**LONG TOWER**

**PRIMARY SCHOOL**

BISHOP STREET

DERRY

BT48 6QQ

**POSITIVE BEHAVIOUR POLICY**



2020

LONG TOWER PRIMARY SCHOOL

**POSITIVE BEHAVIOUR POLICY**

All young people, from whatever background, have a right to be valued and respected, to be educated in a secure and caring environment, and to have their abilities and talents nurtured and developed to their full potential.

(DOE: Pastoral Care in Schools –Promoting Positive Behaviour)

**Article 3**

***The best interests of the child must be a top priority in all actions concerning child.***

***(Article 3 UNCRC)***

**STATEMENT OF PURPOSE**

The purpose of this policy is to help create a school community that is based on Christian principles and values which allow children to develop their full potential in a positive, secure and happy environment. As a Catholic school we believe that all members of our school community should work together showing mutual respect for each other. Every member of our school community has the right to work in a well ordered and calm atmosphere. Our teachers have the right to carry out their professional duties without the stress of disruptive behaviour.

**MISSION STATEMENT**

Long Tower Primary and Nursery School seeks to create a caring, Christian community in which every member feels valued, supported and happy.

Our aim is to provide for each child a broad and balanced educational experience, within a Catholic setting, suitably differentiated so that the children can achieve their full potential and become contributing members of society.

We strive to promote high standards of respect, self-discipline, commitment and self-worth.

“You have the Right to and Education” Article 28 – The United Nations Convention on the Rights of the Child.

“You have the Right to an Education that develops your personality and talents’ Article 29 - The United Nations Convention on the Rights of the Child.

As a Rights Respecting School Community we discuss rights and responsibilities focusing on the United Nations Convention on the Rights of a Child.

**Aims of Policy**

We seek to:

* To create a climate in which positive behaviour is encouraged.
* Encourage self-respect in our children and encourage them to take responsibility for their own actions
* Promote children’s self-esteem and respect for others
* Promote respect and tolerance for other races, religions ways of life
* Provide children with the capacity to live as independent, self-motivated, confident individuals
* Create a climate where positive behaviour is the norm
* Promote children’s interpersonal skills to allow them to resolve conflicts and problems amicably
* Provide children with a sense of ownership of the positive aspects of school life and a recognition of their role in the school
* To promote effective learning for all pupils and develop a love of learning
* To develop the pupils’ interpersonal skills in order that they can resolve problems and conflicts amicably

It is our practice to use positive approaches to discipline so that we maintain good standards of behaviour and keep unacceptable behaviour to a minimum.

We teach our children that the main consequence of their wrongdoing is the impact their action has on others. We emphasise the importance of becoming accountable and taking responsibility to put things right. We promise rights and rights respecting actions.

We aim to use positive approaches to discipline so that we maintain good standards of behaviour and minimise unacceptable behaviour. We emphasise the importance of being accountable for our actions and taking responsibility to put things right.

**Rights and Responsibilities**

In order to prepare pupils adequately for their future role in society, all children need the security of discipline in:

1. Home
2. Community
3. School

Parents, teachers and pupils need to work in partnership to ensure that positive behaviour is the expected ‘norm’ within Long Tower Primary School. All concerned have rights and responsibilities and we need to clarify what is expected from each group.

**PUPILS HAVE A RIGHT TO:**

* Be listened to and valued as members of the school community; *Article12- Right to an opinion, to talk and be listened to.*
* Access help when needed, whether with their school work or personal concerns; Article 19 Right to be safe and protected from being hurt and mistreated in body or mind.
* Be treated fairly, consistently and with respect: *Article 29 -Right to an education that promotes our personality and talents to respect the rights of others.*
* Be taught in a safe and caring environment
* Benefit from a broad and balanced curriculum: *Article 28- Right to an education*
* To have any special learning needs identified and met: Article 23 – *Right to special care and support of disabled.*

**PUPILS HAVE A RESPONSIBILITY TO:**

* Be punctual, attend school regularly and have suitable equipment;
* Contribute to the creation of classroom/school charter;
* Respect the views, opinions, property and rights of others;
* Co-operate with all adults and children within the school;
* Accept ownership for their behaviour and learning.
* To come to school with homework done
* To behave safely in and out of class
* To work to the best of their ability and seek help if needed
* To abide by the classroom and school rule
* To accept ownership for their behaviour and learning

