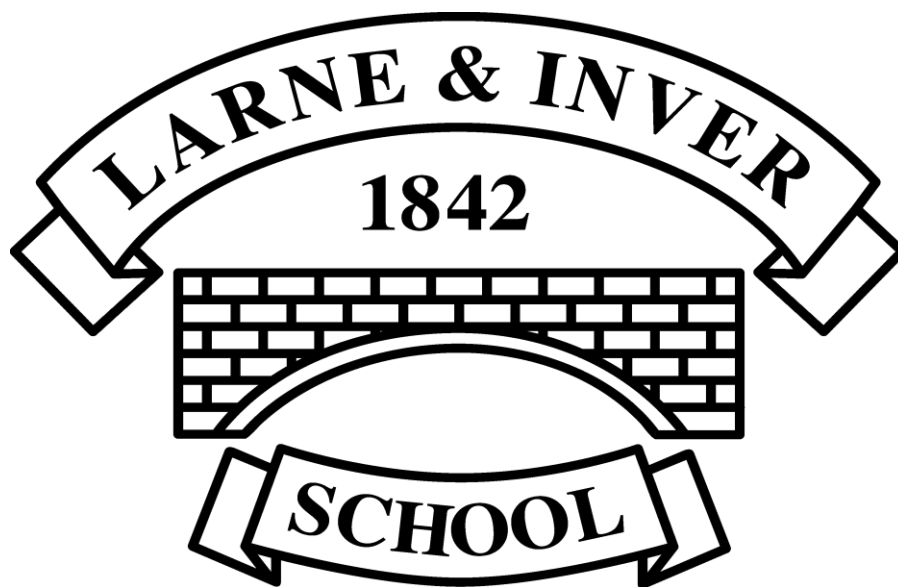


Larne & Inver Primary School



Promoting Positive Behaviour Policy

Agreed: June 2023

To be reviewed: on or before June 2026

Introduction

In Larne and Inver Primary School, we believe that the creation and maintenance of an orderly working environment is the foundation for our children's excellent behaviour and educational success. It is our belief that excellent behaviour will permit the necessary space and time for innovative teaching, enabling all of our children to become successful learners. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

To achieve this, we aim to establish a positive ethos, which is conducive to learning and in which EVERYONE is respected.

In line with the 'vision and aims' of our school, this policy seeks to set guidelines that support our pupils within a caring framework and lead them to a position of self-discipline and personal responsibility –

'Larne & Inver Primary School provides a safe and happy environment where all children are cared for and treated in a manner which encourages positive and varied learning experiences at all times.' (Vision & Aims)

Part of growing up is about learning what is acceptable, what is unacceptable and gradually taking responsibility for one's own behaviour. Our approach to behaviour in this school is to encourage and celebrate the good behaviour and positive achievements of all children. We also recognise that it is vital to strike a balance between recognising positive behaviour and having appropriate sanctions which are seen by all to be 'fair and just' and applied consistently when standards are not maintained. Through the ***example of the adults*** who care for them at school and through well planned and stimulating learning opportunities, we believe that children accept learning challenges and develop self-discipline. However, it is also the responsibility of parents to work with the school in helping to foster positive attitudes and behaviour.

We come from a very strong starting point as shown in our June 2022 parent survey, where 99% of respondents felt that their child is safe in school (1% unsure) and 98% feel that all staff are friendly and approachable (1% not sure, 1% No).

Our school is a UNICEF Rights Respecting School and a Global Learning Programme School. **Article 29** of the United Nations Convention on the Rights of the Child (CRC) underlines our school's visions and aims by clearly stating that:

“Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment”

The rights implicit in these values include:

- ✓ The right to be safe
- ✓ The right to be heard
- ✓ The right to fair treatment
- ✓ The right to be treated with respect
- ✓ The right to be able to learn and teach without unnecessary interruption.

CORE VALUES

- **READY**
- **RESPECTFUL**
- **SAFE**

We are committed to teaching these excellent behaviours through a solid, authentic and relevant set of behaviour management strategies. Our children discuss, at an age appropriate level, what each of these words mean to them. This forms the basis of a class contract (agreed set of rules) within each of our classrooms. Class contracts are displayed in each classroom and are referred to in conversations around conduct. As a staff, we recognise the importance of modelling positive behaviours and relationships. There are also many posters/banners throughout school modelling and highlighting self-care and examples of excellent behaviour.

