

**KILBRONEY INTEGRATED**

**PRIMARY SCHOOL**

**Policy for Promoting and**

**Sustaining Positive Behaviour**

Reviewed September 2023

# Ratified

Review Date (4 years)

**This policy has been developed within the context of current legislation, policy and guidelines:**

**Current Legislation**

* Health and Safety at work (NI) Order (1978)
* Children (NI) Order (1995)
* The Education (NI) Order (1998) – Articles 3 and 4
* Human rights Act (1998) – NI 2000
* Education (NI) Order (2003) The Education (2006 order) (Commencement No. 2) Order (Northern Ireland) 2007
* The Education (School Development Plans) Regulations (NI) 2010
* Addressing Bullying in Schools Act (NI) 2016
* Welfare and Protection of Pupil’s Education and Libraries (NI) Order 2003
* Special Educational Needs and Disability (NI) Order (2005) and Act NI 2016 SENDO

DE Guidance

* Pastoral Care in schools: Promoting Positive Behaviour, DE 2001
* Safeguarding and Child Protection in Schools. A guide for schools, DE 2017

ETI

* Inspection and Self-Evaluation Framework 2017

Consultation

* This policy will be reviewed every four years or before in line with DE/EA/CCMS advice and guidance. When reviewing or editing this policy the Principal will consult with the pupils, their parents, Governors and staff both teaching and non-teaching. Consultation may be through questionnaires, online surveys, focus groups or any other appropriate method. Results of this consultation will be used to inform and guide amendments to the policy and procedures, identify CDP requirements, inform SDP and monitor and evaluate policy efficacy.

This policy has been devised in conjunction with Governors, Staff, Pupils and Parents. The policy is part of the school’s overall Pastoral Care Policy and has links with other policies such as Child Protection, Anti-bullying and Special Needs.

This document provides the framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible individuals.

It is written for the benefit of the whole school community to help facilitate a positive whole school approach to behaviour management at Kilbroney Integrated Primary School.

# Mission Statement:

## ETHOS

**A statement and evaluation of the ethos of Kilbroney Integrated Primary School.**

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| **Ethos**  Mutual respect and inclusion are at the heart of our integrated ethos here in Kilbroney IPS. Our ethos is not just something we aspire to but permeates all interactions and activities within the school. Many parents see the educational space that we provide, where children can play and learn side by side regardless of their ability, social, cultural and religious backgrounds as a mirror of the living and working space which is vital to our shared future.  We started our journey to transform to Integrated Status 25 years ago  as we wanted to create an environment where children could learn together and reach their full potential.  The school has grown from strength to strength and we are delighted with the diverse school community we have here in Rostrevor.  Kilbroney IPS is the only integrated school in this area and this decision will ensure that all families who wish to choose integrated education will be able to do so. Our success has shown that integrated education is very important for families in this area.  We welcome children and parents from a variety of backgrounds, and offer an environment in which the children can grow and learn together.  The staff at the school work hard to ensure that   * the children are happy at school * they experience high quality teaching and learning and reach their potential * the needs of individual children are met effectively * there is good communication between staff and parents.   The school would not be here without the efforts of both parents and staff, and we remain keen to ensure that parents feel welcome in the school and involved in their child’s education. Good communication between home and school helps the children to develop well in school and ensures positive working relationships for all. |

We at Kilbroney Integrated PS aim to provide a happy and caring atmosphere for the child, where they feel secure and able to fulfil their potential. We will acknowledge and celebrate their achievements and individual strengths and differences and aim to promote their self-esteem and confidence at all times.

Our purpose is to provide a solid foundation to help them to progress to adulthood through:

* Encouraging each child to be confident, independent and responsible learners through a curriculum which suits the needs of each individual.
* Promoting the development of lively and enquiring minds to acquire skills towards self learning.
* Developing respect for others in terms of religion, race and personal circumstances and
* Encouraging the children to become active and interested members of the wider community.

At Kilbroney Integrated Primary School we adopt a positive approach to behaviour. Every effort is made to encourage the children to see the importance of good behaviour and manners, respect and consideration of others in creating a happy, safe and secure learning environment for all.

Our positive behaviour policy is based on establishing good relationships between staff, staff and pupils and between the pupils themselves. Relationships between home and school play an essential part in the success of our behaviour policy, as parental awareness and support of the behaviour policy is vital in shaping their child’s behaviour at school.

Our policy incorporates:-

* Ethos and values
* Relationships and attitudes
* Policies, procedures and practices
* Internal and external support structures

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# Guiding Principles of the Policy

* To develop a whole school positive-behaviour approach based on a sense of community and shared values, supported and followed by the whole school community including pupils, parents, teachers, classroom assistants, ancillary staff and governors.
* To apply positive-behaviour approaches to create a caring, family atmosphere in which teaching and learning, fun and play can take place in a safe, happy & secure environment
* To teach, through the school curriculum, values and attitudes as well as knowledge and skills. Through our teaching and the pupil’s learning we aim to grow in a spirit of consideration and responsibility for themselves, their school community and environment i.e. promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property.
* To raise self-esteem and encourage good behaviour rather than to simply apply consequences for bad behaviour by providing a range of class and whole school rewards for children of all ages and abilities.
* To involve pupils in the formulation of the class and school rules, rewards and consequences and to make clear to children the distinction between minor and more serious misbehaviour and the range of consequences that will be used when infringements to the rules have occurred.
* To develop responsible attitudes and values for life as adults of the future
* To involve parents as partners in the promotion of our Positive-Behaviour approach.
* To treat problems when they occur in a caring, consistent and sympathetic manner so as to achieve an improvement in inappropriate behaviour as and when necessary.

