</p> <p>Stealing</p> <p>Biting</p> <p>Persistently disobeying school rules</p> <p>Rudeness/insolence to adults</p> <p>Hurting others physically or mentally (high scale)</p> <p>Deliberate punching to the face/head in an unprovoked attack will warrant high sanctions</p> <p>Bullying (persistently annoying another child)</p> <p>Persistently swearing and using bad language</p> <p>Running out of school</p> <p>Deliberate damage to school property</p> <p>Inappropriate sexual language/actions or related behaviour</p> <p>Substance abuse</p>	<ul style="list-style-type: none"> <li>• Referred to Senior Teacher and/or Principal</li> <li>• Removal from playground at break and/or lunchtime for a period relative to the behaviour. For the most serious offence, such as deliberate punching to the head or face in an unprovoked manner, this period may last up to 5 days.</li> <li>• Detaining for up to 5 minutes to prevent trouble on the way home</li> <li>• Loss of privilege</li> <li>• Consult SENCo regarding Stage 3 of the Code of Practice</li> <li>• Payment to replace or repair damaged property</li> <li>• Formal letter to parent</li> <li>• Suspension in accordance with the EA scheme</li> <li>• Expulsion in accordance with the EA scheme</li> </ul>

### **PROCEDURES FOR DEALING WITH SERIOUS SITUATIONS INVOLVING THE NEED FOR RESTRAINT**

The staff present or on duty will deal with these situations. Prevention of situations escalating is preferable but, if physical restraint cannot be avoided, the procedures set out in the Use of Reasonable Force Policy must be adopted.

Under Duty of Care, staff may use physical intervention and when they do they should be clear that the action was:

- **In the child's best interest**
- Necessary
- Reasonable and proportionate
- Last resort (where possible)

## **REWARDS**

In implementing our reward systems we aim to positively recognise and reinforce good behaviour and positive attitudes to class work.

Our objectives are to:

- Make these rewards attainable for all children
- Make these rewards consistent in the classroom, used by all staff – teaching and non-teaching
- Promote self-esteem
- Communicate 'good news' to parents
- Encourage pupils to take responsibility
- Move from the need for extrinsic rewards (changing behaviour to gain compliance) towards intrinsic rewards (changing attitude and gaining motivation)

*As staff we would endeavour to find opportunities*

*to give:*

- A quiet encouraging word or a public word of praise in front of the class  
e.g.          Well done    Good  
                   I like the way that...                                 I am pleased that...          Congratulations  
                   Terrific

*to give:*

- Non-verbal praise or encouragement  
e.g.          Thumbs up    Handshake  
                   Good eye contact                                         Smiling  
Smile by teachers/classroom assistants/ supervisory staff

*to give:*

- Public acknowledgement of good behaviour in assembly
- Opportunities for children to praise and appreciate one another
- Opportunities to display work in classrooms and corridors
- Opportunities for children to visit another teacher or the Principal to inform them of something deserving praise
- 'good news' messages to parents (including a positive phone call home from the principal.)

Staff will give these rewards in the form of

- Positive comments in children's books
- Certificates
- Pupil of the month
- Principal's Award
- Prize day awards
- Sports day awards
- Behaviour points for their 'house team.'

### **EXAMPLES OF REWARDS IN INDIVIDUAL CLASSES**

#### **FOUNDATION AND KEY STAGE 1**

- Verbal praise
- Praise given for best work/book/group
- Motivation stars, stickers, happy faces for good work
- Showing good work to the rest of the class to be applauded
- Displaying work on the wall
- Taking work home to show parents
- Showing work to another teacher or Principal
- Attainment stamps on work e.g. excellent, good effort
- Treats given occasionally
- Pupil of the Day within the classroom
- Pupil of the Month awarded for: behaviour, academic achievement or effort, outstanding achievement or effort in other areas e.g. sport, music, drama, courtesy etc.
- Class reward

#### **KEY STAGE 2**

- Rewards similar to Foundation and KS1
- Public praise in front of class/assembly/another teacher
- Quiet praise, usually one to one. Using words like "That is better/good etc", "You can do this...", "You keep trying..." , "I am very proud of..." , Notes of praise on books/homework

- Being allowed to do specific jobs/messages
- Pupil of the Month awarded for: behaviour, academic achievement or effort, outstanding achievement or effort in other areas e.g. sport, music, drama, courtesy etc.
- Treats/stickers as prizes for individual groups or the whole class
- Class reward
- Pupil of the week
- Golden Time

Teachers will inform parents of the positive behaviour system operating within their classes.

### **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 many of the other school policies.

With special reference to SEN, strategies for promoting and sustaining good behaviour and for managing behaviour difficulties are seen as part of the 5-stage approach set out in the Code of Practice for Special Educational Needs.

### **KEEPING SCHOOL INFORMED**

We recognise that at times unsatisfactory behaviour can stem from personal problems or difficulties. Children can become upset about things inside or outside of school. If you are aware of what may be a difficult time for your child, please let us know, so that we are more prepared and able to help him/her cope with it.

