

Ebrington Primary & Nursery School



Positive Behaviour Policy

May 2019

To be reviewed May 2021

Unless there is a significant change in school
practice or policy.

Signed _____ (Chair of Governors) Date _____

Ebrington Primary & Nursery School

Positive Behaviour Policy

Context: Legislation & Guidance

'As part of their pastoral care responsibilities, Boards of Governors and principals have a common law duty of care towards pupils, as well as statutory responsibility for discipline and good behaviour in their schools' (Pastoral Care in Schools: PROMOTING POSITIVE BEHAVIOUR, DE, 2001 pg 3)

In the formulation of this policy, it 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, P.D.M.U. and Special Needs.

Due to current legislation and guidance, this policy has been informed and guided by the following:

- Health & Safety at Work NI Order 1978
- The Children (NI) Order 1995
- The Human Rights Act 1998
- The Education (NI) Order 1998
- Welfare & Protection of Pupil's Education and Libraries (NI) Order 2003
- The Education 2006 Order (NI 2007)
- The Education (School Development Plans) Regulations (NI) 2010
- Special Educational Needs & Disability Act (NI) 2016
- Addressing Bullying in Schools Act (NI) 2016
- Pastoral Care in Schools: Promoting Positive behaviour, DE, 2001
- Safeguarding & Child Protection in Schools. A Guide to Schools, DE, 2017
- Inspection & Self-Evaluation Framework 2017 (ETI)

Duties: Board of Governors

'The role of the Board of Governors is to promote equality, good relations and diversity and to comply with education and employment legislation and anti-discrimination, human rights and equality legislation that affect its statutory duties in relation to school' (Every School A Good School-The Governor's Role: A Guide for Governors, DE, 2017 pg 27)

Based on the above statement, it is essential that governors ensure that good behaviour and discipline policies are pursued in school. Governors in school have worked on the core values they believe are essential within Ebrington PS & NS to promote effective learning and teaching within a sound learning environment, with positive relationships at school and classroom level, between staff and pupils and between pupils themselves. They have also developed a written statement of the general principles relating to positive behaviour and quality learning and teaching, and consulted with key stakeholders on these.

It is also a key role of the governors to ensure that they safeguard and promote the welfare of all pupils, ensure that the prevention of bullying is specifically addressed, decide and set out what aspects of behaviour should be a matter for the principal and to ensure that the school has a scheme for the suspension and expulsion of pupils in accordance with legal requirements.

Duties: Principal

'School leaders have the primary responsibility for ensuring that their school's ethos, the expectations it has for its pupils; its pastoral care arrangements; and its teaching and curricular provision support and motivate pupils and provide them with opportunities to succeed.' (Every School A Good School, DE, 2017 pg 35)

In meeting the above guidance from DE, the principal, Mr B Guthrie, will work with the key stakeholders to determine the measures (rules and enforcement) that Ebrington PS & NS will take to promote self-discipline and respect for authority amongst its pupils, encourage good behaviour and respect for others and to secure an acceptable standard of behaviour among the pupils. To ensure this happens, they will work in accordance with the Board of Governors statement of general principles and any guidance given; include, as part of this policy, a written statement of the measures (rules and enforcement) and provide a copy to parents on request and ensure that a copy of the Positive Behaviour Policy is available on the school website and from the school office.

Mission Statement:

Ebrington Primary & Nursery School seeks to provide a caring secure and challenging environment in which all our pupils have an equal opportunity to reach their full potential – spiritually, socially, academically, physically, emotionally, morally and culturally and in which teaching and learning of academic excellence can occur with the co-operation and support of parents.

Core Values

Following thorough participation and consultation from a range of stakeholders (staff, governors, parents & pupils), Ebrington Primary & Nursery School identified 6 Core Values that underpin the school vision, and from which the key principles have been developed. These Core Values are:

- **RESPECT**
- **SUPPORT**
- **SAFETY**
- **EQUALITY**
- **TRUST**
- **CONSISTENCY**

Key Principles

The staff and governors of Ebrington Primary & Nursery Primary School feel it is essential to promote a caring and supportive environment to enable all members of the school community to feel secure and respected, and therefore promote strong achievement and positive behaviour in others.