Aims

We aim to create a consistent culture within school that:

- provides and demonstrates clear and consistent guidance and approaches for children, staff and parents in expected levels of behaviour.
- ensures all stakeholders (parents, pupils, staff and governors) are aware of their rights and responsibilities in promoting and maintaining positive behaviour.
- ensures that good behaviour is a minimum expectation for all.
- ensures that learners displaying excellent behaviours and attitudes are rewarded and recognised.
- promotes a happy and secure learning environment in which everyone is treated fairly and shown respect, making it easier for all teachers to teach effectively and have a high level of satisfaction in their work.
- enhances the pupils' self-esteem and fosters self-respect and respect for others, especially those with different needs, faith or race.
- encourages the pupils to develop independence by accepting the need for self-discipline and self-control and by taking responsibility for their own behaviour and the consequences of it.
- develops the pupils' interpersonal skills and their ability to work co-operatively with others to resolve problems and potential/actual conflict
- provides parents with confidence in the school's work, especially in pastoral care, and therefore has the endorsement and active support of all parents

A Positive Approach

Whilst this policy outlines sanctions which may be imposed as necessary, we do not see the promotion of positive behaviour within our school as a series of rules and regulations. Rather we view it in a pro-active way, where praise and reward are fundamental. It is our desire to cultivate in pupils an acceptance and recognition for their own decisions, their actions and consequences. We hope to teach and guide children to behave in a socially acceptable way whilst in the care of teachers and others in the education process.

Roles, Rights and Responsibilities

The Governors are ultimately responsible for the school to be a safe and positive environment for all pupils and staff. The operational leadership of the promoting Positive Behaviour Policy is the remit of the Senior Leadership Team.

All staff must be familiar with this policy and apply its procedures consistently.

Key Staff and their remit:

Position	Person	Remit
<i>Principal</i>	<i>Mr K Patterson</i>	<i>Whole school Behaviour & Analysis</i>
<i>Vice Principal</i>	<i>Mrs J Black</i>	<i>P5-7 Behaviour</i>
<i>Head of P1-4</i>	<i>Ms L McBurney</i>	<i>P1-4 Behaviour</i>
<i>Pastoral Care Leader</i>	<i>Ms L McBurney</i>	<i>Whole School Behaviour Analysis</i>
<i>SENCO</i>	<i>Mrs H Boyd</i>	<i>Whole School Behaviour Analysis</i>
<i>PDMU Leader</i>	<i>Mrs H Boyd</i>	<i>Whole School Curriculum Content</i>
<i>BOG Chairperson</i>	<i>Mrs D Black</i>	<i>Whole School Behaviour</i>
<i>SEN Governor</i>	<i>Mr G Campbell</i>	<i>Whole School Behaviour Analysis</i>
<i>Child Protection Governor</i>	<i>Miss S Edge</i>	<i>Whole School Behaviour Analysis</i>

Rights (in addition to responsibilities) form an important part of our school ethos and are central to the way we teach and our pupils learn. We want to support children in becoming positive citizens and ensure children achieve because they feel included and valued within our school community. We want children at Larne and Inver Primary School to learn about their rights and to feel empowered about their education. We also want children to understand that with their rights come responsibilities.

In order to ensure a whole school approach in promoting positive behaviour, we recognise the importance of the involvement of all stakeholders. Outlined below are the rights and responsibilities we believe our stakeholders should exercise in terms of promoting positive behaviour.

PUPILS

Our pupils have a right to:

- feel valued and supported as members of the school community;
- Get help from staff, 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 and listened to 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, work and play in a pleasant, well-managed and safe environment;
- Work and play within clearly defined and fairly administered parameters;

Our pupils have a responsibility to:

- Respect the views, rights and property of staff, visitors and other pupils, and behave safely in and out of class;
- Co-operate with the school staff and with their peers;
- Conform to the conventions of good behaviour and adhere to our core values;
- Accept ownership for their own behaviour and learning.
- Listen attentively, do their best and contribute to their own learning
- Inform an adult if there is a concern

PARENTS

Our 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, respectfully, courteously and efficiently;
- Be informed promptly if the school has concerns about their child;
- Be well informed about their child's progress and prospects;
- Be well informed about our core values and procedures;
- Be involved in key decisions about their child's education;

Our parents have a responsibility to:

- Be aware of our core values and procedures, and encourage their child to abide by them;
- Be punctual;
- Act as positive role models for their child in their relationship with the school;
- Celebrate their child's successes and challenge poor behaviour
- Attend planned meetings with teachers in relation to behaviour and/or academic progress;
- Provide the school with all the necessary information about their child, including concerns they have about school, or any significant change in their child's medical needs or home circumstances.
- Read 'Class Dojo' every day for information

It is unrealistic that parents will always agree with the rules and decision of the school. It is, however, important that such disagreements are discussed amongst adults and not in front of pupils. If children hear or/and see their parents being disrespectful to the school in anyway it weakens their ability to demand that their children comply in the future.

In balance, parents will be treated with respect and courtesy by all staff. If the school is in a disagreement with a parent this will never impact on the pupil's experience in school.

We expect parents/carers to behave in a reasonable and civilised manner to all school staff as per the agreed Code of Conduct for the School Community. Any incidents of verbal or physical aggression to staff by parents/carers will be reported to the Principal who will take appropriate action.

