



Bunscoil Ghaelgagh Behaviour Policy

The Education Act places on all schools and staff within the school to state and pursue policies designed to promote good behaviour and discipline.

At the Bunscoil Ghaelgagh we promote good behaviour in a positive way and teach the children that it is their responsibility to make the most of their time in school. Children are expected to work hard and do their best. We promote enthusiasm and excitement in learning new things and encourage the children to have a go especially when something is challenging. Children are expected to behave in a way that allows all children to learn.

We strive to put into practice the shared values of the school.

We focus on positive praise which can be linked to work, effort, willingness, contribution, co-operation, teamwork, thoughtful actions towards and for others and personal achievement.

We want the children to learn through the medium of the Manx language in a safe environment where children can express themselves and their opinions and be listened to and treated in a respectful manner by all in our community.

Ny Reillyn Ain-Croo scoill sheeoil!

JEAN NY REDDYN GYS SLEIH, T'OU GEEARREE JEANT DHYT-HENE

1. Freill dty laueyn as dty chassyn dhyt-hene.
2. Dy kinjagh, soilshee arrym as ellynyn mie, tra t'ou loayrt rish, na mychione, peagh erbee.
3. Dy kinjagh ginsh yn firrinys.
4. Eaisht rish as geiyrt er saraghyn.
5. Bee jeadagh as jean dty chooid share.
6. Cur tastey kiarailagh ayns dagh lessoon.
7. Shooill cheusthie jeh scoill.
8. Freill yn scoill speeint.
9. Er y chaair? Kiare chass er y laare!
10. Freayll oo-hene fo-rick!
11. Gow kiarail lesh y stoo, ayd as y stoo sleih elley.
12. Bee ayn as aloo ayns traa.

School Rules to make the school peaceful!

TREAT OTHERS AS YOU WOULD HAVE OTHERS TREAT YOU

1. Keep your hands and your feet to yourself
2. Always show respect and good manners when you talk to or about anybody.
3. Always tell the truth.
4. Listen to and follow instructions.
5. Try your best and persevere.
6. Always take careful notice in every lesson.
7. Walk when inside school.
8. Keep the school tidy.
9. Keep four feet of the chair on the floor.
10. Show self control and make good choices.
11. Take care of your things and the things that belong to others.
12. Be here and ready on time.

Our aims

- To value, respect and appreciate each other
- To share and work together with others
- To support each other and show consideration towards others
- To promote good relationships
- To provide a safe and secure environment
- To promote responsible and increasingly independent members of our school community
- To talk to and listen to others
- To care for our environment
- To be aware of right and wrong and to recognise inappropriate behaviour
- To integrate our behaviour policy into all aspects of our curriculum

Our Values

- Telling the truth
- Respecting the rights and properties of others
- Acting considerately to others
- Helping those in trouble
- Accepting responsibility for our actions
- Making amends for inappropriate actions
- Self-discipline

We encourage children to show appropriate behaviour by demonstrating good practice as staff, namely:

- being welcoming
- being on time
- being positive
- being prepared
- being calm
- being fair
- listening

We encourage a pleasant environment by:

- showing concern and respect for others
- promoting positive behaviour by praise and encouragement
- dealing with low key disruptive behaviour in a low key way
- dealing with major disruptive behaviours calmly, seeking help if necessary
- providing things to do at playtimes both out doors and inside during wet playtimes

We encourage an orderly environment by:

- establishing predictable routines eg register/tidying up time
- setting up a variety of learning areas in the classroom
- keep the children in view regularly
- encourage the children to take responsibility for their behaviour by giving them opportunities to earn that trust
- supporting children with personality clashes to work with each other and only separate if needed
- curtailing or modifying planned activities if necessary
- giving instructions audibly and clearly and repeating if necessary
- explaining rules and expectations formally and informally
- talking to parents about what is expected

- logging and monitoring incidents
- reviewing the success or otherwise of the lesson and modify accordingly
- seeking help when necessary

We show positive responses to good behaviour by;