Reflecting this ethos, our school's positive behaviour policy seeks to set guidelines that support our pupils within a caring environment and will lead them to a position of self-discipline and personal responsibility. Therefore, this policy must be considered within the wider framework of the school's pastoral role and

alongside the Child Protection, Special Needs, Intimate Care, Reasonable Force & Safe Handling and Anti-Bullying policies, among others.

Discipline needs to be viewed as a method by which we seek to moderate and improve the overall behaviour of all our pupils. Therefore, this Positive Behaviour Policy focuses on behaviour that is desirable by using the approaches of praise, encouragement, incentives and rewards as well as sanctions for undesirable behaviour.

Our aim is that the pupils will see good behaviour and self-discipline as an understanding of, and a commitment to, their wider role and responsibilities within our community and society.

Good behaviour results from positive relationships between all who work and learn in our school where mutual respect, good manners and tolerance of others are necessary to create an environment where effective teaching and learning can take place.

The greater emphasis will always be on praise and reward for the behaviours that the staff in the school is trying to promote. Nevertheless, sanctions must be available for behaviour that is not acceptable and these will be implemented according to the severity of the behaviour.

The development of personal qualities and social skills and the fostering of a socially acceptable behaviour are integral aspects of the school curriculum. Staff will endeavour to contribute effectively to establishing and maintaining a climate within the school that is characterised by good relationships and mutual respect. The adults encountered by children at our school have an important responsibility to model high standards of behaviour, both in their dealings with the children, and with each other.

At Ebrington Primary School we have the highest expectation of the achievement of every child, and we aim to:

- Ensure that every member of the School community will be treated with equal value and respect.
- Provide a challenging learning environment that promotes children's independent learning, enjoyment and confidence.
- Involve parents and the wider community for the benefit of pupils' learning.
- Promote a health and safety culture for the benefit of all.
- Promote high standards of behaviour, towards property and each other.
- Ensure that school improvement and effectiveness are collective responsibilities, involving and consulting with key stakeholders, as appropriate.

Roles, Rights and Responsibilities

In order to achieve these aims, it is vital to realise that parents and staff in school have very discrete and complementary roles in the education of the young people they hold responsibility for. To help establish a harmonious and productive partnership between all involved with Ebrington Primary & Nursery School, it is important to outline the rights and the responsibilities of the various parties involved.

Role of Pupils

We would expect the children who attend Ebrington Primary & Nursery School to enjoy their education and to have their needs met. However, at the same time we wish to encourage children to realise that other children deserve and must enjoy the same treatment as they do. A child who is experiencing difficulty at school should inform his/her class teacher, the Principal or any other member of school staff.

Pupils have a right to:

- ✓ 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 is reasonable, acted upon.
- ✓ Be taught in a pleasant, well-managed and safe environment.
- ✓ Work and play within 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.

Pupils have a responsibility to:

- ✓ 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 and their peers.
- ✓ Work as hard as they can in class.
- ✓ Conform to the conventions of good behaviour and abide by the school rules.
- ✓ Seek help if they do not understand or are in difficulties.
- ✓ Accept ownership of their behaviour and learning, and to develop the skills of working independently.

The Role of the Teacher/ Support Staff

A teacher's role is to provide education for the children in his/her care.

'A climate which fosters effective learning, both within the classroom and about the school, is at the heart of the education process.'

'Promoting Positive Behaviour' p.6. DENI, 2001

When the teacher/ support staff and pupil understand their different roles a positive, well-ordered learning environment can be achieved. Children at different stages in education require instruction and guidance and our school codes form the framework of our expectations as teachers for the behaviour of the children in our care. Our codes will be clearly displayed in each classroom and commented on, at regular intervals, by the teacher. Where appropriate, pupils will have ownership of their own Class Codes and enter into a signed Behaviour Contract. Teachers, assisted by support staff, will enforce acceptable behaviour in their class in a positive manner, having regard to the positive nature of the school policy, consulting with the Principal when necessary.

Staff have a right to:

- ✓ Work in an environment where common courtesies and social conventions are respected.
- ✓ Express their views and to contribute to policies that 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.

