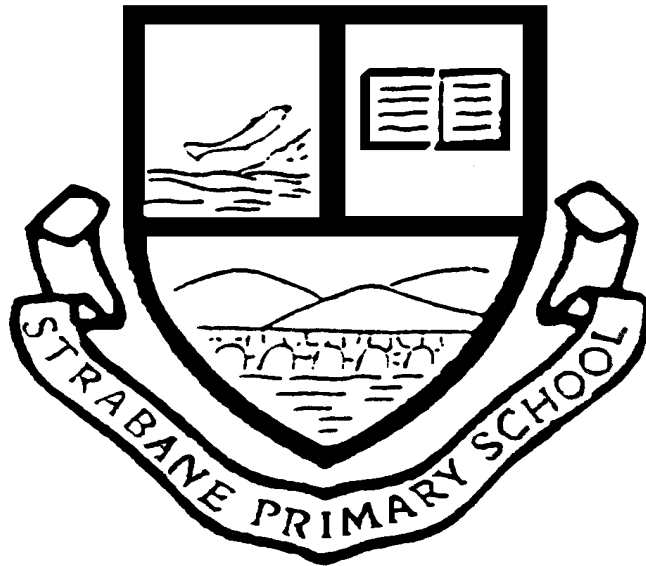


Strabane Controlled Primary School



POSITIVE BEHAVIOUR & DISCIPLINE POLICY

Date approved by
Board of Governors: November 2021

Reviewed: May 2024
Next Review Due: May 2026

RATIONALE

In Strabane Controlled P.S. we will work together as a team to develop our children as successful learners, confident children, who are responsible and effective in all they do. We will strive to provide a safe, secure and successful environment which will motivate and challenge our whole school community. We firmly believe in life-long learning for all.

At Strabane Controlled P.S we recognise that good behaviour is an essential pre-requisite for effective learning. We aim for our children to feel happy and secure in all aspects of school life. All staff are encouraged to approach the care of our children in a positive way, setting high expectations and having agreed strategies for encouraging good behaviour.

However positive attitudes and discipline begins at home. We believe that working in partnership with parents and carers enables all children to be responsible citizens and demonstrate social behaviours we expect. We see parents as key partners in their child's education and we operate an open door policy where parents may be invited into school to ensure that children behave safely and with consideration and respect. Parents are encouraged to keep in contact with their child's class teacher if a difficulty arises. Mrs Thompson will also be happy to talk with parents if there is a more serious issue.

Stakeholders of the school community have been consulted in the development of this policy. It is important that parents, staff and the school community share an understanding of the processes and are able to work together to support and encourage pupils to achieve their best.

AIMS OF THE POSITIVE BEHAVIOUR POLICY

We aim to:

1. Provide a welcoming warm, safe and caring environment in which everyone is valued and a high standard of behaviour is encouraged so as effective teaching and learning can take place
2. Deliver a broad and balanced curriculum which develops positive values and attitudes as well as knowledge and skills.
3. Develop pupils as responsible citizens who have respect for self and others, are inclusive of all, value a healthy lifestyle and who take pride in our school, community and the environment
4. Share responsibility with parents and guardians for the children in our care
5. Ensure that positive behaviour is rewarded and that all children feel valued and respected.
6. Ensure that adults in the school community show consistency at all times, in a firm but fair manner.

REWARDS AND PROMOTION OF POSITIVE BEHAVIOUR

We operate a proactive approach towards positive behaviour management whereby we encourage children to make good choices. Each class will establish their own class rules/contract appropriate to the pupils ages/needs and teachers and children will decide on their own strategies for positive individual and class rewards. All rewards should be based on observable behaviours and rewards should be consistently applied. We believe that rewards are a vital part of building up a child's self-esteem as well as celebrating individual and group achievement. We are proud of the children in this school and reward them in a variety of ways throughout the day and at planned times during the week. (e.g. pupil of the week) A merit shield (Yr4-7) and a merit cup (Y1-3) are awarded weekly in assembly to the class who collectively display positive behaviour and two pupil of the month awards are allocated to every class, one of which is linked to the PD&MU theme of the month. These too are presented in monthly celebration assemblies.