### **MONITORING, REVIEW AND EVALUATION**

This policy has been formulated in consultation with the Board of Governors, staff, parents and pupils as appropriate and it is the intention of the staff to review and update it annually.

Teachers will record socially unacceptable behaviour on SIMS. Teachers should monitor whether behaviour is persistent and directed towards another child/children or not and if so they should consult with the Safeguarding Team to decide upon whether to implement the Anti- Bullying Policy.

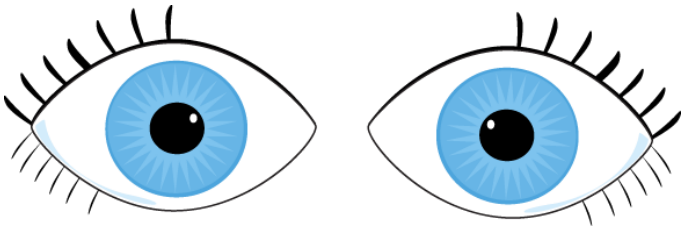
The Principal together with the Safeguarding Team should monitor whole school behaviour incidents recorded on SIMS termly, or more frequently in the case of a more pressing concern.

Mrs Stewart will review the policy annually in consultation with the School Council, staff and Board of Governors. If any changes are made, parents will be notified of these changes. Parents are encouraged to give feedback to the school regarding the Behaviour Management Policy.

It is important to remember that Governors, all staff, pupils and parents have an active part to play in the implementation and maintenance of this Policy. The Governors will be presented with an annual report on the effectiveness of the current policy.

# APPENDIX 1

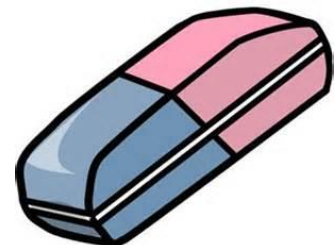
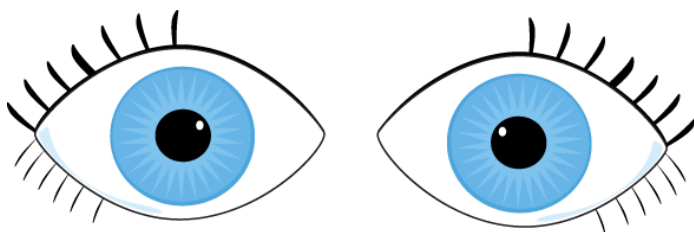
**Look and  
listen when  
others are**



**speaking**



# Keep hands, feet and objects to yourself



# Put your hand up to speak



**Follow adult  
instructions  
quickly**

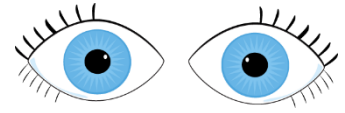


**Show good  
manners at all  
times**



# APPENDIX 2

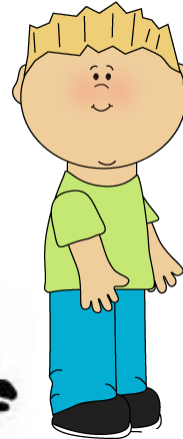
1. The look



2. Rule reminder



3. Move to a different area



4. Thinking time



5. Talk to the Principal



6. Talk to your parents



# APPENDIX 3

These

behaviours...