Staff have a responsibility to:

- ✓ Behave in a professional manner at all times.
- ✓ Ensure that lessons are well prepared, making use of available resources.
- ✓ Show interest and enthusiasm in the work in hand and in their pupils' learning.
- ✓ Listen to the pupils, value their contributions and respect their views.
- ✓ Be sympathetic, approachable and alert to pupils in difficulty, either with their work or with personal worries.
- ✓ Identify and seek to meet pupils' special educational needs through the SEN Code of Practice.
- ✓ Maintain accurate and detailed records of type and frequency of behaviours presented by a pupil (see incident report form, appendix 1), including liaison with parents and other agencies. For a child with SEBD needs
- ✓ Share with the parents any concerns they have about their child's progress or development.
- ✓ Expect high standards and acknowledge effort and achievements.
- ✓ Pursue opportunities for personal and professional development.

Role of Parents/Guardians

Standards of behaviour, both acceptable and unacceptable, are well established in pupils before they come to school. Behaviour which can be tolerated at home may not always be acceptable at school because of the large numbers involved in the school community.

We believe in the value of partnership and actively encourage parents and guardians to establish and maintain a positive relationship with the Class Teacher and Principal.

It is essential that staff and parents work in partnership in order to set and maintain the standard of behaviour expected by the school for the benefit of every child. The support of parents is essential in order to maintain high standards of pupil attendance, punctuality, pupil appearance, wearing of school uniform, caring for learning materials (particularly those belonging to the school) and supervision of homework.

Parents have a right to:

- ✓ A safe, well-managed and stimulating environment for their child's education.
- ✓ Reasonable access to the school, and to have their enquiries and concerns dealt with sympathetically and efficiently.
- ✓ Be informed promptly if their child is ill or has an accident, or if the school has concerns 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.

Parents have a responsibility to:

- ✓ Ensure that their child attends school regularly and arrives in good time, with homework done, and suitably equipped for the lessons in the day ahead.
- ✓ Be aware of school rules and procedures and encourage their child to abide by them.
- ✓ Show interest in their child's classwork and homework.
- ✓ Act as a positive role model for their child in their relationship with the school.
- ✓ Attend planned meetings with teachers and support school functions.

- ✓ Provide the school with all the necessary background information about their child, including telling the school promptly about any concerns they have about school, or any significant change in their child's medical needs or home circumstances.

PATHS Programme

To help address social and emotional issues the school introduced the PATHS Programme from P1 – P7.

This provides teachers with a systematic developmental procedure for enhancing social competence and understanding in children.

It addresses the following goals: -

- Increased self-control i.e. the ability to stop and think before acting when upset or confronted with a conflict situation. Lessons in this area also teach identification of problem situations through recognition of "upset" feelings.
- Attributional processes that lead to an appropriate sense of self-responsibility.
- Increased understanding and use of the vocabulary of logical reasoning and problem-solving e.g. "if...then" ad "why...because."
- Increased understanding and use of the vocabulary of emotions and emotional states; e.g. excited, disappointed, confused, guilty, etc. Increased use of verbal mediation.
- Increased ability to recognise and interpret similarities and differences in the feelings, reactions and points of view of self and others.
- Increased understanding of how one's behaviour affects others.
- Increased knowledge of, and skill in, the steps of social problem-solving: stopping and thinking; identifying problems and feelings; setting goals; generating alternative solutions; anticipating and evaluating consequences; planning, executing and evaluating a course of action; trying again if the first solution fails.
- Increased ability to apply social problem-solving skills to prevent and/or resolve problems and conflicts in social interactions.

Our 'HOUSE' System

With the desire to promote positive behaviour, we recognise the value of 'healthy competition' between pupils, classes and 'houses'. When a child enters school in Year 1, they will be allocated to one of four 'HOUSES' for their time at Ebrington PS (to begin from September 2019). In recognising how positive behaviour is linked closely with positive achievement, whatever a child's ability, pupils will be made aware of how they can earn points for their 'HOUSE'. This award system will be developed to best suit the needs and age-appropriateness of each class at the beginning of the school year but will essentially be built on pupils following the classroom rules based around the PATHS programme and making good choices and positive contributions to the classroom. At a whole-school level, pupils can gain positive points for their house by representing the school in teams or events, or by gaining 'superstar' awards in assemblies. These points will be allocated to pupil records by the class teachers.