**STAFF HAVE A RIGHT TO:**

* Work in a safe, secure environment, free from the stress of disruptive behaviour
* Express their views and contribute to school matters, including the evaluation and review of the discipline process and policy
* Have opportunities for professional development
* Implement the school’s positive behaviour policy within their classroom
* Support and advice from senior colleagues and external agencies

**STAFF HAVE A RESPONSIBILITY TO:**

* Behave in a professional manner at all times;
* Listen to pupils, value their contributions and respect their views;
* Facilitate and contribute to the creation of classroom and school charters
* Be well prepared for lessons, set work that is appropriate to the pupils’ abilities and mark work constructively;
* Expect high standards and acknowledge effort and achievement;
* Be sympathetic to pupils who have difficulties and meet their needs;
* Share with parents, SENCO and principal any concerns they have about their child’s progress and development.
* Show an interest in and enthusiasm for children’s work and learning
* Actively establish positive relationships with pupils and parents

**Parents**

As parents have the primary responsibility in the education of their own children, it is important that parents give the school their trust and support. Parents will be kept informed of the policy and rule of discipline within the school.

**PARENTS HAVE A RIGHT TO:**

* Be informed of the school’s disciplinary policies and procedures
* Be treated with courtesy and respect
* A broad and balanced curriculum for their child:
* A well-resourced and attractive classroom which is safe and secure for their child to learn in;
* Be informed about their child’s progress
* Be informed about school charters and procedures;
* Have their concerns dealt with sympathetically and efficiently;
* Be informed if the school has any concerns about their child;

**PARENTS HAVE A RESPONSIBILITY TO:**

* Ensure that their child attends regularly and is punctual;
* Ensure that their children respect, obey and co-operate with teachers
* Ensure their child does not cause injury to others or to any property
* Ensure that their child has their homework done and has the necessary equipment to participate in all school activities;
* Be aware of the agreed school charters and encourage their child to abide by them;
* Show an interest in and enthusiasm for children’s work and learning
* Attend any planned meetings with teachers and/or principal and support school functions;
* Inform the school of any concerns they have about their child’s progress and development
* Treat all members of the school community with courtesy and respect.
* To give their active support to the teachers and principal in the implementation of the positive behaviour policy
* To treat all members of the school community with dignity and respect

**Role of the Principal:**

The principal plays a key role in our Classroom Charter. No matter how positively we use our class charter, occasionally, we still may have pupils who do not respond to it. Such pupils may have to visit the principal more than once. At this stage the principal will arrange a meeting with the parent to discuss the problem. The child’s parent will be notified of this in advance by telephone. It is intended that this be viewed by the parent as a request for support. In many cases, all that will be required is reinforcement by parent to children of the values and standards of behaviour which are acceptable. If the child’s behaviour still continues to be a major concern, the principal will impose a period of detention which will take place during lunch time. If the child’s behaviour has still not improved, after a second and ultimately a third detention, pupil will be removed from his/her class and required to work in another classroom under close supervision of the class teacher whose class he/she is relocated to. This arrangement and associated time scale will be at the discretion of the principal and parents will be kept fully informed.

**BOARD OF GOVERNORS:**

The governors, the principal and the teaching staff will periodically review the policies and practices to identify gaps and weaknesses and devise strategies for improvement. The Board encourages teachers to avail of training opportunities which might relate to the implementation of the policy. The Board of Governors fully supports the school in the implementation of the school’s Positive Behaviour Management Policy, and will be kept informed of policy updates and relevant circulars relating to behaviour management.

**PRACTICES**

The thrust of our practices is positive. A great deal of emphasis is placed on the provision of regular praise and encouragement of the children in order to build up self-esteem. Where possible, reward systems are established to promote good discipline and attendance, for example, Pupil of the Week, Reader/Writer/ Maths Wizard of the month and Rights Respecting Ambassador. Individuals and groups are publicly praised at school assemblies when appropriate.

***Discipline in schools must respect children’s human dignity (****ARTICLE 28 UNCRC)*

**COMMUNICATION WITH PARENTS**

At the beginning of each school year class teachers will inform parents and carers of their Positive Behaviour Management Classroom Plan outlining, Rewards & Consequences, and in turn parents/carers will discuss this with their child and return the signature slip to school.



**SCHOOL CHARTER**

The following school charter has been drawn up by staff and pupils to ensure that good behaviour prevails at all times.