Our positive approach to behaviour is achieved by creating a teaching and learning environment where:-

* teaching is effective and well prepared**,** expectations of pupils are appropriately high and the curriculum appropriately challenging
* good relationships exist between staff and pupils and pupils themselves
* work is differentiated according to pupil needs
* all work is carefully and constructively marked and pupils’ work is displayed in order to celebrate success
* the student voice is heard and valued through pupil questionnaires and the student council who liaise with the senior management on general school issues
* pupil achievements in all areas of school life are recognised/praised andsuccess rewarded
* there are effective and open lines of communication between home and school in order to work together in the best interests of the child**.**

We, the governors and staff of Kilbroney Integrated Primary School, believe that the school is a vital part of our community.

We are committed to:

* Child Centred Education.
* Working closely with parents in the education of their children.
* High academic standards.
* Developing positive and effective pastoral care systems in our school.

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**The staff and governors of Kilbroney Integrated Primary School believe:**

* Positive Behaviour is essential for effective Teaching and Learning
* Pupils and staff have the right to learn and teach in an environment which is safe, friendly, peaceful and fair
* Our school community has defined a very clear set of non-negotiable standards of personal behaviour, which are based on respect for each individual in our community and their individual needs
* Our school community places self-discipline and a real sense of justice at the core in our determination to provide opportunities where each individual can flourish and develop in safety
* Positive Behaviour must be carefully developed and supported
* Appropriate high self-esteem promotes good behaviour, effective learning and positive relationships
* Promoting positive behaviour arises from emphasising children’s potential, rewarding success and giving praise for effort and achievement
* We recognise it is important to strike a balance between recognising positive behaviour and having appropriate consequences which are seen by all to be fair and just and applied consistently when standards are not maintained
* It is the responsibility of parents, carers and all adults who care for the children, work with the school in helping to foster positive attitudes and behaviour

**We believe that good behaviour means that everyone in school is:**

* Careful and kind
* Polite and friendly
* Helpful to each other
* Quiet and hardworking
* Respectful and Tolerant

**In Kilbroney Integrated Primary School we all follow The Golden Rules:**

**We work hard**

**We are honest**

**We listen**

**We are gentle**

**We are kind**

**We look after property**

# **Aims of our Positive Behaviour Policy:**

This policy exists to provide a framework for supporting the aims of **Kilbroney Integrated** Primary School and ensuring the happiness and learning of every individual in our community. This policy will do this through:

* Encouraging a calm, purposeful and happy atmosphere within school
* Helping our children develop into caring and thoughtful individuals who respect and value the feelings, beliefs, property and differences of others
* Encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour
* A consistent approach to behaviour throughout the school with parental co-operation and involvement
* Helping our children develop appropriate self-esteem
* Encouraging our pupils to co-operate with one another and with the adults in school
* Help create a positive, stimulating learning environment where positive attitudes and behaviour are encouraged and rewarded
* Help to encourage our children to develop socially, academically, orally and spiritually in preparation for a positive role in society
* Ensure that everyone is clear about their role when managing a child’s behaviour
* Make all children aware of unacceptable behaviour
* Allow all children equal opportunities to learn
* Allow all adults in school equal opportunities to fulfil their role
* Reward and encourage positive behaviour
* Use sanctions where appropriate in accordance with this policy to develop the skills necessary to resolve conflict and differences of opinion with sensitivity

## Encouraging Positive Behaviour:

We support positive behaviour and positive environment through:

* A consistent approach by the whole school community
* Monitoring pupil attendance and taking action when required
* Whole school planning for PDMU
* Developing the voice of our children through our Student Council and ECO Council
* Appreciating and following the agreed **Code of Conduct**
* Encouraging our children to see themselves as part of a whole school community and recognising their responsibility within this
* Developing the children’s skills of co-operation and discussion
* Encouraging everyone to take pride in the school environment
* Having a positive and consistent approach to playtimes and lunchtimes involving our Playground Buddies and Anti-Bullying Ambassadors.
* Creating a stimulating classroom environment
* Providing clear and positive learning experiences fairly and consistently
* Offering a broad and balanced curriculum that is well planned, prepared and stimulating
* Ensuring that all curriculum issues, methods of teaching and learning, content and differentiation are self-evaluated and planned for
* Rewarding children both in the classroom and around the school
* Having a transparent reward system for the children that is seen and applied fairly and consistently