CLASSROOM MANAGEMENT AND CURRICULAR PROVISION

1. The maintenance of positive behaviour within the school is the responsibility of all staff.
2. Staff endeavour to model desirable behaviour and attitudes.
3. Every opportunity is taken to support self-discipline, whereby children are personally involved and accept responsibility for their own actions and behaviours.
4. Teaching methods, lesson content and other curriculum linked activities encourage active participation and support the school aims to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others
5. Pupils have age appropriate responsibilities assigned to them. (e.g class leaders, playground buddies, school/eco council) Everyone has the responsibility for the shared stewardship of the school.
6. Praise is used to encourage good behaviour as well as good work. Constructive criticism should be a private matter between teacher/classroom assistant and child where possible.
7. Classroom assistants/teachers may (under guidance) discretely relay specific guidance on the management of a particular pupil to other key personnel in school to support that pupil's needs.
8. All staff and pupils are familiar with our Code of Conduct (below).

THE SCHOOL CODE OF CONDUCT



PLAYGROUND RULES

In order to ensure that positive behaviour continues outside of the classroom environment the following rules are on display in both playgrounds

Junior Playground	Senior Playground
We are caring and kind	We are caring, kind and considerate
We show respect and do as we are told	We always show respect
We tell the truth	We are always honest
We say please and thank you	We say please and thank you
We share and take turns	We share and take turns
We ask others to play with us	We ask children on their own if they'd like to join in our games
We put our litter in the bin	We put our litter in the bin

RESPONSIBILITIES OF STAKEHOLDERS

All Staff will:	Pupils will:	Parents must:
Ensure all children are safe and aware of safe-guarding procedures	Work well and play well to the best of their ability	Value their child's education
Have high expectations of all pupils	Follow the instructions of all staff	Reinforce the importance of good behaviour
Enhance pupil self-esteem and levels of motivation	Be aware that actions have consequences	Praise their children for their efforts and achievements
Model, explain and monitor standards of acceptable behaviour, exhibiting consistency in routines and procedures	Display good manners through both words (e.g. please, thankyou) and actions	Be aware of and support the school's vision, aims and expectations
Use consistent methods to get class attention, maintain acceptable noise levels, line up etc.	Walk in the school classrooms and corridors	Support the schools reward and consequence system
Be consistent and fair when dealing with pupils who make inappropriate choices	Not leave the classroom or playground unless permission has been granted	Ensure their children attend daily and, if absence cannot be avoided, explain all absences through a written note or phone call
Endeavour to correct and guide pupils who have made inappropriate choices	Wear school uniform and be suitably equipped for class with homework completed	Ensure that children arrive to school punctually wearing a labelled school uniform, are suitably dressed for elements of weather and equipped with all necessary items for the school day.
Endeavour to meet the educational, social and behavioural needs of the children with the support of parents	Respect each other's property and work	Ensure that while children are dropped off/collected from school, parents remain outside the school building. Ensure that children are collected punctually each day
Maintain regular links with parents through notes, letters, diaries, meetings.	Listen to others and respect their opinions	Maintain links with school through interviews, notes, absence notes, homework diary etc

Communicate regularly about what is expected		
Be aware of the recommended appropriate sanctions and levels of acceptable behaviour	Support and care for each other	Ensure their children show respect and consideration for everyone
Assume responsibility for the behaviour of all pupils in all areas of the school	Observe the Code of Conduct, Class and Playground rules at all times.	Inform the school if there has been any significant change in their child's medical needs or home circumstances
	Behave within the School Code and meet expectations of polite and appropriate behaviour whilst out of the school e.g. on trips or at sporting competitions	Oversee and check homeworks are completed on a daily basis