The progress of 'HOUSES' will be displayed within school and highlighted at key points during the year. The winning 'HOUSE', based on the highest points total throughout the year, will be rewarded by a special celebration before the end of that academic year.

Rules, Rewards and Consequences

As a school community, we have developed a set of Golden Rules. These are a short set of rules that can be easily understood by all involved throughout the various levels of the school. These rules are displayed in classrooms and are discussed with the pupils, so that they not only have a good understanding of the rules, but how they need to act and respond to uphold them. They are teaching tools that need to be constantly reinforced and highlighted. Again, they link back to our key school values.

The Golden Rules (See Appendix 1) are as follows:

1.Treat everyone with respect

2.Be Safe

3.Always do your best

4.Be a good team player

5.Be honest

6.Take care of your school

These Golden Rules have been developed to be consistent with values identified by all key stakeholders and with the following concepts:

- We understand it is alright to make mistakes if we recognise them as such.
- Be sensible, thoughtful and kind.
- Think before you speak or act.
- Move safely in all parts of the school building.
- Help each other and get on with everyone.
- Be respectful to others around you.

The Golden Rules are also in operation during lunchtimes and playtimes in the playground. There are also specific rules for the end of playtime and movement back to class, with line up rules and routines in operation.

These periods of play are influential and important times in a child's school day. Here children are free to form friendships, to structure their own play and to exert self-discipline and responsibility towards others.

At school, we also operate a system for class councils and school councils to meet. Class councils raise items to be brought to the agenda of the school council. At times, these items may be linked to the rules, rewards and positive behaviour within school.

At Ebrington Primary & Nursery School if a child successfully complies with these Golden Rules, this should be acknowledged. In our school we believe the ideal incentives towards positive behaviour are the intrinsic rewards offered by:

- Warm relationships
- A stimulating curriculum
- Positive role models

However, it is important to have a reward system in place that recognises all forms of social and academic achievement and effort. To ensure each child has the opportunity to experience success we use the following as rewards-

➤ **Non-verbal praise**

Smiles, thumbs up, pleased expressions.

➤ **Verbal praise**

At Ebrington Primary & Nursery School we believe that verbal praise is an important factor in creating positive atmospheres that will promote good behaviour. Verbal praise can range from a word in the ear to a 'public' recognition in class and can be related back to the Golden Rules. It can also be given to and by everyone!

➤ **Display**

Children's work will be presented in such a way that it will be obvious to any visitor that we are proud of success, whether it be in quantity or in quality of effort.

➤ **Marking**

Within class the marking will be used to build on success and provide encouragement by its associated comments.

➤ **'Happy Notes'**

Pupils can be rewarded with a 'happy note' when specific achievements warrant a positive mention to parents. These are sent home with the child in order to alert parents to a child's achievements. These can be from the class teacher or principal/ vice-principal.

➤ **Golden Time/ Activity Time**

As an incentive to children to keep motivational reasoning foremost in their minds during daily activities, compliance with the Golden Rules entitles the child to a period of activity to partake in a 'fun learning' activity within the classroom.

In school, we recognise there is a difference between pupil age and ability to understand the concept of 'reward time', therefore this operates differently in each classroom. This is expressed to pupils at the start of the year and is visually displayed on the wall of each classroom, as either a 'golden time' display or by Mr Glad/ Mr Sad. We feel to help keep each 'golden time' activity fresh for pupils, and encourage them to actively engage in the concept, that each staff member should operate their own developed reward system, rather than the same implemented throughout school, and pupils not engage as fully with it as they move through school.

➤ **Sharing**

In recognition of a particular task or behaviour the pupil may share their success with others, for example:

- The class
- The neighbouring class or teacher
- A chosen adult, e.g. principal/ caretaker/ supervisor

➤ **Monitors/Playground Pals**

Pupils in Primary 7 have the opportunity to be appointed as a playground pal to assist staff and pupils at playtimes. The expectations for these children's behaviours are high. They go through the process under the guidance of Mrs Stone & Mr Torrens so that they can take responsibility for assisting in the dinner hall and with playground games and equipment to be used with the Foundation Stage pupils in the school.