**Examples of current ‘Good Practice’ to support this policy (Including the Anti-Bullying Policy)**

Some are age specific/only used by some year groups and are open to variations

* Staff professional development/training opportunities linked to Pastoral Care/SEBD/SEN/Health and Well Being etc. are planned for as part of the School Development Plan/ Staff Development Plan
* There is consultation with staff, pupils, parents and Governors to review practices and ensure coherence and consistency in practice across the school.
* PDMU (incorporating personal safety, developing self-esteem, values education, positive strategies for cooperation, community awareness etc.) is an integral Area of Study within the curriculum and is planned and systematically delivered to all pupils P1-P7
* Special assemblies/visits by speakers, charities and community groups promoting well-being, safety and resilience.
* Anti- Bullying Week activities across all Key Stages (November)
* Health Promotion Initiatives (Health Action Award, Health Week etc.)
* PSNI workshops e.g. Cyber bullying, accident prevention, and anti-bullying strategies.
* Circle Time (developing the language of Feelings / Emotional Intelligence, Talking and Listening and Cooperation)
* Golden Time- (P4-P7 on Friday afternoon earned by adhering to School Code/ Class Rules)
* Pupil of the Week - related to whole school or classroom focus
* Study Buddies
* Principal Termly Certificate of Achievement – presented by Principal
* Reward Charts
* Lucky Dip/ prizes
* Reward Certificates/ Stickers / stars
* Lunchtime Awards
* Playground Buddies
* High level of supervisory staff present in playgrounds
* School Council
* Eco Council
* Close working relationships with SENCOs (Special Educational Needs Co-Ordinator) and regular review of IEPS (Individual Education Plan), SEBD (Social, Emotional, Behavioural Difficulties) issues addressed via this route and in direct liaison with Principal
* Involvement with external support agencies where deemed necessary through the appropriate channels. (SENCOs /Principal)

## The Rights and Responsibilities of Everyone in Kilbroney Integrated Primary School

**Our Pupils**

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| Pupil Rights | Pupil Responsibilities |
| * Be valued as members of the school community * Get help when they seek it, whether with their work or with bullying or other personal worries, and to have a sympathetic audience for their ideas and concerns * Make mistakes and learn from them * Be treated fairly, consistently and with respect * Be consulted about matters that affect them, and have their views listened to and, as far as reasonable, acted upon * Be taught in a pleasant, well-managed and safe-environment * Work and play with clearly defined and fairly administered codes of conduct * Experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met * Develop and extend their interest, talents and abilities | * Come to school on time, with homework done and suitably equipped for the lessons in the day ahead * Respect the views, rights and property of others, and behave safely in and out of class * Co-operate in class with the teacher, any other adult and with their peers * Work as hard as they can in class * Abide by the school rules – **Code of Conduct** * Seek help if they do not understand or are in difficulties * Accept ownership for their own behaviour and learning, and to develop the skill of working independently |

## Our Staff

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| **Staff Rights** | **Staff Responsibilities** |
| * Work in an environment where common courtesies and social conventions are respected * Express their views and to contribute to policies which they are required to reflect in their work * A suitable career structure and opportunities for professional development * Support and advice from senior colleagues and external bodies * Adequate and appropriate accommodation and resources * To be treated with care and dignity from all members of the school community | * Behave in a professional manner at all times * Ensure that lessons are well prepared, making use of available resources, and that homework is appropriately set and constructively marked * Show interest and enthusiasm for their pupils’ learning * Listen to the pupils, value their contributions and respect their views * Be sympathetic, approachable and alert to pupils in difficulty or falling behind * Identify and seek to meet pupils’ special educational needs through The SEN Code of Practice * Share with parents any concerns they have about their child’s development or progress * Expect high standards and acknowledge effort and achievement; pursue opportunities for personal and professional development * Report suspected cases of bullying or abuse to The Designated Teacher for Child Protection or in MrsCochrane’s absence, Mrs Turley * Follow up any complaint by a parent about bullying behaviours, and report back within one week on the action which has been taken, The Principal must be informed of any compliant |

\*Staff includes teachers, classroom assistants, office staff and ancillary personnel working in the school, both permanent and temporary.

## Our Parents/Carers/Guardians

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| **Parents’ Rights** | **Parents’ Responsibilities** |
| * A safe, well-managed and stimulating environment for their children * Reasonable access to the school * Have their concerns and enquiries dealt with efficiently and sympathetically * Be informed promptly if their child is ill or has had an accident * Be informed promptly if the school has a concern about their child * Be well informed about their child’s progress and prospects * Be well informed about school rules and procedures * A broad, balanced and appropriate curriculum for their child * Be involved in key decisions about their child’s education * A suitably resourced school with adequate and well-maintained accommodation | * Ensure that their child attends school regularly and arrives on time * Ensures homework is done * Ensures children are suitably equipped for the lessons in the day ahead * Be aware of our school rules and procedures and encourage their child to abide by them * Show interest in their child’s classwork and homework, where possible, provide suitable facilities for studying at home * Act as positive role models for their child in their relationship with our school * Attend planned meetings with teachers and support school functions * Provide the school with all the necessary background information about their child * Informing the school promptly about any concerns they have about school, or any * Significant change in their child’s medical needs or home circumstances |