...learn &

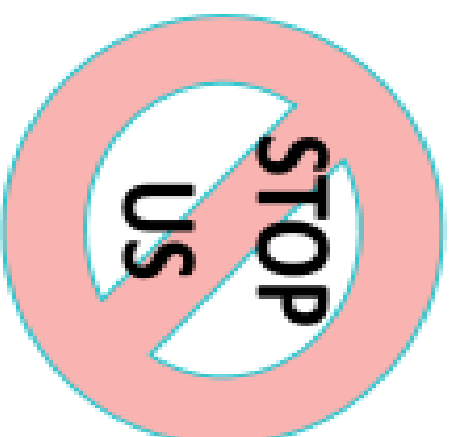
achieve in class



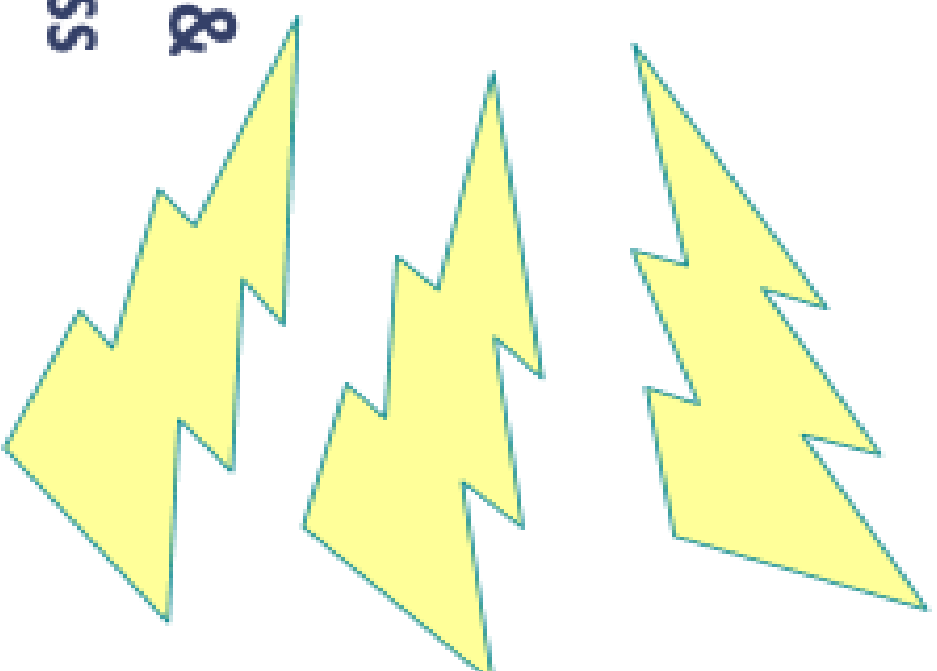
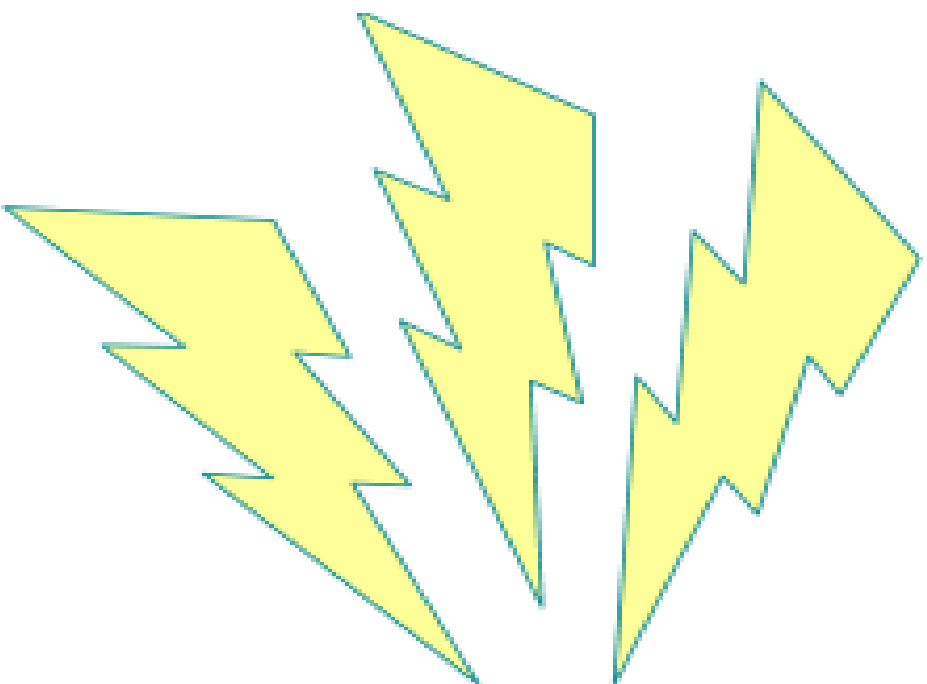


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**These  
behaviours...**



**...from learning &  
achieving in class**



# APPENDIX 4

# Dinner Hall Rules

- **Walk sensibly in the dinner hall.**
- **Food is for eating.**
- **Treat all adults in the dinner hall with respect.**
- **Listen to instructions carefully.**
- **Wait for your turn in the line.**
- **Sit properly at your table.**
- **Use your indoor voice in the dinner hall.**
- **Always show good manners.**
- **Clean up after yourself by putting your plate and cutlery away.**

# Playground Rules

- **Treat all adults in the playground with respect.**
- **Be kind and caring to other pupils.**
- **Treat all equipment from the container with respect.**
- **Listen to and follow instructions carefully.**
- **Line up quietly in the morning and at the end of playtime.**
- **Walk your bike or scooter through the playground.**

# APPENDIX 5

# My Reflection Sheet

RATHMORE  
EDUCATIONAL  
GUIDANCE  
CENTRE  
Primary Team

Name:

Date:

Class:

What happened?

What did I do?

I could have.....

What did I think?

Challenge the thought...

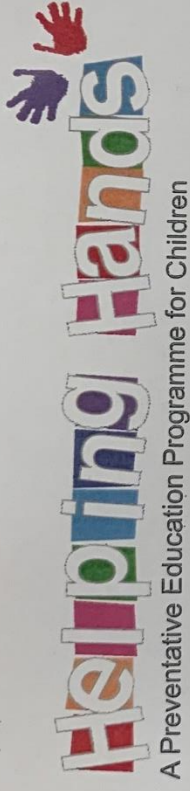
What did I feel?

This would have helped...

What was my body language?

I could try.....

# APPENDIX 6



**“We all have the  
right to feel safe all  
the time”**

**“There is nothing  
so awful (or so  
small) that we can’t  
talk about it with  
someone”**

**“Others have the  
right to feel safe  
with us”**