ALL STAFF

Our staff have a right to:

- A clear and agreed policy for dealing with children's' behaviour;
- Express their views and to contribute to such policies which they are required to reflect in their work;
- Support and advice from colleagues and external bodies;
- Work in a safe and supportive environment

Our staff have a responsibility to:

- Provide children with a broad and balanced curriculum
- Behave in a professional manner at all times as per the staff code of conduct;
- Listen to the pupils, value their contributions and respect their views;
- Be sympathetic, approachable and alert to pupils in difficulty, be it academically/socially/emotionally etc.
- Identify and seek to meet pupils' special educational needs through the SEN Code of Practice;
- Share with the parents any concerns they have about their child's progress, development or behaviour;
- Expect high standards and acknowledge excellent effort, achievement and behaviour;
- Report matters of concern to SLT using the appropriate templates
- Challenge poor behaviour and sanction as per school policy

GOVERNORS

Our governors have a right to:

- Be informed on behavioural approaches and policies in place in school;
- Contribute to the behaviour policy;
- Be informed promptly of behavioural issues in school;
- Be well informed about school rules and procedures;
- Be involved in key decisions linked to the management of the school.

Our governors have a responsibility to:

- Be aware of school rules and procedures;
- Review school policies and procedures.
- Support and challenge staff as appropriate

Buddy System

In recognition of their senior position in school and to help foster self-discipline and a sense of responsibility, P6 and P7 pupils are encouraged to join the school's Buddy System. As a Buddy, P6 and P7 pupils undertake different roles around the school, assisting teachers and staff both inside and outside the classroom. Misbehaviour by a buddy may result in the withdrawal of that pupil from the system.

School Council

The school council is a means by which pupils can discuss key issues. Part of its role is to empower pupils to form a better environment for everyone. This will be achieved by:

- influencing and establishing school policy and rules
- highlighting key priorities with Governors, staff and pupils
- communicating to other pupils their ownership of school ethos and their need to be pro-active

What is Good Behaviour?

Our Codes of Conduct

In order to promote good behaviour and encourage excellent behaviour, the pupils, staff, parents and the Board of Governors have agreed a Children's Code of Conduct & Charter which are further simplified in our 'Golden Rules' below. This provides the guidance for positive behaviour and therefore creates an environment conducive to effective teaching and learning.

The School Staff and Governors have specific Codes of Conduct to adhere to.

Children are expected to:

- arrive at school on time;
- wear the school uniform;
- show respect to adults and other pupils;
- be truthful, well mannered and kind;
- co-operate with their teachers;
- do all of their work in school and at home to the best of their ability;
- take care of the school buildings and equipment;
- look after their belongings;
- walk sensibly and quietly when in the classroom and corridors;
- keep the school tidy and free from litter;
- set a good example to other children;
- exercise self control;
- line up quickly and quietly when the bell rings.

At Larne and Inver Primary School, children are expected to adhere to the 'Golden Rules' (Jenny Mosley)

- We are gentle - We don't hurt others
- We are kind and helpful - We don't hurt anybody's feelings
- We listen - We don't interrupt
- We are honest - We don't cover up the truth
- We work hard - We don't waste time
- We look after property - We don't waste or damage things

Our 3 School Words (from Pivotal Education) are: **READY, RESPECTFUL & SAFE**

Characteristics of these include:-

- Being considerate towards other people and property: politeness, kindness, patience, helpfulness, care, friendliness, respect, attentiveness, good manners, obedience and empathy
- Making an extra effort to make life better: letting others go first, helping others who need it
- Responding obediently and politely to all requests and rules
- Being Caring, Forgiving, Helpful, Honest, Respectful and Responsible as per the Barnardo's All Stars Character Education display in school.

Effective supervision also promotes good behaviour. All staff have a copy of the supervision guidance which is updated annually.

Particular attention is given to supervision arrangements:

- ✓ at the time when pupils arrive in school each morning;
- ✓ at morning break;
- ✓ at lunch time;
- ✓ when pupils walk through the corridors and up/down the stairs; and
- ✓ when pupils disperse at the end of the school day.

The Curriculum

We teach positive values through our Personal Development and Mutual Understanding element of the curriculum. We also use P.D.M.U. to help our pupils deal with difficult social situations and how to resolve them e.g. arguments and the pressure of peers.

Cross-Curricular Approach

Teachers will make every effort to use many opportunities to teach key values. Novels and other reading materials within literacy lessons, for example, are very useful to stimulate debate about morals and ethics. This learning can be explored very powerfully via drama, writing and class debates.

The Principal and Secretary greet every child each morning which sets a welcoming standard of respect in preparation of the day ahead.

Our BLUE (Be Loving & Caring to Everyone) week annually highlights positive behaviour, positive relationships and general well-being awareness.

Outside Agencies e.g. Action Mental Health often visit school to promote good behaviour, self-care and respect for other.

Other Rules

Classroom

Each teacher works with his/her pupils to produce a set of classroom rules (based on the 'Golden Rules'). These rules are prominently displayed in each classroom.

There are **Worry Monsters (P1-4)** and **Worry Boxes (P5-7)** for pupils to post concerns about how they are feeling or about how other children are being treated. Pupils who post concerns will be quietly thanked for their courage and given the support they require. If their post was about another pupil/s they will be commended for their responsible attitude in a quiet and unobtrusive manner.