## Board of Governors

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| **Rights of our Governors** | **Responsibilities of our Governors** |
| * To be kept informed about all matters pertaining to the running of the school * To be consulted about all aspects of school life * To make decisions in good faith about the running of the school * To be kept in touch with opinions, concerns and expectations of parents, staff and children | * To attend regular meetings * To make decisions about: * Financial management of the school * Pupil discipline * Implementation of the curriculum * Staff appointments * Community links * Grievance and disciplinary procedures * To ensure that good behaviour and discipline policies are pursued by the school * Make and keep under review a written statement of general principles about pupil behaviour and discipline, * Consult with the principal and parents before making its statement of general principles; * Consider guidance from DE, EA and CCMS * Decide and set out what aspects of discipline/behaviour should be a matter for the principal * Safeguard and promote the welfare of all pupils * Require the prevention of Bullying is specifically addressed * Ensure the school has a scheme for the suspension and expulsion of pupils in accordance to legal requirements * To work in partnership with The Principal and staff to ensure that the children receive a broad and balanced curriculum * To ensure that the school grounds and buildings provide a safe and secure environment for pupils and staff |

**ROLE OF THE PRINCIPAL**

The Principal has a key role in formulating and reviewing the behaviour policy and establishing the ethos of the school. She must ensure that pupils, parents and staff play a role in the life and organisation of the school.

The Principal must ensure that the rules of the school are administered fairly and consistently to all pupils. She should support her staff where appropriate and furnish the Board of Governors with a report on discipline within the school or on the behaviour of an individual pupil where necessary.

The Principal must also ensure that the school behaviour policy is processed in accordance with and alongside all other relevant school policies e.g. SEN Policy, Pastoral Care Policy, Anti-bullying Policy etc.

## Pupils’ Code of Conduct

A very high standard of conduct, work and appearance is expected from every pupil at Kilbroney IPS. All staff, pupils and parents will appreciate school and classroom rules to enable a consistent and fair approach to promoting positive behaviour.

### Attendance

Good attendance is essential.  **All** absences should be covered by a note. No pupil may leave school without the permission of his/her class teacher and/or Principal, on receipt of a note, and be signed out at the main office. Children should be on the school premises by 8.50am at the earliest, when teacher supervision begins. School starts at 9.00am. All pupils not engaged in school organised activities should have left the premises by 3.00pm.

### Behaviour

Speak respectfully to adults and peers alike.

Respect school property and other pupils’ property.

Show good manners at all times.

Have respect for self and others and take responsibility for their own actions.

Unacceptable behaviour includes bullying, stealing, fighting, use of boisterous games which are liable to cause injury to pupils, bad language and destruction of property.

### Homework

All homework should be well presented and be submitted on time.

All written homework should be signed by a parent or guardian.

### Appearance

All our pupils are expected to wear full school uniform every day, except on planned non-uniform days. For safety reasons only a watch and stud earrings should be worn. Make-up is not allowed. Hair styles must be tidy and not extreme (this will be applied at the discretion of the Senior Management Team and Board of Governors). Boys’ hair should be no longer than collar length. Long hair should be tied back for health and safety reasons. Wearing uniform promotes a sense of belonging to the school and encourages pride in smart personal appearance.

Movement

Pupils should move around the school in a quiet and orderly manner as directed in the school rules.

### Educational Visits

Pupils on school visits are expected to abide by the aims of our Behaviour Policy. In addition, the staff will reserve the right to implement any rules which they deem necessary to ensure the safety and welfare of pupils and staff.

**Code Of Conduct**

**For a safe and happy school we are expected to…….**

* Arrive at school on time A blue circle with a river and mountains

  Description automatically generated

* Wear our school uniform
* Show respect to everyone in school
* Be truthful, well-mannered and kind
* Take pride in our school building
* Look after our books
* Walk sensibly and quietly in the corridors
* Keep our school litter free
* Set a good example to others
* Exercise self-control
* Line up quickly and quietly when the bell rings
* Remember we are representing our school when we are out in the community

***Our Code of Conduct was drawn up in consultation with our Student Council.***

***It is displayed prominently around school and is articulated in a more suitable language in Foundation Stage***

### Code of Conduct for Staff

The child’s experience in school is viewed as one of great importance and significance. We are committed to securing good order by creating an atmosphere and environment which has a positive effect on behaviour. Teachers should, through their own enthusiasm and values, endeavour to enhance pupils’ self-esteem. Sensitivity to the different emotional and intellectual needs of our pupils will ensure that the curriculum will be such that all children will achieve their full potential.

### Code of Conduct for Parents

It is highly important that parents co-operate actively with the school by supporting the education efforts of the school utilising the structure offered for parental involvement and by promoting positive behaviour at home.

Parents will be made welcome to discuss any problems or difficulties their child may be experiencing at school. We would like parents to share their concerns so that they can be resolved as quickly as possible and with the minimum of distress to the child. Parents should telephone or call into the main office to arrange a suitable time. Parents must **not** enter the school playgrounds or classrooms without prior arrangement with the main office.

**KILBRONEY INTEGRATED PRIMARY SCHOOL**

**GENERAL SCHOOL RULES**

At Kilbroney Integrated Primary School pupils should not view the following school rules as limitations on their freedom but rather as guidelines for keeping the school environment safe.

#### 1. Movement About School

Children should at all times walk in the corridors in a quiet, orderly manner, keeping to the left hand side of the corridor.