➤ **Celebrating Success**

Each month in Foundation Stage/ Key Stage 1, we have a 'Superstar Assembly', where we recognise those pupils who have been fulfilling our Golden Rules and setting a positive example to others. These range from working hard, commitment, friendships, honesty and play an important part in the personal development and mutual understanding of the pupils.

In Key Stage 2, an Ebrington PS an 'Achievement Award' is being developed. Pupils will work towards earning a bronze, silver or gold award for particular key areas identified within the year groups. These will include attendance, homework, punctuality, uniform, behaviour, team work and attitude to work. Again, they link back to the school's core values and are to be used to reward those pupils who consistently work hard and do their best in school, but also help to encourage those who have difficulties with certain aspects, at times, to see a reward for their endeavours.

Consequences

Consequences need to be an integral part of Ebrington Primary & Nursery School's Positive Behaviour Policy. They need to be used to uphold the rules and procedures within the school and, in doing so, they encourage appropriate and acceptable behaviour choices.

If a child breaks a Golden Rule, there will be a consequence. It is our belief that consequences, consistently and firmly applied, will result in boundaries being clearly drawn and therefore good behaviour choices promoted. **It is important to remember at all times to target the behaviour and not the child.**

The following should be used as consequences-

Stage 1

➤ **Praise**

Praise those children nearby who are modelling the appropriate behaviour in class.

➤ **Non-verbal**

A disapproving look, knowing shake of the head, movement to the vicinity of the child

➤ **Verbal**

A reminder of the Golden Rules. At this stage it is hoped that this will be in a 1:1 situation quietly, without interruption to the rest of the class.

➤ **Golden Time display/ Mr Sad v Mr Glad**

Pupils in each class have their names placed on a class display.

In Primary 1 & 2, pupils begin each day on Mr Glad, but will move off him, after being given a second reminder. If they continue to break one of the School's Golden Rules they are given a warning and moved to Mr Sad. They have the opportunity to earn their way back onto Mr Glad with applied effort and improvement in behaviour.

In Primary 3-7, pupils begin each week with 30 minutes Golden Time. If, after being given a verbal warning, they continue to break one of the School's Golden Rules, 5 minutes of Activity Time shall be deducted for the 30 minutes' entitlement.

In the event of extreme behaviours (physical, emotional and socially unacceptable), this will warrant that a child moves directly to missing golden time. Teacher's professional judgement will inform this action.

Stage 2

Unresolved problems

➤ **Detention/ Report Card**

If a pupil continually breaks the Golden Rules and is monitored as consistently losing Activity Time, or is involved in a seriously disruptive behaviour (see below) then they will be given a lunchtime detention (maximum two days in a row), and receive a letter home to parents, highlighting reasons for this detention (see appendix 2). A section of this letter includes a parental reply slip. A child will go directly for dinner/ packed lunch, then report to the principal's office, for the remainder of lunch. On the second occasion necessary for a pupil to be given a lunch detention, their behaviour will also be monitored through the use of a report card (see appendix 3).

Before beginning use of the report card, a teacher/ parent/ pupil interview will take place. A record of the discussion and the decisions taken are to be kept by the teacher and the principal is to be informed.

This means, under guidance from the teacher, their behaviour will be monitored daily after each session (before break, break, after break, lunch and after lunch) over a period of time (one week), with class teacher and pupil signing each day. If behaviour improves during the week, then the pupil will be taken off, but if no improvement is met, then the pupil will go on weekly report card for up to four weeks.

Stage 3

Principal/ Parent/ teacher/ pupil interview

If there still is no improvement in behaviour, then a meeting with the agreed stakeholders will take place, the pupil will continue to remain on the weekly report card and be moved onto the Stage 1 of the school's Special Educational Needs register, due to Social, Emotional & Behavioural Difficulties (SEBD).

Stage 4

Suspensions (as per DENI & EA Western Region regulations)

Note: These stages are descriptive rather than prescriptive. The procedure undertaken when a rule is broken will depend on the personnel concerned and the nature of the case. The conduct code itself is

intended to be a flexible arrangement where the guidelines only are offered to encourage and modify certain types of behaviour.

