



METHODIST COLLEGE BELFAST PREPARATORY DEPARTMENT

POSITIVE BEHAVIOUR AND DISCIPLINE POLICY

Methodist College Preparatory Department promotes a high standard of behaviour and an ethos where all members of the school are valued as individuals. The school believes in the development of self - esteem, respect for others and self- discipline.

Great emphasis is placed on positive reinforcement of behaviour through praise. Children's confidence and self-esteem are developed through encouragement, incentives and rewards, both verbal and written.

This policy sets out the expectations of behaviour where staff, pupils and parents seek to create an environment which encourages and reinforces positive behaviour and the fostering of positive attitudes. In addition, it sets out the consequences for poor behaviour, should it arise.

This policy should be read in conjunction with Methodist College Preparatory Department Anti-Bullying and Safe Handling Policies.

Aims

- To foster an environment in which everybody feels safe and secure and where each person is treated fairly
- To ensure that every member of the school community feels valued and respected
- To create an environment where good behaviour is encouraged and valued
- To define acceptable standards of behaviour
- To promote self-esteem, self- discipline, and positive relationships
- To ensure that every member of the school community behaves in a considerate way towards others.

Methodist College Preparatory Department believes that all children, regardless of race, gender, religion and disability have the right to learn in a caring, nurturing and supportive environment.

We have a high regard for our children's spiritual, moral, emotional and psychological well-being. We endeavour to provide a caring and creative learning environment. We promote the right for children to speak out and seek help in all aspects of their well-being. We foster an environment in which everyone feels safe, secure and respected.

How will we achieve our aims?

- Praise and reward is the key to creating a positive atmosphere where children have the opportunity to succeed.
- Establish a set of school rules that children know and understand.
- In addition to the school rules, each class also has its own 'Classroom Charter', which is agreed by the children and displayed on the wall of every classroom. If there are incidents of anti-social behaviour, the class teacher can discuss these with the whole class or in a circle time activity.
- The class teacher discusses with the class guidelines and expectations for pupils when in the corridors, classroom, playground, swimming pool, the dining hall/canteen, assembly and representing the school off site.
- Establish a praise and reward system.
- Adults will lead by example and model good practice.
- All children will undertake PDMU¹ and RSE² activities.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual children and structured feedback, all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

Marking and record keeping will be used both as a supportive activity and providing feedback to children on their progress and achievements. The children's efforts are valued and their progress is important.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

Classrooms should be organised to develop independence and personal initiative. Furniture should be placed to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption.

Displays should help to develop self-esteem through demonstrating the value of each individual's contribution. Overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others.

¹ PDMU: Personal Development & Mutual Understanding

² RSE: Relationships and Sexuality Education

Rewards

Our approach is to treat children positively by praising them, offering them encouragement and acknowledging their achievements. We praise and reward effort, achievement and good behaviour in a variety of ways.

In assemblies, as well as acknowledging and celebrating the individual efforts and successes in Pupil of the Week Awards, classes are awarded certificates for Playground Line - up Awards. Personal achievements achieved outside the school are also celebrated.

In the classroom, private/class praise and encouragement, stamps and stickers and written comments in books by teachers, are a regular occurrence. End of year reports are used to comment on the behaviour and general attitudes of the pupils.

Positive Behaviour Reward Charts Foundation Stage / Key Stage 1 and 2

An individual sticker chart for each child to collect stickers is used to promote positive behaviour. The sticker charts will vary in design from class to class to retain interest and to increase expectation. Stickers may be awarded for a wide variety of reasons decided by class teachers. These may include stickers for good manners, kindness, improvement in work, handwriting, pupil of the week and homework.

Suggested guidelines for sticker reward system

- P1 - 10 stickers to complete their chart and receive a reward agreed with the class
- P2 - 12 stickers to complete their chart and receive a reward agreed with the class
- P3 - 14 stickers to complete their chart and receive a reward agreed with the class
- P4 - 16 stickers to complete their chart and receive a reward agreed with the class
- P5 - 18 stickers to complete their chart and receive a reward agreed with the class
- P6 - 20 stickers to complete their chart and receive a reward agreed with the class
- P7 - prefect point award system agreed with the class (see DH & FH Prefect policies)

Measures for those children who do not respond to rewards:

Staff will:

- Keep teaching/stating the behaviour expected
- Initially ignore the unacceptable behaviour, praising and rewarding good behaviour.
- Highlight good behaviour by others in the presence of the pupil.
- Look for the trigger for unacceptable behaviour.
- Learn what is rewarding to individual pupils.
- If a child is disruptive in class, the teacher will reprimand him or her. The child will be asked to think about what he/she has done.
- If a child has received three consequences, sanctions will be implemented appropriately.
- If a child threatens, hurts or bullies another child, the class teacher records the incident and takes appropriate action.
- If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

- The severity of the offence will determine which sanction is imposed.