#### 2. Going to the toilet

(a) When pupils leave class at break time (10.30am-10.45am) and lunch time (12.00pm 12.25pm) they are encouraged to go to the toilet. If a pupil has a medical problem requiring frequent visits to the toilet, the teacher should be informed in writing.

#### 3. Playtime

1. Pupils should play in that part of the playground allocated to their class.
2. Bullying, fighting, damage to property and bad language are unacceptable forms of behaviour.
3. No pupil is to leave the playground without the supervisor’s permission.
4. Pupils are discouraged from re-entering the building at break and lunch as supervision only takes place outside.

#### 4. Entering and Leaving the School

1. Pupils entering or leaving the school grounds should walk on the designated area provided and use the appropriate crossing patrols. Parents/guardians who wish their child/ren to walk home must notify the Principal and class teacher in writing. Children will be accompanied to the 2.50pm bus.
2. **All** visitors, staff, parents/guardians and pupils should use the main front door only.
3. **All** visitors and parents/guardians are asked to report to the school office and sign the visitor’s book and collect a visitor’s pass.

#### 5. Good Manners

1. Pupils should practise good manners **at all times** e.g. use of please, thank you, excuse me and opening doors for adults etc.
2. Pupils entering another classroom should knock the door, and excuse themselves, before addressing the teacher in a proper manner.

#### 6. Environment

Children should take pride in their school and school environment by:

1. Keeping the school tidy and litter free
2. Using recycling facilities
3. Wearing their school uniform

#### 7. Lunchtime

The Principal supervises in the playground as regularly as her duties allow. Supervisory and classroom/general assistants supervise in the dining hall, assembly hall and in the playground during the lunch period. In the dining hall children are expected to: -

* Line up quietly in an orderly manner
* Sit in their allocated seats and display good table manners
* Chat quietly
* Stack their plates and leave the hall quietly

Children are expected to show respect to **all** non-teaching staff who play a valuable role in maintaining good behaviour in school.

Where behaviour at this time is unsatisfactory, the supervisory assistants will report the pupil concerned to his/her class teacher at the end of lunchtime.

### Rewards which may be used in school

We at Kilbroney Integrated Primary School not only promote and teach positive behaviour and attitudes with our children; we also greatly value and reward them. The emphasis of this policy is on the positive and consistent reward of positive behaviour and attitudes.

**We believe our children learn best when they are happy at school**

Each teacher has their own system of class rewards such as:

* Stickers, stars, badges and stamps
* Pupil of the Week
* Compliment List (one pupil per week)
* A written comment on pupil’s work, or in a more detailed way picking out specific points or ideas that merit commendation
* Verbal signals
* Written notes to parents
* Sending the child to another teacher or The Principal for praise
* Special responsibility for jobs
* Individual or table prizes
* Star charts
* Reward charts
* House Points/Golden time
* A quiet word, encouraging smile or approving look
* A public word of praise in front of a group, a class or the whole school
* Use of school reports to comment favourably, not only on good work and academic achievement, but on behaviour, on involvement and on general attitudes
* Notes home
* Termly Principal Awards
* Wonderful Work Walls in the classrooms
* Team/ individual points
* Team/ individual awards- homework passes, etc
* End of school year awards
* Private praise

**Playground Buddies –** in recognition of their senior position in school and to help foster self-discipline and a sense of responsibility, Year 7 pupils are encouraged to be Playground Buddies in the Year 1 – 3 play ground.

### Sanctions

The ethos of the school is to create a positive and happy environment. While all staff will endeavour to acknowledge and reward the positive behaviour of pupils, it may be necessary at times to use a range of sanctions to address inappropriate behaviour. It is essential that pupils understand it is the behaviour that is not acceptable and not the pupil him/herself. To this end the staff will use firm, consistent management, seeking to develop and maintain a positive relationship with pupils. The school will use a range of strategies to encourage positive behaviour such as traffic lights, table points and strike 1, 2, 3.

All staff and pupils will know and apply both school and classroom rules. Emphasis is placed on reinforcing and praising good behaviour in order to raise and maintain self-esteem. Due cognisance of age, personality and circumstances will be taken into account in any given situation.

Sanctions and procedures will have to be employed if pupils do not respond to this approach.

Staff will use a range of sanctions employing the least to the most intrusive approach e.g.

\*A look of disapproval

\*Verbal rebuke

\*Movement of a pupil from their normal seat

\*Work sent home to be completed

\*Break time or lunch time ‘time outs’

\*Withdrawal of privileges

\*Referral to Principal

\*Involvement of parents

\*Daily report to monitor behaviour

\*Referral by the Principal to Board of Governors

\*Suspension

\*Expulsion

Parents may be consulted at any stage throughout the sanction procedure. The class teacher and/or Principal will use discretion as to whether parents need to be informed if their child has been in break time or lunch time ‘time out’ depending on the seriousness of the misdemeanour.

Sanctions will be applied and should:

\*Be immediate and discrete

\*Provide school with opportunities to make a low level response to pupil behaviour \*Have a hierarchy appropriate to behaviour

\*Be fair

\*Be consistent

\*Be appropriate to meet individual needs

\*Keep self-esteem intact

### Levels of Inappropriate Behaviour

It is important that teachers keep a record (diary) of incidents, particularly at Levels 2 and 3.