EXAMPLES OF CURRENT 'GOOD PRACTICE' TO SUPPORT THIS POLICY

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

- Planned Staff professional development linked to Pastoral Care/SEBD/SEND/Health and Well Being
- Consultation with staff, pupils, parents and Governors to review practices and ensure coherence and consistency in practice across the school.
- PDMU Programme for each class (incorporating personal safety, developing self-esteem, values education, positive strategies for cooperation, community awareness etc.)
- A solution focused approach
- Use of social stories
- Congratulatory stationery, messages and reports are sent home
- Reward Charts/Treasure Box/table prizes Reward Certificates/ Stickers / tokens
- Assemblies, visiting speakers, charities promoting well-being, safety and resilience.
- Anti- Bullying Week activities (November); E Safety Week (February)
- Health Promotion Initiatives

- Circle Time: Developing language of Feelings/Emotional Intelligence, Talking/Listening/Co-operation
- Clubs-Y4-Y7 on Friday afternoon earned by adhering to School Code/ Class Rules
- Pupil of the Week/Month
- High level of supervisory staff at break/ lunch in playgrounds
- School Council/ Eco Council
- Shared Education projects
- Roots of Empathy Programme
- Regular review of IEPS; SEBD issues addressed via this route and in direct liaison with Principal/SENCO
- Involvement with external support agencies e.g. Counselling, Play Therapy, SEBD Team where deemed necessary through the appropriate channels i.e. SENCO /Principal

Consequences

Pupils are expected to behave and take responsibility for their own behaviour. They must realise that there will be consequences if behaviour is not acceptable. Sanctions adopted will take account, not only of the 'incident' but the individual circumstances.

Level One Behaviours	Level One - Behaviour Modification Strategies/ Sanctions
<p><i>Misbehaviour that can be effectively managed within a classroom environment by the class teacher/ classroom assistant</i></p> <p><i>Principal may be informed if on-going.</i></p> <ul style="list-style-type: none"> • Disregarding instructions (Refusal to complete tasks) • Speaking out of turn • Infringement of playground and class rules/Code of Conduct. • Minor bad language- spontaneous swearing, sectarian, racial, insulting or rude remarks 	<ul style="list-style-type: none"> • Verbal warning to individual/ class • Private discussion with child • Remind pupils of what is acceptable, maintaining positive tone. • Oral apology • Repositioning of pupil • Withdrawal of pupil from situation (temporarily)

<ul style="list-style-type: none"> • Disrupting/distracting another child leading to incompleteness of tasks • Unsafe movement around the classroom/school e.g. running in corridor, swinging on chairs. • Unsafe use of property/resources causing damage. • Insensitivity to others (e.g passing notes, playing jokes) • Telling lies/getting others into trouble • Rough play 	<ul style="list-style-type: none"> • Time out' in the classroom or in another classroom • Reminder of classroom rules/Code of Conduct (Page 2) • Self-reflection • Encourage self-regulation/solution based discussion • Use of quiet corner/calm box/thinking area (age dependant) • Reduction in play privileges/Friday Clubs
<p>Level Two Behaviours</p> <p><i>More serious behaviour that is not so easily managed within a classroom environment.</i></p> <p><i>Class Teacher/Assistant will notify other staff and involve Principal.</i></p> <p><i>Parents will be notified in writing or by phone call</i></p> <p>Persistence of Level One behaviours e.g.</p> <ul style="list-style-type: none"> • Persistent infringement of class, playground rules • Persistently not taking instructions. • Persistently telling lies/getting others into trouble/name calling • Deliberate use of language to hurt others (includes verbal or written abuse) • Deliberate destruction of another child's piece of work or school property <p>Also</p> <ul style="list-style-type: none"> • Bullying behaviours including cyber bullying • Answering back/ shouting excessively • Refusal to work or co-operate 	<p>Level Two- Behaviour Modification Strategies/Sanctions</p> <ul style="list-style-type: none"> • Parents will be informed through a phonecall or invitation by letter to meet with the principal • Principal meeting with parent • Principal discusses sanctions with pupil (if age appropriate). • Ensure work is completed at another time. • Pupils sent in from playground to sit in area outside the office. Member of staff informed to supervise. • Stay in at break/lunch-time, as directed by Principal • Loss of privileges – football day/clubs/tokens/playtime etc. (not curriculum areas)