As a UNICEF Rights Respecting School we work together to create a safe and happy school.

We believe that children have the right:

1. To learn and go to school (Article 28)
2. To come the best that they can be. (Article 29)
3. To an opinion and it is to be listened to (Article 12)
4. To meet with friends and join groups and clubs (Article 15)
5. To have the right to special care and support if you are disabled. (Article 23)

Children have a responsibility to:

1. Come to school every day on time
2. Listen to the teacher at all times
3. Listen to others when talking in a group
4. Concentrate and follow instructions
5. Work hard and get work finished
6. Show respect to teacher, other pupils and school property
7. Don’t mess about when you should be learning
8. Do all your homework and get it signed
9. Treat others the way you would like to be treated
10. Welcome others to join a club
11. Commit to going to a club each week

We at Long Tower Primary School have also agreed on a hierarchy system of rewards and sanctions that we feel will help to uphold the agreed charters and procedures that have been put in place to encourage appropriate and acceptable behaviour. These are outlined in table form at the end of the policy. We will review our Positive Behaviour Policy on an annual basis to determine whether the approaches and procedures advocated are being successful in encouraging positive attitude on the part of the pupils and keeping unacceptable behaviour to a minimum. We will also consider whether we have created a climate within the school that respects the rights of all and is conducive to effective teaching and learning.

***All children and young people have the right to a primary education, which should be free… Young people should be encouraged to reach the highest level of education they are capable of*** (Article 28 UNICEF UK).

***If children have the right to be educated, then they have the obligation to learn as much as their capabilities allow and, where possible, share their knowledge and experience with others. Education must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.*** (Article 29 UNICEF UK).

**DESIRABLE AND UNDESIRABLE BEHAVIOUR**

Pupil behaviour within Long Tower Primary School falls into four broad categories that we define as follows:

**APPROPRIATE:** Children in this category behave responsibly and conform to the agreed charters and values of the school. Such behaviour is recognised and praised.

**IN-APPROPRIATE MILD:** Children in this category are occasionally disruptive but respond positively to the planned responses of the teacher.

**IN-APPROPRIATE MODERATE:** Children in this category are displaying in-appropriating behaviour more frequently and are not responding to the teacher’s intervention in many occasions. They will require an Individual Behaviour Plan so that their behaviour is monitored.

**IN-APPROPRIATE SEVERE:** Children in this category require a range of interventions at Stage 3 of the Special Education Needs Code of Practice. These may include:

* Additional resources within school;
* Support from external agencies to assist pupils who need more structured behaviour management; or
* A short time placement in an external pupil referral unit.

Where an individual pupil has behaviour difficulties, then such difficulties should be systematically addressed through the 5 stages of the Special Education Needs Code of Practice, just as for any other special educational need.

***Discipline in schools must respect children’s human dignity (****ARTICLE 28 UNCRC)*

**Managing Inappropriate Behaviour**

While a positive system of rewards and reinforcement will attempt to guide children towards self-discipline, it is important that strategies exist to assist staff in dealing with challenging and disruptive behaviour. To assist staff, we in Long Tower Primary and Nursery School will employ a positive behaviour management strategy using stepped consequences. These consequences are an integral part of our School’s Positive Behaviour Management Policy. They help to uphold the agreed charters; they provide the security of clearly defined boundaries and, in doing so they ensure that all are fully aware of the conditions which will lead, in all likelihood, to the imposition of consequences.

The agreed stepped consequences offer a sliding scale of intervention in the pupil’s behaviour requiring the pupil to take more responsibility for his/her own actions.

While these agreed consequences are stepped, if a pupil puts himself/herself or others at risk, staff can fast-track the stages by notifying the Principal/Vice-Principal and contacting the child’s parents without delay.

**Shared Education**

During shared education activities the teacher in charge will follow the procedures appertaining to their own school.

If an incident/concern occurs with a child from the partner school, the teacher in charge will inform the child’s class teacher who will then deal with the incident/concern.

If this is not immediately possible the teacher in charge will deal with the incident, according to their individual school’s policy and report it as soon as they can to the child’s class teacher in the partner school.

The overall aim is to adhere to the core principals underpinning the delivery of Shared Education, as stated in our joint Shared Education Policy.