In addition to the sensory tent in the Learning Support Room, every classroom has a '**quiet corner**' with sensory toys for children to use as required.

Dinner Hall

Children are made aware of their responsibilities in the Dinner Hall and are expected to adhere to these rules, which are clearly displayed. Supervisors are trained appropriately and issued with guidelines as to how best to organise the daily routines and procedures.

We want to be safe and happy in the Dinner Hall, so:-

- We always walk quietly and slowly
- We sit safely on our seats
- We walk in an orderly way around the edge of the hall to the hatch
- We show good manners to all staff by remembering to say 'Please', 'Thank you' and 'May I?'
- We only use the cutlery, plates, cups etc to eat our dinner
- If we need help, we raise our hands
- We talk quietly to those beside us
- We listen immediately when the whistle blows or the bell rings
- We only stand up or walk if we have permission from a staff member
- We help to tidy up if asked by a staff member

Playground rules

Children are aware of the agreed rules on the Charter when they are in the playground. A daily duty rota is in place for teachers and classroom assistants for break and lunch times.

The lunchtime supervisors are asked to report incidents of misbehaviour to the relevant class teacher. Supervisors are also encouraged to offer praise for good behaviour. Depending on the seriousness of an incident, lunchtime supervisors should give a verbal warning with an explanation of the consequences of future misbehaviour. If the incident is more serious, or if there is a recurrence of poor behaviour by the same pupil, the matter should then be referred to a member of teaching staff. Parents should always be informed of their child's poor behaviour as soon as possible.

Educational Visits

This policy should be read alongside our Educational Visits policy and Code of Conduct (available on the school website). Pupils on school visits are expected to abide by the aims of this policy including the school rules and our pupil code of conduct.

In addition, the Principal and staff will reserve the right to implement any rules which they deem necessary to ensure the safety and welfare of all participating pupils and staff and to achieve the aims and purpose of the visit. Any concerns will be discussed and agreed with parents beforehand.

Promoting Positive Behaviour: Recognition and Rewards

Within the classroom

Our staff understands that a quiet word of personal praise can be as effective as a larger, more public, reward. We believe that, ***'It is not what you give but the way you give it that counts.'*** The use of praise by staff in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships between children and adults. We also recognise the importance of making praise public, when appropriate, and we celebrate those pupils who demonstrate our Core Values

Each class teacher makes every effort to reinforce good behaviour and a sense of achievement within their classroom. A range of strategies are used to encourage positive behaviour. Praise can be given in formal and informal ways, in public or in private and for the maintenance of good standards as well as for particular achievements.

Examples include:-

- a quiet word of encouragement
- verbal or written praise which may be shared with parents/carers
- a positive written comment in a book; Use of stamps, stickers, badges
- a public word of praise in front of the child's class
- a visit to another member of staff, the Vice-Principal or Principal for commendation, signature or certificate
- Star charts and stickers
- Class certificates or bringing Best Bear/school mascot home
- Team/table points, prizes
- Award of special privileges/special responsibilities within the classroom
- Recognition in assembly, on Class Dojo/SeeSaw, on the school website or on our Facebook page
- Recognition on Noticeboards in school e.g. pupil of the week

Engagement with learning is always our primary aim. As a staff we adopt the philosophy of **'Praise in Public' and 'Reprimand in Private' (PIP/RIP)**. This approach ensures positive attention is directed at those who earn it and those who don't cannot use up valuable teaching and learning time at the point of disruption. Staff pay cognisance to pupils with Individual Behaviour Plans.

Whole school rewards:

Pupil of the Week Award

At the end of each week, each teacher and/or pupils choose a pupil to be the class' Pupil of the Week. This award is given through all of the classes from P1-7. P1 and P2 pupils also take home 'Best Bear' on a regular basis.

The criteria used for the Pupil of the Week Award are as follows:

Children who show a positive attitude towards:

- Work – remembering class routines, homework etc. and making good progress
- Uniform – keeping neat and tidy, wearing proper school uniform
- Class and School Rules – adhering to these rules and being a good example to others
- Attention – not requiring more than one reminder to maintain a high standard. Self discipline should be clearly evident.
- Kindness and helpfulness.
- Trying one's best to improve at an appropriate rate (subject to ability)
- Social skills – active participation in extra curricular/team activities; determination to be a 'team player' and showing good sportsmanship
- A Healthy Break – active participation in our Healthy Breaks Scheme

Each Pupil of the Week receives a badge and certificate, and parents are also informed of their child's achievement on Class Dojo and/or Facebook. The pupils' names are prominently displayed on our 'Waoh Board' for the week. The Principal also makes every effort to visit each class to commend each Pupil of the Week and to ensure that he/she receives recognition in Assembly.

'Well Done' Certificates/ 'Rise & Shine' Assemblies

Children from P1-7 may also be awarded a 'Well Done' certificate by any member of staff at any time for 'one off' situations e.g. a great improvement in work or attitude, nice manners or anything which the staff member feels deserves specific recognition.