Notable incidents should be filed in the pupil’s record folder.

All referrals/IEPs at Level 3/4 should be held on file and referred to on the SENCO records.

Level 1 Behaviour – will normally be dealt with by the class teacher. If persistent it may become a Level 2.

Level 2 Behaviour – will normally be dealt with by the class teacher. The class teacher may involve parents either formally or informally. Senior leadership (and if deemed appropriate Principal) intervention may also be required. The Special Educational Needs Co-ordinator (SENCO) may be informed and the child’s name added to the SEN Register.

Level 3 Behaviour – will be dealt with by the Principal and parents will be contacted. SENCO involvement, engagement with the Behaviour Support Team and referral to Educational Psychology may be appropriate. Depending on the seriousness of the issue Board of Governors involvement may also be required.

If a pupil engages in an act of violence against any person or property of a member of school staff, or to an immediate relative of the member of staff’s family, disciplinary action will be taken against the pupil which may include consideration of the option to expel.

The following are *some* examples of what constitutes Level 1, 2 and 3 inappropriate behaviours.

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| **Level One Behaviours**  **Misbehaviour that can be effectively managed within a classroom environment by the class teacher/ classroom assistant/supervisor – (the class teacher should be informed- Principal may be informed)**   * Infringement of playground and class rules/Code of Conduct. * Disregarding instructions * Speaking out of turn * Minor bad language- spontaneous swearing, sectarian, racial, insulting or rude remarks * Disrupting/distracting another child leading to incompletion of tasks * Unsafe movement around the classroom/school e.g. running in corridor. * Entering out of bounds areas such as classroom at specified times, without permission * Use of property/resources without asking * Unsafe use of property/resources causing damage. * Insensitivity to others * Not taking instructions * Telling lies/getting others into trouble * Rough play | **Level One - Behaviour Modification**  **Strategies/sanctions[[1]](#footnote-1)**   * Verbal warning to individual/whole class * Private discussion with child * Use of ‘Scripting’ [[2]](#footnote-2) to remind pupils of what is acceptable and maintain positive tone. * Reminder of class/school rules/Code of Conduct * Self-reflection * Use of 1-10 scale of feelings and encourage self-regulation/solution based discussion * Oral apology * Repositioning of pupil * Withdrawal of pupil from situation (temporarily) * Use of quiet corner/calm box/thinking area   ( age dependant)   * Reduction in play privileges / Golden   Time etc. in line with class routines. |
| **Level Two**  **More serious behaviour that is not so easily managed within a classroom environment.**  **(Class Teacher/Assistant/Supervisor will notify other staff and involve Principal. Parents may be notified in writing or by phone call)**  Persistence of Level One behaviours e.g.   * Deliberate use of bad language to hurt others (includes sectarian/racial/ abuse written or verbal)   Deliberate destruction of another child’s piece of work/ Persistent infringement of school rules. Persistently not taking instructions. Persistently telling lies/getting others into trouble/name calling  also   * Bullying behaviours * Answering back/ shouting/ * Refusal to work or cooperate * Stealing/intent to steal * Isolated acts of violence – kicking, hitting, thumping, biting etc. * Threatening behaviour * Working or playing in an unsafe manner * Outburst of anger but pupil regains composure | **Level Two- Behaviour Modification**  **Strategies/sanctions**   * Inform parent through a phone call * Meeting with parent/s if necessary. * Principal discusses sanctions with pupil if age appropriate. * Ensure work is completed at another time. * Pupils sent in from playground to a supervised area * Stay in at break/lunch-time in a supervised area, as directed by principal * Loss of privileges – football day/golden time/stars/playtime etc. (not curriculum areas) * Written apology or self-reflection using questioning[[3]](#footnote-3) e.g. oral or written (no lines/extra maths) * “Time out” in the classroom or in another classroom |
| **Level Three**  **Very serious misbehaviour or persistent Level Two behaviours.**  **Formal involvement by the Principal and parents.**  **(Additionally other outside agencies may also become involved).**  **Persistence of Level Two e.g.**   * Persistent bad language (includes racial/verbal abuse) /defiance/ Persistent stealing/intent to steal/   Vandalism of school building or property/ Dangerous refusal to obey instruction.  Violent playtime incident  Repeated and deliberate incidents of bullying  Major disruption of class activity  also   * Leaving school premises without consent * Violent hitting/kicking/fighting – aggressive violent behaviour, causing deliberate injury * Aggressively threatening behaviour towards staff/parents/ pupils * One or more of the above behaviours which cause the pupil to go into ‘Crisis’ Phase of The Breakwell Cycle[[4]](#footnote-4) | **Level 3 - Behaviour Modification**  **Strategies/sanctions**   * Principal informed immediately if crisis occurs-pupil removed from situation and supervised in designated area e.g. office/interview room. Appropriate protection for staff in place * Risk assessment of location/situation * Principal/SENCO involved in monitoring situation from level 2 * Crisis/ anger management and de-escalation intervention * Parents contacted to meet principal along with class teacher (DTCP (Designated Teacher Child Protection)/SENCO may attend if appropriate) * Note of Concern regarding placement on SEN Code of Practice / Placement on SEN register (EBD) for Social Emotional and Behavioural reasons * Other interventions – Targets, Daily record Card etc. Nurture group, Counselling * Anger de-escalation strategies recognising the stages of ‘The Breakwell Cycle’ |
| **Level 4**  **Where there is persistence of Level Three behaviours and the above interventions are not supporting the pupil adequately, further agency involvement may be deemed necessary.** | **Level 4 - Behaviour Modification**  **Strategies/sanctions**  Continued Placement on SEN Register in line with Code of Practice (EBD)  SEBD referral  Other agencies e.g. CAMHs, EWO, Psychology, Social and Emotional Behaviour Team involvement.  Suspension or exclusion following appropriate procedures |