An overview of these stages is given in appendix 4

DEFINITIONS OF BEHAVIOUR

Disruptive Behaviour

Disruptive pupils vary in age and disruptive behaviours vary in their seriousness. Ability and family circumstances can present a range of emotional, behavioural, disciplinary and occasionally medical problems. Misbehaviour can be a sign or symptom of a learning difficulty. School will work closely with parents when there is a concern over a pupil's behaviour.

Disruptive behaviour can be divided into three areas:

Mildly disruptive:

This usually occurs in the classroom and includes such features as slowness to settle for lessons, talking out of turn, distracting other pupils and being inattentive. This can be checked by a spoken correction from the teacher.

<u>Mildly Disruptive Behaviours</u> (in no particular order)	<u>Possible Sanctions</u> (in no particular order)
<ul style="list-style-type: none">• not listening during lessons• lack of manners• running in the corridor• doing work slowly• talking when teacher is talking• not handing in homework• talking during assembly• interrupting others• saying unkind words• shouting out in class• keeping others back from their work• rough play on the playground• not lining up properly	<ul style="list-style-type: none">• a 'look' from the teacher• a word of warning• speak to the child individually• move to another table• time off from a fun activity• extra homework• scolding by the teacher• lose table/team points• move name into orange/red circle on traffic light system• moved to back of the line• apologise for behaviour• sit next to teacher's desk• miss some of 'Golden Time'

Moderately disruptive:

In the classroom this takes the form of a persistent pattern of talking while others are working, talking back to the teacher, distracting other pupils and regular failure to keep up with their work demands.

<u>Moderately Disruptive Behaviour</u> (in no particular order)	<u>Possible Sanctions</u> (in no particular order)
<ul style="list-style-type: none">• talking back to the teacher• bad language (swearing)• excluding other children from an activity or game• dominating games or group activity	<ul style="list-style-type: none">• keep child in at play times• send to another class• move name into red circle on traffic light system• note in homework diary

- | | |
|---|--|
| <ul style="list-style-type: none"> • lying • name calling • teasing • bad manners • destroying someone else's work • throwing things in the classroom | <ul style="list-style-type: none"> • denial of a privilege • time off art/P.E. or other fun activity • work instead of fun activity • time off Golden Time • speak to parents about the behaviour |
|---|--|

Seriously disruptive:

This includes aggression, violence, defiance and apparent total disrespect for others and may occur in the classroom or elsewhere in school.

<u>Seriously Disruptive or Persistent Behaviour</u> (in no particular order)	<u>Possible Sanctions</u> (in no particular order)
<ul style="list-style-type: none"> • hitting, kicking, biting, scraping • stealing • emotional abuse/bullying • vandalising school property • defiance • spitting at/on another person • throwing stones • lying • racism/religious taunts • leaving school without permission • bad language/swearing • sexualised language/behaviour 	<ul style="list-style-type: none"> • sent to head of key stage/ Vice-Principal/Principal • parent to sign a note from the teacher • ask parent to come into school to discuss behaviour • no Golden Time • Daily Report sent home • miss out on school trips • sent to another class • stand outside class in supervised area

Recording of disruptive behaviours

Staff will record mildly disruptive behaviours in a book kept securely within the classroom. Where these mildly disruptive behaviours become persistent, or a pupil engages in a moderately or seriously disruptive behaviour, this will be recorded on a behaviour form by the teacher, who will then forward to either the principal or vice principal (appendix 4). This will then be recorded on the school SIMS computer system and be flagged to a pupil's behaviour record.

In the event of negative behaviour being viewed in school as a bullying behaviour, this will also be recorded on the SIMS computer system.

Lunchtime/Playground Supervision:

At times, lunchtimes and playtimes can be a source of stress for children and staff. These stresses and concerns must be aired and addressed to avoid adverse effects on relationships, behaviour and learning in our school. Children are able to air concerns by using the class 'worry box' (where appropriate), discussion during Circle Time, or by speaking directly with the playground supervisor, classroom assistant or teacher on duty or their own class teacher.

