

WOODS PRIMARY SCHOOL



Positive Behaviour Policy

Legislation and Guidance

This Positive Behaviour Policy has been informed and guided by the following legislation and guidance:

Current legislation

- Health and Safety at Work NI Order 1978
- The Children (Northern Ireland) Order 1995
- The Human Rights Act 1998
- The Education (NI) Order, 1998
- Welfare and Protection of Pupil's Education and Libraries (NI) Order 2003
- The Education (2006 Order) (COMMENCEMENT NO. 2) ORDER (NORTHERN IRELAND) 2007
- The Education (School Development Plans) Regulations (NI) 2010
- Special Educational Needs and Disability Act (Northern Ireland) 2016
- Addressing Bullying in Schools Act (NI) 2016

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

Duties

The following section lays out the roles and responsibilities within the school for promoting positive behaviour.

Board of Governors

Members of the Board of Governors should:

- Ensure that good behaviour and discipline policies are pursued at 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 and EA
- Decide and set out what aspects of discipline/behaviour should be a matter for the Principal
- Safeguard and promote the welfare of all pupils
- Ensure that the prevention of bullying is specifically addressed
- Ensure that the school has a scheme for the suspension and expulsion of pupils in accordance with legal requirements

The Principal

The Principal should:

- Determine measures which the school will take to:
- Promote self-discipline and respect for authority amongst pupils;
- Encourage good behaviour and respect for others;
- Secure an acceptable standard of behaviour amongst pupils;
- Act in accordance with the Board of Governors statement of general principles and any guidance given by them;
- Prepare a written statement of these measures and give a copy free of charge to parents;
- Ensure that a copy of the Positive Behaviour Policy is available either on the school website and/or on request from the school office.

Consultation and Participation Process

Parents, pupils, Governors and staff will be consulted and have a role to play in the establishment of agreed rules, behaviours and management strategies.

They will be consulted using a combination of the following methodologies:

- Questionnaires
- Focus groups
- Policy Feedback Forms

Every three years a whole school audit involving pupils, parents, staff and Governors will be carried out. Results will be analysed and feedback will be made available to the whole school community. The results will be used to address concerns, inform and guide amendments to policy and procedures; identify CPD requirements; inform the School Development Plan and monitor and evaluate the policy.

Mission Statement

Our school is committed to developing a caring, inclusive and safe environment, where each child reaches their full potential to become a positive and confident contributor to society. We strive to achieve this by working in partnership with the child, their parents and the wider community, to create an atmosphere of mutual respect and understanding, truly reflecting our values.

Principles underpinning Behaviour Management

The Principal, governors and staff of Woods Primary School firmly believe that effective learning cannot take place without a requisite standard of positive learning behaviour.

The following principles underpin all strategies, policies and practice relating to pupil behaviour:

- All members of the school community should be accepted, listened and responded to.
- Everyone in Woods P S is entitled to work, teach and learn within a safe, caring and respectful environment. Therefore, any form of socially unacceptable and or bullying behaviour towards any member of our school community by any member of our community is completely unacceptable.
- All members of the school community have the right to be valued as an individual and supported to reach their full potential. Everyone should be considerate to the learning needs of each person and work together to achieve success.
- All members of the school community should understand, accept and support the principles of the school positive behaviour policy.

At Woods P S we value: -

- Being respectful
- Being caring
- Having high expectations
- Being Safe
- Inclusion

Promotion of Positive Behaviour

In Woods PS we want to create a happy, stimulating and caring climate that will promote positive learning behaviours. At the start of each academic year the pupils will be involved in agreeing a 'Classroom Behaviour Management Plan' with a focus on promoting positive learning behaviours (see Appendix 1). Their purpose is to promote learning for all pupils and to make it easier for teachers to teach effectively. The agreed rules and values should enhance the pupils' self-esteem and foster self-respect and respect for others. The content of these plans will underpin all classroom practice and will be implemented throughout the school. Pupils will be encouraged and supported to take responsibility for their own behaviour. The values and rules will be shared with parents to encourage them to actively support the school in developing positive learning behaviours in the children. Primary one children will discuss the rules with their teacher and they will be displayed visually in the classroom.

Safeguarding

The safety of children is paramount in all that we do therefore it is central in promoting positive behaviour. The development of social skills such as confidence, self-reliance, resilience and interpersonal skills are key and are promoted throughout the schools PDMU and Pastoral Care programme.