# **Care & Control of Children**

All pupils, P1 to P.7, are encouraged and motivated to behave well through a system of incentives and rewards, which are age and language appropriate and understood by every child. Strategies used to promote positive behaviour include:-

* Ensuring pupils follow the general rules of the school
* Pupils in each class devising a set of agreed acceptable behaviours (class rules) to encourage ownership and responsibility
* Ensuring pupils’ voice is heard and valued in overall running of the school e.g. student council, pupils’ questionnaires, opportunities for role play explored e.g. Circle Time, peer mediation
* Positive behaviour praised and reinforced throughout the school community e.g. Pupil of the week & Good Manners Award. Class, canteen, whole school awards
* Celebrating success and sharing learning – within their class/whole school/parents’ newsletter/assembly and through the local press/school newsletter.
* Assigning roles of responsibility – positive behaviour will be rewarded by giving our pupils roles of responsibility e.g. litter busters, librarian, student council, class/playground/lunch prefects.

It is anticipated that most incidents will be dealt with informally by the class teacher in accordance with the class & school rules. However when a pupil consistently refuses to behave appropriately, sanctions may be put in place. Sanctions are necessary for two main reasons:-

* To make the particular child and others aware of the school/teacher’s disapproval of unacceptable behaviour
* To protect the safety of all members of the school community and the teacher’s authority

## Order of Procedures to Deal with Misconduct

1. Verbal reprimand from class teacher e.g. discuss/explain to the child why their behaviour was inappropriate/remind them of the agreed classroom rules. Teachers will design their own procedures for dealing with misconduct in their classroom in accordance with their pupils’ age/ability etc.

2. Minor penalty/withdrawal of privileges for a fixed period relevant to the offence i.e. time out during play time/golden time etc.

3. Referral to the Principal and a system of detention i.e. break, lunch, after school with appropriate work (parents/guardians will be contacted)

4. Parents will be consulted to discuss their child’s behaviour, find a way forward and agree consistent approaches to be used at home and school.

5. Advice sought from EA Behaviour Support Service e.g. pupils placed on an Education Plan for behaviour.

6. Suspension/Exclusion.

## Minor and Major Breaches of Discipline

**Minor breaches (i.e. those which disrupt the learning environment or break classroom/school rules)**

Minor breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner, with some flexibility regarding age, ability and personal circumstances as far as consequences are concerned.

Each case is treated individually. Generally children are made aware that they are responsible for their own actions and that breaking rules will lead to consequences.

Normal consequences for minor breaches of discipline include a verbal reprimand and reminder of expected behaviour, loss of free time such as playtimes, golden time, period of time out etc.

**Major breaches** of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and disruptive behaviour in the classroom, school building, canteen or playground.

This type of behaviour is generally rare and it is the responsibility of the Principal who will deal with it following the school procedures.

## Intervention

If a child violently attacks another child or adult, is in danger of hurting themselves, is out of control and does not respond to requests to calm down, then the secure holding technique is necessary.

The child should be removed from the situation as soon as possible and taken to the Principal or a member of the Senior Management Team. Parents/guardians will be notified and an incident form completed.

The Principal will work with the member of staff and parents to devise an action plan to meet that child's needs. This may include the involvement of other agencies -social services, SEELB psychology service or Behaviour Support Team, etc.

## Suspension

If the problem is severe or recurring then suspension procedures are implemented. This will take the form of suspension from school for a number of days, the duration of which will be subject to the severity of the misdemeanour.

A child who gets into serious trouble at school can be suspended. The school principal can suspend a child if they have seriously broken school rules or if allowing them to stay in school would seriously harm their education or welfare, or the education or welfare of other pupils.

An initial suspension will not exceed five days, and a child can only be suspended for a maximum of 45 school days in any one school year. Parents may be asked to collect suitable work from the school and return it when it has been completed, during the suspension period.

When a child is suspended, the principal will telephone the child’s parents and will provide written notification to the parent, the Chair of the Board of Governors and the Education Authority/CCMS. This letter will set out the reason for suspension and the period of suspension.

Following suspension, parents/guardians must accompany the pupil on their return to school to meet with the Principal, class teacher and in some cases the Chair of Governors and external agencies, to discuss their child’s behaviour and put plans in place for their return to school and the way forward.

## Expulsion

The expulsion of a pupil from a School is the most serious disciplinary action that can be applied to a pupil and the school will only do so as a last resort after trying to improve the pupil’s behaviour through other means.