Children are aware of the agreed rules when they are in the school canteen, the packed lunch area and in the playground. Supervision during this time is provided by Supervisory Assistants and Classroom Assistants. They give encouragement and praise to the children for behaving responsibly and for

showing good manners. If required for misbehaviour, the Supervisory/ Classroom Assistants will give a verbal warning with an explanation of potential consequences if the behaviour continues. One consequence may be to stand to the side of the dining area/ playground for a short period of time. The child's name and the reason for being asked to stand to the side will be recorded in a diary. For very serious incidents, the supervisory/ classroom assistants may call on the Principal or other senior member of staff for immediate support. If the misbehaviour continues, it will be dealt with in the same way as the 'Moderately Disruptive' or 'Seriously Disruptive' behaviour stated earlier in this policy.

However, if the behaviour of a pupil becomes unmanageable during the lunch time period, then the Principal, with the support of the Board of Governors, may request that the child's parents make provision for the child to be taken out of the school over the lunch time period. This is usually a short term solution until such time as the child can make an improvement in behaviour.

In the Canteen, the children will follow the "**LUNCHES**" rules:

- LINE up quietly and sensibly with no queue jumping
- USE good manners – "Please and Thank-You"
- NO walking around while eating and NO throwing food
- CHAT quietly
- HAVE respect for each other
- EVERYONE takes responsibility for their own behaviour
- SORT your tray and cutlery in an orderly manner

The Special Educational Needs (SEN) Code of Practice

Pupils with specific difficulties such as ADHD, ASD, SEBD etc. may be placed on the school's Special Education Needs Code of Practice. Their behaviour displayed in school is as a result of their specific difficulties and needs to be carefully considered as such by the classroom teacher. Whereby it is important not to ignore or encourage inappropriate behaviour, it is imperative that staff take into account the difficulties of the child when dealing with an incident of inappropriate behaviour. The aim of placing a child with behavioural difficulties on the SEN Code of Practice is to lead to a change/ modify behaviour.

Monitoring, Review and Evaluation

The maintenance and development of this policy will ensure that it remains active.

Records need to be kept by the class teachers in order to monitor and evaluate any changes brought about by the policy.

All concerned parties should be kept informed of any review of the policy and the action that will need to be taken.

The areas targeted for review will be:

- The aims – are they still valid?
- Rules – are they still pertinent and being applied consistently?
- Rewards/ consequences – are they appropriate and do they act as incentives/ disincentive

SCHOOL GOLDEN RULES

1.Treat everyone with respect



2.Be Safe



3.Always do your best



4.Be a good team player



5.Be honest



6.Take care of your school



Appendix 2

Letter to parents



Ebrington Primary & Nursery School

Phone: 02871343864
e-mail: bguthrie493@c2kni.net
www.ebringtonps.co.uk
Principal: Mr B F Guthrie, BA Hons ED PQH

Dear Parent

Today, _____ (name of child), was kept in at lunchtime due to a continuation of inappropriate behaviour/ a seriously disruptive behaviour (delete as appropriate).

If there is a continuation of this behaviour from _____ (name of child), then they will be placed on a behaviour report card, which will be sent home daily.

If, after one week on the report card, there is no improvement in behaviour, then a teacher/ parent/ pupil meeting will take place, and _____ will remain on report for up to another 3 weeks.

As identified in our school Positive Behaviour Policy, the next step would be a meeting with the principal and possible inclusion on the school Special Educational Needs register, due to Social, Emotional & Behavioural difficulties.

I trust that school has your support in helping _____ change the behaviours evident within school. We would appreciate it if you would spend time discussing these behaviours with _____.

Please complete the attached slip and return to your child's class teacher on their return to school.

Yours faithfully

Mr B Guthrie

I wish to confirm that I have discussed recent behaviour with my child _____, and am supportive of school to change these behaviours.