The achievements of children when outside of school are also celebrated in assemblies as every child, on a voluntary basis, is encouraged to bring certificates, trophies, medals etc into school and tell their peers, during assembly and class time, what they have achieved. These external achievements may also be recognised on our 'Waoh Board'.

Negative Behaviours and Sanctions

At Larne and Inver Primary School, we have agreed that there are three levels of negative behaviours. However, our list is not exhaustive and, as a school, we reserve the right to *categorise a given behaviour and act accordingly, taking into account a range of factors including individual pupils needs, current life circumstances etc.*

Misbehaviour is dealt with by the class teacher in the first instance and any incidents are recorded on 'Pastoral Care' forms, kept confidentially in class. Cases of serious misbehaviour are dealt with by the Head of Key Stages, Vice-Principal or the Principal. If a pupil's behaviour is considered serious enough, parents will be informed and, if appropriate, invited to attend an interview in school to discuss the matter.

Should children persistently breach the school's 'Code of Conduct'/'Golden Rules' then a range of sanctions will be consistently implemented by all teachers throughout the school. The severity of the offence will determine which sanction is imposed. It is important that all children understand the 'Golden Rules' and endeavour to behave in an acceptable manner.

The quality of education for all children in the school will be the 'over-riding' consideration. Should this be jeopardised, the Board of Governors will not hesitate to suspend or expel an offending pupil, following DENI and EA procedures for the suspension and expulsion of pupils. The school reserves the right to impose any sanction listed below if an incident is serious enough to warrant it. Parents are kept informed at all times.

Children are only held responsible for their own actions and are not disciplined for the actions of others e.g. a whole group is not disciplined because one child was consistently talking.

Level 1 Low Level Misbehaviours	Range of Consequences (Examples)
<p><i>Isolated and intentional incidents of:</i></p> <ul style="list-style-type: none"> Interrupting others Talking at inappropriate times Shouting out Boisterous behaviour Leaving seat without permission Teasing/Unkind remarks to others Not paying attention/listening Refusal to participate/follow instructions Lack of effort/interest Low level destruction Pushing/poking/physically annoying others Fidgeting Annoying and/or distracting others Making rude/inappropriate noises Negative/cheeky responses Dropping litter Use of bad language Inattention in the corridors/on the stairs Chewing gum Telling a lie Non uniform/jewellery Borrowing others' property without consent Use of bad language/swearing * Using a mobile phone/device without permission 	<ul style="list-style-type: none"> A disapproving look or signal Verbal warning Private discussion with child Request for oral apology Use of quiet corner (age dependent) Moving seat Reminder of class/school rules Cleaning up mess Sent to another teacher/Head of Key Stage Removal of a portion of privileges/responsibilities Mobile device removed and given to parent

Level 2 Medium Level Misbehaviours	Range of Consequences (Examples)
<p><i>Persistent (more than 2) and intentional incidents of:</i></p> <p>Interrupting others Talking at inappropriate times Shouting out Boisterous behaviour Leaving seat without permission Teasing/Unkind remarks to others Not paying attention/listening Refusal to participate/follow instructions Lack of effort/interest Low level destruction Pushing/poking/physically annoying others Fidgeting Annoying and/or distracting others Making rude/inappropriate noises Negative/cheeky responses Dropping litter Occasional use of bad language Inattention in the corridors/ on the stairs Chewing gum Telling a lie Non uniform/jewellery Borrowing others' property without consent Use of bad language/swearing * Using a mobile phone/device without permission</p> <p><i>Isolated and intentional incidents of:</i></p> <p>Boisterous behaviour such as fighting, kicking, grabbing, pinching or hitting Spitting Abusive remarks towards staff Disregard of school property</p>	<p><i>In addition to Level 1 consequences:</i></p> <p>Time out with another member of staff - Referred to Head of Key Stage or Vice Principal</p> <p>Shadowing staff in playground at break/lunch times</p> <p>Alternative provision for playground time organised</p> <p>Verbal/written apology</p> <p>Removal of a portion of privileges/responsibilities</p> <p>Parents/Carers contacted</p> <p>Reflection sheet sent home</p> <p>Communication diary implemented</p> <p>Mobile device removed and given to parent.</p> <p>Mobile device not allowed in school thereafter.</p> <p><i>Discussion with parents and EA regarding putting child on the SEN register for behavioural problems</i></p> <p><i>Advice sought from Educational Psychologist, CAMHs, EWO or other agencies</i></p>