***“In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative***

***authorities or legislative bodies, the best interests of the child shall be of primary consideration”***

**Article 3 UN Convention on the Rights of the Child**

**Stepped Consequences**

Reminder

Verbal Counsel

Second verbal counsel

(This may be recorded in incident log

book/ child’s homework diary/

*\*Please note,*

*if a pupil puts himself/*

*herself or others at risk, staff can fast-track the stages by notifying the*

*Principal/Vice-Principal and contacting the child’s parents without delay.*

*The agreed stepped consequences offer a sliding scale of intervention in the pupil’s behaviour requiring the pupil to take more responsibility for his/her*

*own actions.*

phone call to parent/note sent home)

Consequence applied.

Parent invited to meet

teacher to agree improvement

plan. (Principal/V. P may be

involved at teacher’s discretion).

Vice-principal informed who will

put the child on a daily report

and inform parents via

phone or letter.

Principal informed who will meet

with child/teacher/VP as necessary,

formally recorded, parents informed of this via

phone or letter.

Principal meets with parents.

SENCO

DETENTION

Support from MAST

Multi-agency support team

REDUCED DAY/SUSPENSION

Psychologist Outreach EWO

**Consequences**

The vast majority of students respond positively to the rules of the school. Where possible, staff will bear in mind that prevention and intervention are crucial to managing conflict situations. As a result of the children considering their rights and responsibilities, the following consequences were drawn up in consultation with the children and will be used by staff in a fair and consistent manner in order to diffuse a potentially difficult situation by encouraging pupils to reflect on their behaviour and to take more responsibility for their actions:

* **Time out** away from an activity to reflect on poor choice – use of ‘Think Sheet’ (developmentally appropriate) for reflection to be kept by the teacher as a record or use of calm space within classroom
* **Time out** away from the class – Open Area
* **Verbal Apology**
* **Entering a comment on SIMS**
* **Time delay –** in the classroom at break/lining up at lunch/home time (Foundation 1/2 mins / KS1 2/3 mins / KS2 3/4 mins)
* **Withdrawal of privileges –** e.g. lose 5-10 mins of Special Activities / Golden Time etc. (time will be allocated by staff as appropriate)
* **Note home** to be signed by parent and returned to school next day
* **Phone call** to parent
* **Written apology**
* **Planned removal** with a partner colleague for seriously disruptive behaviour
* **Supervised detention at Break/Lunch time/After School**
* Withdrawal from class or school for a short period of time (arranged by the principal and agreed by parent)
* **Formal suspension** from school (depending on the severity of the problem)
* In the most serious cases, **a student may be expelled**.

## 

EXPULSION



**Procedures for Dealing with Bullying**

Report of an incident/concern

Talk to pupils involved – aim for resolution

at class level using strategies e.g.

Circle Time / another child or small group of children befriends and supports the child being bullied during the school day

Child Protection Teacher informed –

record made of concerns. Parents informed

and made aware of procedures

One week’s observation of children

in different settings

Parents invited to school to discuss

action taken

Continue to monitor children’s behaviour

**LONG TOWER PRIMARY SCHOOL**

**BEHAVIOUR MANAGEMENT PROCEDURES**

|  |  |  |
| --- | --- | --- |
| **BEHAVIOUR CATEGORY** | **EXAMPLES** | **INDEX OF PROCEDURES STEPPED REWARDS** |
| **APPROPRIATE:** Children in this category behave responsibly and conform to the agreed charters and values of the school. Such behaviour is recognised and praised. | Good timekeeping, attendance, wearing school uniform  Being prepared for school; PE gear, pens and pencils  Acceptable noise levels  Attentive to teacher and other pupils.  Settle to work quickly.  Staying on task.  Work completed to one’s best ability.  Raise hand for teacher’s attention.  Respecting the opinion of others.  Accepting constructive criticism.  Respect for property.  Taking care of building, furniture, belongings-personal and others.  Adhering to accepted conventions.  Displaying courtesy to all in school – adults and children.  Accepting responsibility for own action.  Follow all classroom/school rules. | **CLASSROOM BASED**  Verbal acknowledgments  Non-verbal praise from teacher and peers.  Positive written comments on work.  Stamps, stickers, star chart  Class clap  Position of Responsibility  Access to computer.  **YEAR GROUP/KEY STAGE BASED**  Send to neighbouring teacher/Principal.  Assembly recognition, applause  Wider Position of Responsibility  **WHOLE SCHOOL BASED**  Principal/Vice Principal Awards  Student of the Month Award  Attendance Certificate  Public Recognition at weekly assemblies |