Guidance and Support

Effective interventions and support are in place to meet the additional education and other needs of pupils. The staff at Woods PS work closely with outside agencies to support the care and welfare of pupils. Guidance is given, when required, by the Behaviour Support Team, Barnardos, The Hub, Pupil Personal Development Service, Counselling Services e.g. family works.

Removing Barriers to Learning

This policy works in conjunction with the SEN policy to ensure that pupil needs are identified and met. Behavioural concerns should be reported to Mrs Milliken (SENCO) or Mrs White (Principal) who will work with the teacher, pupil and parents to address the needs that have been identified. Targets and IEPs will be put in place as required. When necessary RRAP action plans will be implemented.

When an incident occurs, the teacher, Mrs Milliken or Mrs White will carry out a 'Post Incident Debriefing Session' using the 'Reflection Sheet' (Appendix 2) in the class Behaviour File. The focus will be on restoration and moving forward to encourage positive learning behaviours.

Positive Behaviour Rules

These rules will be agreed at the start of each academic year through the use of the 'Classroom Management Behaviour Plan' (see Appendix 1 for most recent plans). They will evolve as a result of whole school consultation and debate. They will be displayed in a visual, age appropriate manner in each classroom. The plans will be analysed by Mrs White and Mrs Milliken and the overarching rules will be adopted as the School Rules. They will be displayed in a visual, age appropriate manner in the corridor.

Rewards Promoting Positive Behaviour

Our approach at Woods PS is one of encouragement and praise. Praise can be given in many ways and, without any attempt to put this into a value order, might include the following:

- Use of body language (smiling, nodding, thumbs up, handshake) a quiet word or an encouraging smile.
- A written comment on pupil's work or in a more detailed way picking out specific points or ideas that gives pleasure.
- Positive feedback to parents, verbally or in written form.
- A visit to a colleague or to the Principal for commendation, e.g. a written comment or sticker or merit mark.
- A public word of praise in front of the group, the class or the whole school.
- Public acknowledgement by presentation in class or at an assembly.
- Reward system in the class.
- Use of school report to comment favourably, not only on good work and academic achievement, but also on behaviour and on general attitudes.

The pupils will be consulted at the start of each year about the rewards that motivate them. The following whole school rewards have been agreed:

Star Pupil

A whole school Star Pupil reward system will be used as a positive reinforcement to promote high standards of learning behaviour. Each week the teachers will select a pupil from class who has displayed positive learning behaviour. Teachers may choose to give the award for something specific that they are focusing on within their class. Star Pupil will be awarded in assembly on a Friday. Each pupil will receive a certificate and prize; their photograph will be displayed on the pupil board.



Class Reward System

A point system will be used to reward the classes that move quietly around the school, line up safely at break and lunch time and sit quietly in assembly. The class with the most stickers at the end of the week will be given 10 minutes extra play time on a Friday afternoon (P1-P3), an extra session on the pitch (P4-P7).

Individual Class Rewards

Individual classes will agree the systems that they will use. Pupils will share their ideas using brainstorming sheets (Appendix 3). The focus of these rewards is to encourage and teach positive learning behaviours. They should include individual and whole class rewards, intrinsic and extrinsic motivators. Teachers must ensure that the agreed rewards are understood by all staff, pupils and parents. Parents will be informed through the 'Class Leaflet' sent home at the start of each year.

Sanctions for Unacceptable Behaviour

It is our view that effective learning and teaching can only take place in a positive environment where clear boundaries are set. Sanctions provide pupils with the security of clearly defined boundaries, and, in doing so, they encourage appropriate behaviour.

Sanctions at Woods PS will: -

- Focus on achieving behavioural change.
- Focus on maintaining good relationships.
- Take account of age and degree of maturity, SEN, background and any other relevant circumstances
- Be proportionate and separate the behaviour from the child
- Avoid escalating the situation
- Be applied as soon as possible, in a calm, measured manner.

Sanctions will not: -

- Normally be applied to entire classes or groups when the guilty parties have not been identified
- Degrade pupils or cause humiliation
- Involve physical force

Sanctions will be discussed as part of the 'Class Behaviour Management Plan'. Pupils will be asked to think about sanctions that help them to make better choices (Appendix 3).