--	--

Level 3 High Level Misbehaviours	Range of Consequences (Examples)
<p><i>In addition to an escalation in frequency (more than 5) of Level 2 misbehaviours -</i></p> <p>Stealing with intent Persistent Violence Rudeness/insolence/aggressive behaviour towards staff, visitors or other children Dangerous refusal to obey instructions Purposefully hurting or threatening others - physically and/or mentally Persistently swearing Using sexualised/racist/homophobic language Wilful damage to school property/vandalism Wilful damage to the property of others Leaving school without consent Major disruption of class activity Using a mobile device to purposefully cause harm or distress</p> <p><i>Isolated and intentional incidents of:</i></p> <p>AGGRESSIVE behaviour such as BITING, fighting, kicking, grabbing, pinching or hitting Intentional spitting at someone else Abusive remarks towards staff including bad language and willing harm Intentional/violent disregard of school property</p>	<p>Parents/Carers contacted and invited to school for an interview with the Class teacher and Principal</p> <p>Time out with another member of staff - Referred to Principal</p> <p>Shadowing staff in playground at break/lunch times or time spent with Principal</p> <p>Alternative provision for playground time organised</p> <p>Verbal/written apology</p> <p>Removal of privileges/responsibilities for an agreed time with parents</p> <p>Reflection sheet sent home</p> <p>Communication diary implemented</p> <p>Mobile device removed and given to parent.</p> <p>Mobile device not allowed in school thereafter.</p> <p><i>Possible referral to Educational Psychologist, CAMHs, EWO or other agencies</i></p> <p>Suspension/Expulsion in consultation with parent(s)</p> <p><i>Discussion with parents and EA regarding putting child on the SEN register for behavioural problems</i></p> <p>Restorative by appropriate member of staff Internal exclusion set by SLT/LMT Fixed term exclusion</p>

Disregard for ***homework, punctuality, attendance, uniform standards and misuse of jewellery*** will not result in a child receiving a consequence through our Positive Behaviour policy. Parents are expected to support school and their child within these areas. Should concerns arise, parents will be contacted by the class teacher and the matters discussed. Should concerns continue, the Principal will address these further.

Reasonable adjustments will be made for children who have been diagnosed with additional needs.

Steps used to manage and modify negative behaviour

Children are held responsible for their behaviour. As stated before, they will be reprimanded in private where possible and staff will follow agreed steps for dealing with poor conduct. Our approach serves to de-escalate inappropriate behaviour and avoids low-level behaviours escalating and becoming more serious. If children behave in a way that is not appropriate, staff will use this agreed consistent approach to support that student to get back on track without giving undue attention to the negative behaviour. Once a response has been delivered, staff will walk away and give students time to think and act positively.

The scripts noted below are for guidance purposes only.

Steps 1-5: **Level 1 Misbehaviours** dealt with by staff member

Step 6: **Level 2 Misbehaviours** dealt with by staff member supported by Vice-Principal / Head of Key Stage

Steps 6 & 7: **Level 3 Misbehaviours** dealt with by staff member and Principal

STEPPED BOUNDARIES
1. REDIRECTION
2. REMINDER
3. WARNING
4. REFLECTION TIME
5. FOLLOW UP MEETING

When students have been given the support and opportunities to make the right choices and reflect on the impact of their behaviour but do not modify their behaviour, **the class teacher will contact the parent / carer** to discuss the behaviour to date. Means of further promoting positive behaviour will be discussed (eg. personal reward chart or individual communication diary) and **given time to be impactful**. Behaviour that repeatedly requires a follow up meeting will be recorded by staff on the child's Pastoral care form for future reference. It is hoped that through existing strong links and maintaining close contact with our parents that the child's behaviour will improve. Should the behaviour continue or escalate further, the class teacher will follow the agreed steps as outlined below. Internal Referrals will mainly be used for Medium & High Level behaviours

6. INTERNAL REFERRAL

Pupils may be given the opportunity at this point (Step 6), where appropriate, to complete a Behaviour Reflection sheet which will encourage thoughtful reflection on their choices/actions and the impact of these on themselves and others. This will be completed with the child's parent. On completion, the pupil's teacher will revert to Step 5 and review the incident with the pupil. The class teacher will contact the child's parents to discuss the Internal Referral, following which, a meeting can be held with the class teacher if deemed necessary. *We recognise that it's the certainty that this follow up will take place that is important.* As a staff, we deal with behaviour without delegating.

Where a **second Internal Referral** occurs, the Senior Teacher / Vice-Principal may deem it appropriate that the pupil has a Formal Meeting with the principal, at the first opportunity, on the day of the misbehaviour. A Behaviour Reflection sheet may be discussed and sent home as part of the Formal Meeting if necessary. The teacher or Principal will contact the child's parents to discuss the Internal Referral.

Where a **third Internal Referral** occurs, the pupil will spend break and lunch time with the principal. The principal will again contact the child's parents to discuss the Formal Meeting and plan an appropriate intervention such as a Behaviour Log signed by the parent, class teacher and principal. If necessary, for the safety of the child or other pupils, the principal may decide that subsequent break/lunch times should be missed while the behaviour is reflected upon.

In the event of seriously disruptive or high-level behaviours, it may be appropriate to skip Steps 1-6 and go straight to Step 7, the Formal Meeting.