**LONG TOWER PRIMARY SCHOOL**

**BEHAVIOUR MANAGEMENT PROCEDURES**

|  |  |  |
| --- | --- | --- |
| **BEHAVIOUR CATEGORY** | **EXAMPLES** | **INDEX OF PROCEDURES STEPPED CONSEQUENCES** |
| **IN-APPROPRIATE MILD:** Children in this category are occasionally disruptive but respond positively to the planned responses of the teacher. | Shouting out in class  Inappropriate movement  Inattentive behaviour  Seeking attention  Late coming causing disruption  Lack of proper materials  Homework incomplete  Inability/reluctance to tidy up  Occasionally breaking classroom rules  Defacing/damaging text books.  Throwing things.  Distracting others  Tale-telling.  Unkind comments.  Interrupting when other adults are talking to teacher.  Inability to share and take turns.  Lack of basic manners.  Showing lack of respect for adults.  Inability to line up properly.  Rowdy, noisy behaviour on stairs and corridors.  Entering school during playtime and lunchtime.  Refusal to stay in designated area of playground. | **CLASSROOM BASED**  Charter reminder  Verbal Counsel (teacher discusses with the child the impact his/her action has on others)  Second verbal counsel and consequence applied eg.:  Time Out within classroom  Planned removal to neighbouring teacher.  Five-minute detention at breaktime/lunchtime for Key Stage 2 pupils.  Loss of privilege for Key Stage 1 pupils.  Note home to parents.  **KEY STAGE / SCHOOL BASED**  Referral to Vice-Principal if behaviour continues. |

**LONG TOWER PRIMARY SCHOOL**

**BEHAVIOUR MANAGEMENT PROCEDURES**

|  |  |  |  |
| --- | --- | --- | --- |
| **BEHAVIOUR CATEGORY** | **EXAMPLES** | **INDEX OF PROCEDURES STEPPED CONSEQUENCES** | |
| **IN-APPROPRIATE MODERATE:** Children in this category are displaying in-appropriating behaviour more frequently and are not responding to the teacher’s intervention in many occasions. They will require an Individual Behaviour Plan so that their behaviour is monitored. | More frequent displays of inappropriate mild behaviours.  Low level stealing.  More frequent breaking of school rules.  Rough play.  Lack of application to school work.  Coming late regularly.  Leaving classroom / school without permission.  Inappropriate behaviour in toilets – toilet roll thrown in toilets.  More serious verbal comments to others.  Backchat to teachers.  Telling tales to get others in trouble.  Flicking food in canteen.  Defacing school property.  Persistent defiance. | Procedures as outlined for inappropriate mild behaviour.  Referral to Vice-Principal/Principal.  Contact with parents.  Daily report. |

**LONG TOWER PRIMARY SCHOOL**

**BEHAVIOUR MANAGEMENT PROCEDURES**

|  |  |  |
| --- | --- | --- |
| **BEHAVIOUR CATEGORY** | **EXAMPLES** | **INDEX OF PROCEDURES STEPPED CONSEQUENCES** |
| **IN-APPROPRIATE SEVERE:** Children in this category require a range of interventions at Stage 3 of the Special Education Needs Code of Practice. These may include:   * Additional resources within school; * Support from external agencies to assist pupils who need more structured behaviour management; or * A short time placement in an external pupil referral unit.   Where an individual pupil has behaviour difficulties, then such difficulties should be systematically addressed through the 5 stages of the Special Education Needs Code of Practice, just as for any other special educational need. | Abusive language to adults and children.  Vandalism / destruction of property.  Threatening behaviour.  Persistent defiance after constant checking by teacher.  Use of bad language.  Physical assaults.  Bullying.  Serious stealing.  Consistent and deliberate breaking of rules.  Bringing weapons to school – knives, spud guns, catapults. | Procedures as outlined for moderate behaviour.  Immediate contact with parents.  Interview to discuss concerns.  Daily report.  Lunch time detention  Suspension for a period of time.  Reduced timetable.  Expulsion. |

**SCHOOL CHARTER**

**As a Rights Respecting School Community we work together to create a safe and happy school.**

**We aim to follow our school charter closely.**

REWARDS

We recognise respectful behaviour.