In considering the expulsion of a pupil, the Board of Governors will consult with parents/guardians and all relevant agencies. Procedures will follow the Dept Circular Number: 2021/04 Subject: Suspensions and Expulsions Arrangements for pupils in grant-aided schools in Northern Ireland Expulsions usually occur for the following reasons:-

* A single major incident involving gross misconduct
* As a last resort where the school has taken all reasonable steps to avoid expelling a pupil
* Where allowing the pupil to remain in school would be seriously detrimental to the education and welfare of the pupil or that of others in the school

## Incident Forms

An incident form is used to record all relevant details of a misdemeanour and will be completed by the member of staff who dealt with the situation first hand.

**Daily Report**

Parents will be kept fully informed with regard to a Daily Report when a joint strategy is necessary.

### Class Behaviour Logs

Each class teacher has a class behaviour log into which he/she enters notable events of indiscipline and immediate action taken. The purpose of this report is to compile a list of misdemeanours committed by pupils. It may be used at some stage in their primary school career to substantiate a report on unacceptable behaviour or in interviews with parents, other members of staff, the Principal, Education Welfare Officer and Behaviour Support.

# ***Role of Parents/Guardians***

Parents/Guardians can help support our Discipline Policy by…

* Recognising that an effective school behaviour policy requires close partnership between parents/guardians, teachers and children.
* Recognising the importance of an effective school behaviour policy in creating a safe learning environment for both staff and pupils.
* Discussing the school rules and classroom discipline plans with their child and being supportive of the school policy.
* Fostering and developing positive relationships between home and school.
* Remembering that staff will deal with behaviour problems in a consistent, patient and positive manner.

If discipline problems are persistent or recurring, parents/guardians will be involved at the earliest possible stage.

**Training and Professional Development of Staff**

The school will provide training and development for the teaching staff relevant to pupil behaviour management issues through:-

* Appropriate training tailored to specific needs and priorities.
* Induction training for new staff
* Guidance and support materials

**Links with Other policies**

### The Code of Practice

When a teacher recognises inappropriate behaviour and uses normal classroom strategies to deal with the behaviour and finds that they are ineffective and that the behaviour is affecting the teaching and learning in the classroom, then the child should be placed at Stage 1 of the Code of Practice.

Our Positive School Discipline Policy is in agreement and integrated with other school policies currently in place:

Child Protection Anti-bullying Special Educational Needs

### Review and Evaluation

The policy will be reviewed annually. During this review we will endeavour to evaluate the effectiveness of our provision for Pastoral Care.

# Class Plan for Learning in Foundation and Key Stage 1

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**We believe that good behaviour is about making the right choices!**

**Our Classroom Rules**

1. We follow instructions carefully

2. We keep our hands and feet to ourselves

3. We only use nice words

4. We follow the signal for attention

5. We listen to the person who is talking

**Positive Recognition/ Rewards**

**When we choose to keep to these rules we may receive the following rewards:**

* 1. Praise 5. Individual/personal Stars
  2. Stickers 6. Praise from each class/principal
  3. Certificates 7. A note home
  4. Table Stars 8. Special Activity

*9. Homework Pass \** *10. Time on Computer\* \* As suggested by pupils*

**Consequences**

**If I choose to break a rule the following steps will be taken;**

First time a pupil breaks a rule… Reminder (attention drawn to rule)

Second time a pupil breaks a rule… Verbal Warning

Third time a pupil breaks a rule… Amber Traffic Lights

Fourth time a pupil breaks a rule… Red Traffic Lights – lose 5 minutes Golden Time

Repeated breaking of rules… Visit Mrs Porter and parents may be contacted

# Class Plan for Learning in Key Stage 2

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**We believe that good behaviour is about making the right choices!**

**Our Classroom Rules**

1. We follow instructions carefully and listen to the person who is meant to be speaking

2. We keep our hands, feet and impolite words to ourselves

3. We will respect all adults and pupils in school

4. We will follow the signal for attention

5. We will be positive and concentrate on our work

**Positive Recognition/ Rewards**

**When we choose to keep to these rules we may receive the following rewards:**

1. Praise 6. Individual/personal Stars/Treat
2. Stickers 7. Praise from each class/principal
3. Certificates 8. A note home
4. Table Stars 9. Special Activity
5. *Homework Pass \** *10. Time on Computer\* \* As suggested by pupils*

**Consequences**

**If I choose to break a rule the following steps will be taken;**

First time a pupil breaks a rule… Reminder (attention drawn to rule)

Second time a pupil breaks a rule… Verbal Warning

Third time a pupil breaks a rule… Amber Traffic Lights

Fourth time a pupil breaks a rule… Red Traffic Lights – lose 10 minutes Golden Time

Repeated breaking of rules… Visit Mrs Porter

and parents may be contacted

**\*Severe behaviour will be immediately referred to Mrs Porter**

1. Guidance on Identifying and Supporting Learners with Social, Emotional and Behavioural Difficulties – NI Curriculum 2014 [↑](#footnote-ref-1)
2. See Appendix [↑](#footnote-ref-2)
3. 3 Appendix

   4 Appendix [↑](#footnote-ref-3)
4. [↑](#footnote-ref-4)