At this point, it has been decided by a member of staff that the intervention of the principal is urgently required. The displayed behaviour will be recorded on the child's Pastoral Care sheet and parents will be invited to attend a meeting to discuss it. The pupil's behaviour will be closely monitored for an agreed period of time. In the most extreme cases, the school, with the approval of the Board of Governors, may suspend a pupil in accordance with the EA and Department of Education policies. We regard suspension as a very serious sanction which will normally only be used when other available strategies have failed to modify behaviour. The school reserves the right in exceptional circumstances and in accordance with policy, to suspend a child immediately from school.

*In the absence of the Principal, the Vice Principal / Senior Teacher will deputise.

Reflection Time Worksheets

Occasionally, a worksheet may be sent home to enable parents to support their children by working together.

*** Use of Mobile Phones in School**

It is permissible for children to have a mobile phone in their school bag for personal use before/after school. However, this phone must be switched off and given to the class teacher for safe keeping whilst on the school premises – otherwise it will remain with the Principal until home time. All mobile phones are brought at each child's own risk - the school accepts no responsibility for any loss or damage incurred. Misuse of mobile phones which causes harm or offence will be dealt with by the Principal alongside the child's parent(s).

Serious and Persistent Misbehaviour

If appropriate, one or more of the sanctions listed will only be invoked if all other measures fail and if a pupil is consistently involved in serious and persistent misbehaviour. Some of the sanctions listed may also be continually implemented although parents are regularly informed if this occurs.

Referral

If necessary, a child may be referred to the Education Authority's Psychology Department. This may lead to support from the Primary Behavioural Support Service or the child being issued with a Statement for Emotional and Behavioural Difficulties.

Persistent Offences

If a child is regularly badly behaved at a certain time of the day or during a specific activity, parents will be contacted and an agreed plan will be put into place. In extreme circumstances, where a child does not settle initially into school and shows behavioural issues, an integrated and progressive programme will be put in place with parental support. A Behaviour Risk Reduction: Initial Assessment will be completed to support this programme.

Suspension or Expulsion

We are reluctant to ever suspend or permanently exclude any pupil from school. The option to do so, however, is retained at the Principal's disposal.

For cases involving the suspension or expulsion of a child, for serious misbehaviour, the school will follow the procedures for the Suspension and Expulsion of Pupils in schools as outlined by the Department of Education for Northern Ireland.

Exclusion may be considered for the following reasons (this list is not exhaustive):

- Prolonged rejection of school rules
- A serious physical or/and sexual assault
- Repeated use of discriminatory language e.g. racist or bigoted comments
- Sustained or/and repeated bullying of one or more pupils
- Misuse of substances or/and encouraging others to
- Malicious damage of property
- Disrespectful attitude towards staff
- Verbal or physical abuse of staff
- Any action before, during or on the way home from school that damages the school's relation with our community e.g. being abusive to local residents or pupils from other schools

This list is only a guide. Sanctions depend on the pupil's context, previous behaviour, mitigating circumstances and the behaviour of others. Parents and pupils must, however, be aware that poor behaviour will not be ignored. If required, all measures will be used to keep the school a safe and happy environment.

Outside of school

In accordance with guidance from the Department of Education for Northern Ireland, the Board of Governors of Larne and Inver Primary School reserves the right to impose sanctions on pupils for incidents related to school, which occur off the school premises or outside of school hours.

Incidents of this nature may include:

- Bad behaviour on an educational visit, including Shared Education activities or Swimming
- Bullying or fighting on the way to school, or on the way home from school;
- Any form of abuse (e.g. verbal, online, written, physical) to other pupils, parents or other adults on the way to school, or on the way home from school
- Any form of abuse (e.g. verbal, online, written, physical) towards a staff member or damage to the property of any staff member when outside of school

Special Educational Needs (SEN)

Pupils with specific difficulties such as ADHD, ASD etc. who are having difficulties managing their behaviour may be placed on the school's Special Education Needs Code of Practice. The aim of placing a child with behavioural difficulties on the SEN Code of Practice is to lead to a change/ modification in his/her behaviour with appropriate support.

Teachers have a responsibility to cater for the needs of all their pupils. It is important that all barriers are acknowledged and the teacher makes reasonable efforts to meet the needs of all pupils.

Some pupils have complex issues that influence their behaviour. The class teacher should liaise with the previous teacher and the SENCo before the school year. A range of strategies need to be agreed to manage some pupils' particular needs. This may also be explicitly included in the pupil's I.E.P.s. It is important that all staff who deal with the pupil are aware of their difficulties so they can act as appropriate when managing their behaviour.

At Larne and Inver PS, SEN is not considered an excuse for poor behaviour, however for children whom this staged approach is not appropriate, due to their particular Special Educational Needs or Disability, will have a personalised plan or behaviour plan detailing alternative approaches, rewards and techniques. We recognise that Inclusion does not mean that all children are treated in the same way, we support Individual Needs in consultation with the Parents / Carers, Class Teacher, Pastoral Lead, SENCO and SLT.

Where children are struggling to make the right behavioural choices or where a Special Educational needs or disability has been identified, support may be offered from external agencies.