Visual Behaviour Charts

The school uses these to encourage good behaviour. The charts will be reviewed daily and throughout all stages, a rule expectation reminder will be given. Children will be encouraged to consider alternative choices they could have made which would have resulted in a more positive outcome. As children progress through the stages, sanctions will be applied which will be immediate, fair, and have a hierarchy appropriate to the behaviour.

In Foundation Stage / Key Stage 1, Visual Charts (e.g. traffic lights or other images chosen by teachers) will be displayed and used to encourage and reward **good behaviour** in each classroom.

In Key Stage 2, 'It's Good to be Green' Behaviour Charts will be displayed and used to encourage and reward **good behaviour**

Stages:

1. First visual stage – all children start here. Good behaviour is expected. Immediate checking of behaviour with a look, then rule reminder.
2. **Warning** given to child for behaviour.
3. Second visual stage - (**consequence**).
4. **Warning** given to child for behaviour.
5. Third visual stage – (**consequence**). Time out in playground during break. Staff on duty should walk child around with them and discuss consequence so that the child can understand why it has happened.
6. Send record of behaviour to SJ/ DD which will be recorded in The Pastoral Care Incident Book. **Three** behavioural incidents recorded will result in class teachers liaising with parents.

***At the end of the week pupils with a 'clean' record of behaviour on their Positive Behaviour Reward Chart will receive an additional sticker.**

Children will have an opportunity to move back a stage in Foundation Stage and Key Stage 1 if they demonstrate excellent behaviour for the rest of the day.

If a child demonstrates inappropriate behaviour on a daily basis a warning card may be issued.

Suggested guidelines for Specialist Teachers

Stages:

1. Good behaviour is expected. Immediate checking of behaviour with a look, then rule reminder
2. Oral warning will be given to child for behaviour
3. Following two oral warnings the child can be given a warning card to give to class teacher. Specialist to let class teacher and SJ/DD know details of misdemeanour.
4. If inappropriate behaviour continues a further warning card can be given followed by a consequence card.

**Reference inappropriate behaviour hierarchy on page 8.

5. Warning cards will be held over a 2 week period (due to number of classes each week with specialist) before being cancelled and students starting afresh.

Sanctions

Children will proceed through the list of sanctions below. More serious behaviours will result in Head of Key Stage, Vice Principal and Principal involvement at an early stage. Class teachers will be contacted by teachers on duty on incidents that happen during break and lunchtime. This will also be recorded by SJ/DD in the Pastoral Care Incident Book. At all times, staff professional judgement should be used to determine the most appropriate action to take.

1. Card movement on Class Behavioural Charts / Time out from activity if appropriate
2. Position moved in class if deemed appropriate
3. Loss of privilege e.g. missing a playtime
4. A child may be sent to another class for "timeout" to reflect on their behaviour
5. Loss of Friday Treat/ time out in playground during break
6. Head of Key Stage to be informed of bad behaviour

Beginning of sanctions / behaviour chart may be introduced

7. When repeated misbehaviour occurs, parents informed
8. Vice-Principal/Principal to be informed if misbehaviour is significant
9. Vice-Principal / Principal to talk to children about behaviour
10. If inappropriate behaviour continues it becomes a discipline matter. Head of Key Stage, along with class teacher and Pastoral Care Co-ordinator will construct a suitable discipline record. Positive comments to be made as and when appropriate. Chart to be reviewed on a weekly basis.
11. IEP for behaviour drawn up as appropriate
12. Exclusion from school trips and school teams
13. Suspension
14. Expulsion

Parents may be consulted at any stage throughout the sanction procedure.

The role of the class teacher - It is the responsibility of each teacher to:

1. Have available a copy of the Positive Behaviour Policy and sanctions to be available in all classrooms
2. Display sanction levels on teachers' desks as guidance for substitute teachers
3. Model appropriate behaviour (in language, self-control and punctuality)
4. Promote honesty and courtesy by example
5. Provide a caring and effective learning environment
6. Encourage relationships based on kindness, respect and understanding of the needs of others
7. Ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time
8. Have high expectations of the children with regard to behaviour, and strive to ensure that all children work to the best of their ability
9. Enforce the 'Classroom Charter' consistently and treat all children in their classes with respect, fairness and understanding
10. Deal with misbehaviour /incidents him / herself in the normal manner and record consequences given by them and specialist teachers. However, if misbehaviour continues,

the class teacher should seek help and advice from the other staff, Pastoral Care Co-ordinator, SMT or Head of Department

11. Liaise with the SENCO and/or outside agencies such as the educational psychologist, as necessary,
12. Support and guide the progress of each child
13. Report to parents and carers about the progress/behaviour/welfare of each child in their class, in line with the whole-school policy
14. Be familiar with the regulations regarding the use of force by teachers, and in particular the Methodist College Use of Force Policy.