Sanctions used may include: -

- Withdrawal of privileges
- Restriction of access to extra – curricular activities for a period of time
- 'Putting things right' tasks
- Referral to Mrs Milliken or Mrs White
- Contacting parents
- Suspension – in extreme cases (see related policy and Appendix 4)

When agreeing the sanctions that will be used teachers must ensure that pupils are aware of the behaviour that will lead to the imposition of the sanctions.

Restorative Practice

In Woods PS we focus on positive behaviour management and restorative practices. When a behaviour issue arises time will be spent identifying and addressing the underlying causes of the behaviour. Mrs Milliken (SENCO and Designated Teacher) will support the class teacher and pupil. When necessary, Individual Behaviour Plans will be put in place to help to meet the pupil's emotional and behavioural needs and support them in managing their behaviour.

Rights and Responsibilities

Every member of the school community has a right to:

- Be valued as members of the school community
- Be treated fairly, consistently and with respect
- Be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon
- Have a voice and be responded to
- Reasonable access to the school, and to have their enquiries and concerns dealt with sympathetically and efficiently
- Be in a pleasant, well managed and safe environment (emotionally and physically)

Every member of the school community has a responsibility to:

- Be punctual, prepared and suitably equipped
- Respect the views, rights and property of others
- Work co-operatively with the other members of the school community
- Contribute to and adhere to the school's underpinning values and principles

Teachers have a right to:

- Support and advice from senior colleagues and external bodies
- Adequate and appropriate accommodation and resources

Teachers have a responsibility to:

- Ensure that lessons are well prepared, making use of available resources
- Set appropriate homework
- Mark the children's work, provide feedback to help to develop the children's learning.
- Work co-operatively with pupils to overcome barriers to learning
- Identify and seek to meet pupils' special educational needs through the SEN Code of Practice

Parents have a right to:

- A safe, well managed and stimulating environment for their child's education
- Be well informed about their child's educational progress and behaviour in school.
- Be involved in consultation regarding the school's policies and procedures.

Parents have a responsibility to:

- Ensure that their child attends school regularly and arrives in good time
- Ensure that their child completes their homework and is suitably equipped for the day ahead
- Support the school's policies and procedures
- Support their child's learning
- Act as positive role models for their child in their relationship with the school
- Encourage their child to follow school rules and comply with social distancing guidelines.

Social Distancing in School Due to Covid 19

All members of the school Community **MUST** follow social distancing rules in school grounds and remain 1m apart at all times in school.

Children should not touch other people in school and never intentionally/deliberately cough on anyone else in school or in anyone's face. Anyone purposely breaking this rule will be spoken to. Their parents will be phoned and asked to remove them from school.

Links to Other Policies

This policy is linked to the following policies: -

- SEN Policy
- Attendance Policy
- Mental Health and wellbeing Policy
- Pastoral Care Policy
- Use of Reasonable Force Policy
- E-safety Policy
- Safeguarding and Child Protection Policy
- Anti-bullying Policy
- 123 Club Policy
- Early bird Policy

Policy Review

The effectiveness and application of this policy will be reviewed annually by staff. The review will take into account current needs and practice. Collection and analysis of performance and other data (including SIMS) will be used as part of the review to determine how successful the policy has been in encouraging positive learning behaviours and keeping unacceptable behaviour to a minimum. This data will also form the basis for the Annual Report to the Board of Governors on how effectively the current Positive Behaviour Policy is, on the basis of the evidence, achieving its stated outcomes.

Pupils and staff will be consulted, via focus groups and staff meetings, each year as a means of informing and updating the current policy. Parents will be consulted every 3 years via questionnaires to gather evidence and information on the effectiveness of the policy. This will be used to keep the policy updated.

Continuing Professional Development

Woods PS recognise that it will be necessary to provide appropriate continued professional development (CPD) of staff in order to further develop teachers' and assistants' skills and strategies for meeting the diversity of needs within their classes and, most importantly, sharpening the focus on the progress and outcomes made by all children.

Good practice will be identified through paired teaching sessions and observations. This will be shared among staff. Training needs will be identified through PRSD and Staff Audits. They will be communicated to the relevant EA Services. Opportunities for CPD will be identified through the EA Regional Training Calendar and through consultation with other external providers, e.g. RISE NI.

The necessary resources in terms of time, expertise and materials will be made as required.

Signed: Canon Barry Paine

Chairperson Board of Governors

Signed: _____



Principal

Date: 2.6.21