<ul style="list-style-type: none"> • Stealing/intent to steal • Isolated acts of violence – kicking, thumping, biting etc. • Threatening behaviour • Working or playing in an unsafe manner (e.g throwing objects) • Outburst of anger but pupil regains composure • Provocation • Inappropriate behaviour outside of the school environment while representing the school (e.g journey to and from school, sports events, public places) 	<ul style="list-style-type: none"> • Written apology or self-reflection • ‘Time out’ in the classroom or in another classroom • Individual Behaviour Programme suited to the child
<p>Level Three Behaviours</p> <p><i>Very serious misbehaviour or persistent Level Two behaviours.</i></p> <p><i>Formal involvement by the Principal and parents.</i></p> <p><i>Other outside agencies may also become involved.</i></p> <p>Persistence of Level Two Behaviours e.g.</p> <ul style="list-style-type: none"> • Persistent bad language (includes verbal abuse) • Persistent defiance • Persistent stealing/intent to steal • Vandalism of school building or property • Persistent refusal to obey instructions. • Persistent repeated and deliberate incidents of bullying including cyber bullying 	<p>Level 3 - Behaviour Modification Strategies/Sanctions</p> <ul style="list-style-type: none"> • Principal is involved • Parents contacted to meet Principal along with class teacher immediately (if necessary) • Removal from classroom • Principal/VP informed immediately if crisis occurs. • Pupil removed from situation or other bystanders removed from the scene. Pupil to be supervised in designated area e.g. library area, learning support room. Staff to send for back up. Appropriate protection for staff in place. • Risk assessment to be completed • Note of Concern regarding placement on SEN Code of Practice for Social Emotional and Behavioural reasons

<ul style="list-style-type: none"> • Persistent major disruption of class activity <p>Also</p> <ul style="list-style-type: none"> • If Individual Behaviour Plan at Level Two has not worked • Leaving school premises without consent • Violent hitting/kicking/fighting – aggressive violent behaviour, causing deliberate injury • Aggressively threatening behaviour towards staff/parents/ pupils 	<ul style="list-style-type: none"> • Consideration given to a reduced timetable • Other interventions –CAMHS, EWO, SEBD Team, Psychology • Targets, Behaviour Record Card; Counselling • PSNI may be contacted.
--	---

<p>Level 4 Behaviours</p> <p><i>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.</i></p>	<p>Level 4 - Behaviour Modification Strategies/Sanctions</p> <ul style="list-style-type: none"> • Continued Placement on SEN Register in line with Code of Practice (SEBD) • SEBD Team • Other agencies e.g. CAMHS, EWO, Psychology, Social and Emotional Behaviour Team involvement. • BOG informed • Suspension or exclusion following appropriate procedures (EA Guidelines-refer to Scheme for the Suspension and Expulsion of Pupils in Controlled Schools)
--	--

The principal will ensure all new families are made aware of the content of this policy.

CONTRIBUTORS TO THIS POLICY

This policy has been drawn up in consultation with all present staff, governors, parents and pupils.

This policy should be read alongside the following policies:

Child Protection Policy; Health and Safety Policy; Intimate Care Policy; Critical Incident Policy; PDMU Policy; E-Safety Policy; Special Educational Needs Policy; Guidance for Staff on the use of Reasonable Force/Safe Handling of Children; Drugs Policy

MONITORING AND EVALUATION

The school is committed to implementing, reviewing and evaluating the impact and efficacy of this policy annually as part of our school development plan.

Ratified by Board of Governors on: September 2019

Date of Next Review: September 2021

Signed: _____ (Chair of Board of Governors)

_____ (Principal)

Ratified by Board of Governors on: November 2021

Date of Next Review: November 2023

Signed: _____ (Chair of Board of Governors)

_____ (Principal)