###### Classroom Based

* Verbal praise from teacher
* Non-verbal praise from teacher/peers (e.g. smile)

**LONG TOWER PS**

**POSITIVE BEHAVIOUR PLAN**

* Positive written comments on work
* Stamps, stickers, star chart
* Class clap
* Position of responsibility

(Class Captain)

* Golden Time
* Extra outdoor play/ time on computer
* Send to neighbouring teacher for praise
* Wider position of responsibility

Whole School Based

* Principal/Vice-principal awards
* Public recognition (Monday Note)
* Assembly recognition
* Student of the Month awards
* End of Term/Year Treat

### 

### *CONSEQUENCES*

**We teach our children that the main consequence of their wrongdoing is the impact their action has on others.**

**We emphasise the importance of becoming accountable and taking responsibility to put things right.**



Classroom based

* Charter reminder
* Verbal Counsel (teacher discusses with the child the impact his/her action has on others)
* Second Verbal Counsel (recorded in homework diary) and Consequence applied e.g. Time out within classroom; planned removal to neighbouring teacher; five-minute detention at break/lunchtime.
* If the inappropriate behaviour continues the child’s parent/guardian will be invited to meet teacher to agree improvement plan. (Principal/V. P may be involved at the teacher’s discretion).

###### Whole School Based

* If the inappropriate behaviour still continues the pupil will be reported to the Vice-principal who will put the child on a daily report and notify the Principal and the Parents.
* If the behaviour does not improve the pupil will be reported to the Principal who will meet with the Parents to discuss further measur

**Classroom Behaviour Plan:**

Within each classroom an assertive discipline plan operates. The plan which contains classroom rules, rewards and sanctions is communicated to parents at the beginning of each school year.

The plan will allow each teacher to outline the behaviours expected from pupils.

* Each teacher will consult with pupils to draw up a classroom charter that is relevant to their class
* The charter will include rewards that acknowledge good behaviour, effort and achievement

In spite of our consistent attention to positive recognition there are times when pupils choose not to follow the rules. When this disruption occurs, consequences/sanctions will be imposed. Children who are disruptive or who infringe the rules are sanctioned appropriately. The school strives to maintain a sense of proportion of any infringements. Positive rather than negative language is used to communicate expectations and feedback to children. Sanctions include verbal rebukes by either the teacher or the principal.

**Playground and Canteen**

Staff and children have drawn up a charter to adhere to when in the playground and the canteen.

**Severe misbehaviour or disruption:**

In the case of severe misbehaviour such as fighting, vandalism, use of inappropriate language, defying the teacher or stopping the whole class from functioning, the pupil will lose the right to proceed through the hierarchy of consequences as detailed in the Classroom Charter. Such unacceptable behaviour will call for the immediate consequence of being sent to the principal.

Children in this category require a range of interventions at Stages 3-5 of the SEN Code of Practice. These include use of additional resources within the school; support from external agencies, e.g. Behaviour Support Team; a short term placement in an external pupil referral unit.

**Suspensions and Expulsions**

Suspensions and Expulsions are viewed by management in Longtower P.S. as a last resort. Such action will only ever be considered, if and when, agreed procedures have been followed and all available positive strategies have failed. The Board of Governors will refer and adhere strictly to the CCMS “Scheme for Suspension and Expulsion of Pupils attending Catholic Maintained Schools” if the need arises.

It is hoped that this policy provides a framework for establishing procedures which help the school to achieve its aim of developing children into caring, happy and complete individuals.

Associated Policies and Practices:

The Use of Reasonable Force to Restrain or Control Pupils

Managing Challenging Behaviour

Anti-Bullying

Child Protection

Pastoral Care

**Monitoring and Reviewing**

**This policy will be reviewed bi-annually and more frequently if the need arises by the principal, the vice-principal, BOG and other staff members.**

**Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Chairperson of the Board of Governors**

**Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Principal**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**LONG TOWER PRIMARY SCHOOL**

**2020**

**Principal/Vice Principal/Teacher/Teaching assistant**

As a staff we have agreed Long Tower PS Positive Behaviour Management Policy and I will support the procedures outlined with regard to the children in my care.

Principal’s Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Vice Principal’s Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

T/Assistant Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Parents**

I have read the summary of LongTower Positive Behaviour Management Policy and I have discussed it with my child. I agree to support the procedures outlined with regard to my child.

Parent’s signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Child’s Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Comments\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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***Please return this contract to your child’s teacher.***

***Please keep the leaflet for your own reference.***