Signed _____ Date _____

Appendix 3

Report Card

Ebrington Primary School Weekly Behaviour Report Card								
Pupil:	Class:							
Date:	Teacher:							
Goal:								
Rate pupil on each school session based on goal set for improvement (discussed with pupil)								
1 2 3 / 4 5 6 / 7 8 9								
Never/ Seldom			Sometimes			Usually/ Always		
	Monday	Tuesday	Wednesday	Thursday	Friday			
Morning								
Break								
Mid-morning								
Lunch								
Afternoon								
Teacher comment:								
Pupil comment:								
Parent comment:								
Signed:								
Principal:					Date:			

Appendix 4

Pupil Behaviour Incident Report Form (Part 1)

Ebrington PS & NS Pupil Behaviour Incident Report Form

Incident Report

Pupil: _____
Staff : _____

Date: _____
Time of Occurrence: _____

Problem Behaviour

- | | | |
|--|---|--|
| <input type="checkbox"/> Physical aggression | <input type="checkbox"/> Inappropriate language | <input type="checkbox"/> Running away |
| <input type="checkbox"/> Self harm | <input type="checkbox"/> Verbal aggression | <input type="checkbox"/> Property damage |
| <input type="checkbox"/> Stereotypic Behaviour | <input type="checkbox"/> Non-compliance | <input type="checkbox"/> Unsafe behaviours (throwing objects etc.) |
| <input type="checkbox"/> Disruption/Tantrums | <input type="checkbox"/> Social withdrawal/ isolation | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Inconsolable crying | | |

Activity

- | | | |
|--|--|--------------------------------------|
| <input type="checkbox"/> Start of school day | <input type="checkbox"/> Lunch-hall | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Classroom jobs | <input type="checkbox"/> Lunch-playground | |
| <input type="checkbox"/> Circle/Large group activity | <input type="checkbox"/> Outdoor play | |
| <input type="checkbox"/> Small group activity | <input type="checkbox"/> School trip | |
| <input type="checkbox"/> Indoor play | <input type="checkbox"/> End of school day | |
| <input type="checkbox"/> Morning break | <input type="checkbox"/> Individual activity (1-1) | |

Others Involved

- | | | |
|--|--|--------------------------------------|
| <input type="checkbox"/> Teacher | <input type="checkbox"/> Lunchtime supervisor | <input type="checkbox"/> Peers |
| <input type="checkbox"/> Classroom Assistant | <input type="checkbox"/> Support/ Administrative staff | <input type="checkbox"/> None |
| <input type="checkbox"/> Learning Support | <input type="checkbox"/> Substitute | <input type="checkbox"/> Other _____ |

Possible motivation

- | | | |
|--|---|---|
| <input type="checkbox"/> Obtain desired item | <input type="checkbox"/> Gain adult attention/comfort | <input type="checkbox"/> Obtain sensory |
| <input type="checkbox"/> Obtain desired activity | <input type="checkbox"/> Avoid adults | <input type="checkbox"/> Avoid sensory |
| <input type="checkbox"/> Gain peer attention | <input type="checkbox"/> Avoid task | <input type="checkbox"/> Don't know |
| <input type="checkbox"/> Avoid peers | | <input type="checkbox"/> Other _____ |

Strategy/ Response

- | | | |
|---|---|---|
| <input type="checkbox"/> Verbal reminder | <input type="checkbox"/> Re-teach/practice expected behaviour | <input type="checkbox"/> Family contact |
| <input type="checkbox"/> Curriculum modification | <input type="checkbox"/> Time in different classroom | <input type="checkbox"/> Loss of item/privilege |
| <input type="checkbox"/> Move within group | <input type="checkbox"/> Time with support staff | <input type="checkbox"/> Time out |
| <input type="checkbox"/> Remove from activity | <input type="checkbox"/> Redirect to different activity/toy | <input type="checkbox"/> Physical guidance |
| <input type="checkbox"/> Remove from area | | <input type="checkbox"/> Physical hold/restrain |
| <input type="checkbox"/> Provide physical comfort | | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Time with a teacher | | |

If applicable, follow up

- | | | |
|--|--|---|
| <input type="checkbox"/> Non-applicable | <input type="checkbox"/> Lunchtime detention | <input type="checkbox"/> Reduce hours in school |
| <input type="checkbox"/> Talk with child | <input type="checkbox"/> Weekly Report Card | <input type="checkbox"/> Suspension/ Expulsion |
| <input type="checkbox"/> Contact family | <input type="checkbox"/> Targeted group intervention | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Family meeting | <input type="checkbox"/> Inclusion on SEN Register | |

Details of incident:

Details of Follow-up:

Signed

Class Teacher: _____

Date: _____

Principal/ VP: _____

Date: _____

