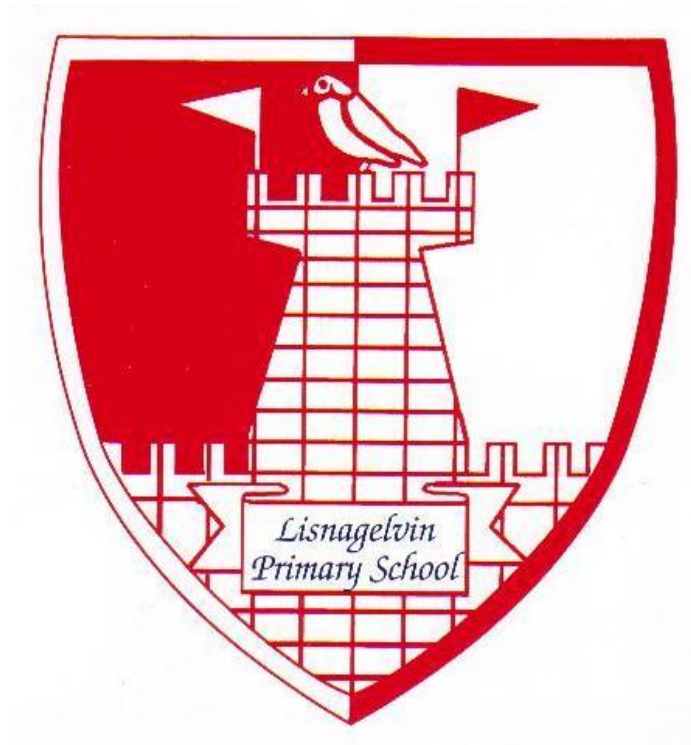


LISNAGELVIN PRIMARY SCHOOL



Positive Behaviour Policy

Updated November 2023

LISNAGELVIN PRIMARY SCHOOL

POSITIVE BEHAVIOUR POLICY

Lisnagelvin Primary School believes in promoting positive behaviour. We seek to create a climate within the school that promotes learning for all pupils, enhances the pupils' self-esteem, encourages the development of the pupils' self discipline and develops the pupils' social skills including the ability to work co-operatively with others.

All staff have a collective responsibility for the encouragement and development of the positive behaviour of the pupils in our school. All members of staff take responsibility for monitoring pupils when children are outside their classrooms and incidents of undesirable behaviour are noted by other members of staff and reported to the class teacher.

Throughout the 2021/22 and 2022/23 academic years, all members of the school community (Pupils, Staff, Governors & Parents) worked on drawing up a Respect Charter to promote a positive ethos and positive behaviour within the classrooms and around the school. These Respect Charters are displayed in the classrooms and prominent areas around the school and referred to on a regular basis throughout the year.



Aspects of Positive Behaviour are used as a theme in some assemblies (e.g. good manners and consideration for others).

Positive Behaviour is praised and rewarded. In this way the children recognise that the approval of the teacher and other adults is gained. Good relationships between children themselves and between adults and children are positively encouraged. Pupils may also be sent to other teachers to receive acknowledgement of their positive behaviour.

Positive Behaviour is recognised using class reward schemes such as stickers and table/group awards, Pupil of the Month/Week and the presentation of certificates to individuals at Key Stage or whole school assemblies - these awards are displayed in Open Areas or classrooms. Parents may also receive notes from the teacher praising their child's behaviour and/or good manners.

We aim for our children to:

- Demonstrate a positive self-image;
- Show respect for the property and opinions of others;
- Co-operate with teachers and their peers on shared activities;
- Work to the best of their ability;
- Display good manners and courtesy to others;
- Respond positively to opportunities to act independently.

Within the classroom, the teacher will aim to increase desired behaviours by following the behaviour with positive consequences. What pupils value as positive consequences can be wide and varied and will, to a great extent, be dictated by the class.

When pupils display undesirable behaviour, teachers use methods of distraction, diffusion and de-escalation.

If the undesirable behaviour persists, specific strategies and a hierarchy of negative consequences are used, varying from mild to increasing severity.