- praise including public acknowledgment
- rewards and merit systems
- involving parents

Reinforcing the positive behaviour is an important way of promoting good behaviour. We discourage children from inappropriate behaviour and encourage them towards positive behaviour by;

- gentle reminders
- distraction
- removal of child from source of trouble
- moving a child closer to the teacher
- set a child to sit on their own
- removal of child from classroom
- sending a child to see the head teacher
- praising/rewarding those who behave well
- seeking child's help
- short verbal rebuke
- ensuring work set and class environment promotes good behaviour
- removal of privilege
- staying in at playtime
- disallowing a child from going on an excursion
- expectations that the children will do their best otherwise they may be asked to redo a task

Teachers use their experience to judge appropriate sanctions for individuals concerned.

We will, if necessary, seek guidance from the Special Needs and the Educational Psychologists Service Team Leader in an attempt to prevent an escalation of any serious behaviour traits and will follow the Department of Education Sport and Culture's guidance on suspension of pupils if necessary.

Incidents are logged at classroom level and some may be added to a file the head teacher holds for more serious cases.

Children who have been identified as having emotional and behavioural difficulties have supportive interventions in place to help them reach their behaviour targets. Part of this learning process is to learn that there will be consequences for dangerous and damaging behaviour. Children who have been identified as having emotional and behavioural difficulties have supportive interventions in place to help them reach their behaviour targets. Part of this learning process is to learn that there will be consequences for dangerous and damaging behaviour

Consequences for unacceptable behaviour at dinner time

Level 1. Low level disruption - given a warning.

Level 2. Continuing with low level disruption after a warning - move to another table.

Level 3. Continuing with low level disruption after moving - lose 15 mins playtime, eat at a different table for a week.

Level 4. Hurting someone with words or force, or breaking something due to rough behaviour or thoughtlessness - 5 minutes time out, say sorry to person on duty and person hurt.

Level 4 Repeat - spend lunchtime at home .

Level 4 Repeat again - spend lunchtime at home for a week.

Level 5. Intentionally hurting someone with words or force, intentionally damaging property, refusing to follow instructions from adult in charge - sent in, parent informed, sent home for intentional serious damage to people or property.

Level 5 repeat - Formal Suspension for 1 - 3 days with a meeting with the child and their parents on return to school.

Consequences for unacceptable behaviour in class

Level 1. Low level disruption - given a warning.

Level 2. Continuing with low level disruption after a warning - moved out for 5 mins, apologise before rejoining lesson.

Level 3. Continuing with low level disruption after moving - moved for the rest of the session, apologise and lose 15 mins playtime, catch up on work missed.

Repeated Level 3 becomes Level 5

Level 4. Hurting someone with words or force, or breaking something due to rough behaviour or thoughtlessness - moved for the lesson and apologise to teacher and to the person hurt (if appropriate).

Level 5. Intentionally hurting someone with words or force, or intentionally damaging property, repeatedly stopping learning, refusing to follow instructions from adult in charge - moved for the rest of the lesson am/pm, parent informed, may be sent home for the rest of the day (informal suspension).

Level 5 repeat - Formal Suspension for 1 - 3 days with a meeting with the child and their parents on return to school.

Suspensions and Exclusion

It is very rare that a primary aged child is ever excluded from school. We do not wish to exclude any child from school but sometimes this may be necessary.

We have three options, an informal suspension which is usually for the rest of that school day, a formal suspension which can be up to three days and a longer exclusion of up to 45 days in any school year. In extreme and exceptional circumstances a child may be permanently excluded or to convert a fixed term exclusion into a permanent one, if the circumstances warrant this.

Formal suspension of a pupil needs approval from the Chair of Governors. If the head teacher excludes a child formally, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can appeal. (Suspension of Pupils 2007)

In some cases a child may be referred to the Education Support Centre (ESC) in agreement with the school, parent(s) and the ESC. The child will then attend the ESC on a part time or full time basis until such time as they are ready to return to school which will be phased in with support from an ESC staff member.