The role of the Head of Department - It is the responsibility of Head of Department to:

1. Ensure that this policy is implemented consistently throughout the school and to report to the Principal and/or governors, when requested, on its effectiveness.
2. Ensure the health, safety and welfare of all children in the school.
3. Celebrate examples of exemplary behaviour with the whole school.
4. Support the staff in their implementation of the policy/setting the standards of behaviour.
5. Keep records of all reported serious incidents of misbehaviour. To give fixed-term suspensions to individual children for serious acts of misbehaviour in line with College policies and Education Authority guidelines. For repeated or very serious acts of anti-social behaviour, the Board of Governors may permanently exclude a child.

Role of Parents and carers – It is hoped parents will:

1. Inform the class teacher of any changes in circumstances which may affect their child's behaviour.
2. Attend parents'/class/school meetings about school expectations.
3. Co-operate with the teachers to build a supportive dialogue.
4. Support their child in adhering to the school rules and the expectations of good behaviour.
5. Ensure that their child fully understands the school rules and the consequences of not adhering to them.
6. Discuss any concerns with the class teacher promptly. If parents have any concerns about the way that their child has been treated, they should contact the class teacher, Head of Department, College Principal and school governors.

Role of Pupils

1. Treat others as they would like to be treated.
2. Respect others regardless of age, gender, race, ability and disability.
3. Accept responsibility for their choices.
4. Follow the agreed behaviour expectations.
5. Follow school rules.
6. Demonstrate good manners.
7. Take care of their personal appearance and belongings.
8. Work collectively with their peers and teams.

The role of governors

1. The governing body through the Head of the Department has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head of Department in adhering to these guidelines.

2. The Head of Department has the day-to-day authority to implement the school's policy on behaviour and discipline, but should take into account, any advice from the Principal, the Board of Governors and DENI, when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

1. The Board of Governors has the power to exclude a child from school.
2. If the Board of Governors excludes a child, it will inform the parents or carers immediately, giving reasons for the exclusion. The Head of Department, will inform the parents or carers on how to make an appeal against this decision, to the governing body.

Drug- and alcohol-related incidents

1. It is the policy of this school that no child should bring any illegal drug, tobacco or alcohol to school. Parents or guardians should notify the school and ask permission in writing, for any prescribed medication to be brought for use by the child. This should be taken directly to the class teacher for safekeeping. The class teacher, or a responsible adult, will supervise the administration of the medication.
2. The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified.

Monitoring and review

1. The Head of Department monitors the effectiveness of this policy on a regular basis and reports to the governing body through the Principal, about major concerns and, if necessary, makes recommendations for further improvements.
2. The school keeps a variety of records concerning incidents of misbehaviour depending on the age of the children involved. Serious incidents are recorded in the Pastoral Care Incident Book or the Bullying Behaviour Book.

INAPPROPRIATE BEHAVIOUR:

HIERARCHY OF SUGGESTED SANCTIONS (FOR GUIDANCE) TO ENSURE CONSISTENCY IN ALL CLASSROOMS

SUGGESTED SANCTIONS 1-4	SUGGESTED SANCTIONS 1-6	SUGGESTED SANCTIONS 1 - 6+
NOT STAYING IN SEAT	ARGUING BACK	KICKING
FIDGETING	THROWING THINGS	FIGHTING
TEASING	RUDENESS TO STAFF	BAD LANGUAGE TO STAFF
TELLING TALES	RUDENESS TO PEERS	STEALING (EG MONEY)
PUSHING IN CLASS	BAD LANGUAGE TO PEERS	VERBAL ABUSE (STAFF)
PUSHING IN LINES	DEFIANCE	PHYSICAL ABUSE (STAFF)
RUNNING / SHOUTING IN CORRIDORS	OFFENSIVE GESTURES	
INTERRUPTING TEACHER	SPITTING	VANDALISM
OPTING OUT OR REFUSAL TO COMPLY	DESTROYING OWN WORK/ OTHERS' WORK	BULLYING BEHAVIOUR
NAME CALLING	CONTINUOUS TEASING	
SULKING	STEALING (EG FOOD)	STEALING
FAILURE TO BRING HOMEWORK/BOOKS/EQUIPMENT	CONTINUOUS FAILURE TO BRING HOMEWORK/BOOKS/EQUIPMENT	
INAPPROPRIATE BEHAVIOUR IN CLOAKROOMS / CHANGING ROOMS	INAPPROPRIATE BEHAVIOUR IN CLOAKROOMS / CHANGING ROOMS	
INAPPROPRIATE QUESTIONS		
ANSWERING BACK		
HIDING WORK		
WEARING INCORRECT UNIFORM		
CHEEKINESS		
ANY OTHER MINOR INCIDENCES		