Strategies

- Eye contact
- Non-verbal signals
- Moving to proximity of the pupil
- Reminder of the class rules
- A quiet word on a one-to-one basis
- Expression of disappointment in their behaviour
- Ignoring the behaviour and commenting on the positive behaviour of others
- Verbal reminder of the consequences of the behaviour

Sanctions

- Sunshine behaviour charts in Primary 1 and 2
- Noting the pupil's name – 3 times leading to firmer consequences – deleting the pupil's name for desirable behaviour
- Isolating the pupil within the classroom for an appropriate amount of time
- Sending the pupil with his/her work to another classroom
- Loss of break/lunch time (e.g. pupil owes teacher 5 minutes for loss of teaching time during class)
- Pupils must be supervised when being kept in class

Teachers encourage YOYOB – “You Own your Own Behaviour” and praise pupils who acknowledge their unacceptable behaviour and offer a genuine apology.

Pupils are expected to display good manners when moving around the school and all staff provide the children with good models of expected behaviour and manners.

Pupils are expected to show respect to all members of staff, including lunchtime supervisors, visitors and peripatetic staff.

Time-Out

At lunchtime, in order to provide a deterrent for inappropriate behaviour, staff will supervise children for a period of “Time-Out” in a designated classroom.

A child will be sent to Lunchtime “Time-Out” for any of the following reasons:

- Fighting / physical contact / abuse;
- Bad language;
- Out of bounds areas;
- Disrespectful behaviour towards adults/children;
- Persistent disobedience;
- Vandalism;
- Throwing missiles;
- Spitting;

After three lunchtime “time-outs”, parents will be informed by the Principal.

Staff must always ensure that they are consistent and fair, that they criticise the behaviour, NOT the pupil and that every day starts afresh. To this end, staff have worked on and devised a set of scripts to be used at the time of an incident. This is to show fairness and consistency across all staff groups. The children will hear the script at the time and then be given a ‘cooling off’ period, before the staff member returns to discuss the incident and agree a way forward.

When unacceptable behaviour persists, after classroom strategies and sanctions have failed, the pupil is referred to a senior member of staff. These referrals are noted and the parent informed by direct contact or a letter.

Teachers record and date details of persistent undesirable behaviour or incidents of a serious nature that are referred to senior members of staff or the Principal.

All incidents of unacceptable behaviour are reported in the first instance to the class teacher. For persistent or more serious incidents the child will be reported to the Head of Key Stage. If there is no improvement at this stage, the Head of Key Stage will refer the matter to the Vice-principal. The final sanction will be to report the matter to the Principal who will then inform the parents.

In the case of a very serious incident, referral is made immediately to the Principal or Vice-Principal.

These incidents include:

- Wilfully hurting another pupil or member of staff;
- Wilfully destroying property;
- Engaging in behaviour that stops the class from functioning; and
- Overtly refusing to do what he/she is told to do.

Parents are then invited into the school for a pre-arranged meeting with the Principal and class teacher and, if appropriate, the pupil.

In response to the Special Education and Disability Order 2005, the amended policy acknowledges the rights of the peers of children who display extreme behaviour problems. Only the Principal or his representative has the authority to suspend a pupil. Suspensions (and if necessary, expulsions) will be carried out in accordance with the Department of Education guidance and the Education Authority's Scheme for the Suspension and Expulsion of Pupils in Controlled Schools.

The decision to suspend a pupil should be taken in any of the following circumstances:

- In response to incidents of a serious nature as set out above;
- When to allow the pupil to remain at school would pose a serious threat to the health and safety of the pupils or staff in the school; and
- After a range of alternative strategies to modify the pupil's behaviour and encourage more positive attitudes have been tried and repeatedly failed.

In addition, the decision to suspend a pupil should only be taken:

- After all the relevant facts and the evidence to support the allegations have been examined;
- After the pupil concerned has had an opportunity to put his/her side of the case, and others involved have had an opportunity to give their version of the events; and
- At a time when a responsible adult is at home to receive the pupil.

At all times, pupils are given the opportunity to express their viewpoints in a calm and respectable manner.

Shared Education

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

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

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

Review date: November 2025

Signature _____ **Date** _____
Principal

Signature _____ **Date** _____
Chair, Board of Governors