Safer Holding and Reasonable Force At Larne and Inver PS

All members of school staff have a legal power to use reasonable force (Use of reasonable force, DfE July 2013).

'Reasonable force' includes a broad range of actions that includes physical contact with pupils, usually to control/ prevent harm. A professional judgement is made as to when to use it.

'Reasonable' means no more force than is needed.

'Control' means, for example, blocking a pupil's path.

'Preventing harm' means, to stop a child endangering themselves or others.

DENI 2021/13: Reasonable Force/Restraint -

The Education (Northern Ireland) Order 1998, Article 4, outlines the powers a member of school staff can use in restraining pupils. However, schools are reminded that reasonable force/restraint should only be used as a measure of last resort. Staff of a grant-aided school may only use reasonable force/restraint:

- to prevent a pupil from committing an offence;
- to prevent a pupil causing personal injury to, or damage to the property of, any person (including the pupil him/herself);
- to prevent a pupil from engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils.

Schools cannot use force as a punishment – it is always unlawful to use force as a punishment. (See revised guidance on 'Use of reasonable force DfE July 2013') Parents will always be informed about serious incidents that involve the use of safer holding.

Equality of Opportunity

All pupils whatever their gender, race, religion and social background must have benefit from equal treatment. As a school we are committed to both nurture and discipline pupils without fear or favour.

Areas of particular focus to be drawn to the attention of staff are:

- To take care that boys are not dealt with more severely than girls.
- To ensure that staff and Governors' pupils are not favoured or sanctioned unfairly.
- To make sure that those with a history of poor decisions are given a fair hearing.

Professional Development

The school is committed to provide for teachers' professional development needs within the area of behavior management and discipline. This includes the following key elements:

- A clear and user-friendly promoting Positive Behaviour Policy.
- An appropriate and varied range of resources.
- The support and encouragement of the Pastoral Care Team, SENCo and S.L.T.
- Ongoing training and professional development as required.

External Support

The main sources to support schools in promoting good behaviour are the Educational Psychology Service (EPS), Education and Library Board's Curriculum Advisory and Support Services (CASS), the Education Welfare Service (EWS), RISE (Regional Integrated Support for Education NI) and the EA Area Behaviour Support Team.

Links with these agencies aid:

- staff development in aspects of discipline and classroom management;
- our ability to diagnose and interpret pupil behaviour.

Record Keeping

Every teacher has access to Incident Forms which are used to record issues and concerns regarding behaviour, INCLUDING ALLEGED BULLYING. These are different to The Safeguarding Initial Note of Concern forms.

Playground behaviour is monitored and recorded if required. This assists with monitoring patterns of behaviour.

Each class has a behaviour tracking sheet to monitor progress from one year to the next for each individual child.

Resource Management

Playground resources are purchased through PTA funding on a needs basis. The School Council consults regularly with Mr Dunlop and reports to the Principal as to what resources have been of most benefit in the playground and how to improve behaviour using new resources as required.

Resources for classrooms e.g. Sensory tents, quiet corners and sensory toys are purchased on a needs basis to assist children who have additional needs which may affect their behaviour.

The Sensory Tent in the Learning Resource room is timetabled for some children but available to all children if required.

Links With Other Policies

Promoting Positive behaviour permeates throughout every aspect of our whole school. However, the following policies are highlighted as central to promoting positive behaviour:

- Supervision Policy
- Safeguarding & Child Protection Policy
- Pastoral Care
- E-Safety and Use of Digital Technologies
- Anti-Bullying
- P.D.M.U.
- S.E.N.
- Health and Safety
- Intimate Care
- Suspension and Exclusion

Monitoring this policy

We acknowledge that sustaining good behaviour creates a need for the continuous assessment of the effectiveness of approaches to behaviour management in our school. We regularly review our positive behaviour procedures, encouraging innovation and flexibility in interacting with our pupils. It would be hoped that through the adoption of this Managing Behaviour Policy, with the teachers, pupils and parents working together, we will provide a safe, secure, happy and structured atmosphere for effective teaching and learning. The Board of Governors will be kept informed of any behavioural concerns/issues in school.

The impact of the policy will be monitored in the following ways:

- The school's annual Data Reports to BOG (literacy and numeracy progress).
- The school's annual Safeguarding report to BOG
- Monthly and annual attendance figures.
- School Council Meetings (agenda item).
- Behaviour Class Tracking Grids
- Principal's Parental Audit every year.
- Class Behaviour File & Incident forms
- Communication Diaries
- Pupils' Annual Reports

Review of Policy

This policy will be reviewed and, if required, updated every three years. This process will involve pupils, parents, staff and governors.

Staff will be issued with a hard copy of the new policy after its approval.

A Parental Summary will be issued to parents after every review. A full version will be available from the school office for reference or/and a paper copy issued if required.

The 'Code of Conduct for our School Community' supports the effective promotion of positive behaviour and will be reviewed annually as part of this policy's review by the governors. Parents will sign their agreement annually as part of the Data Capture Form.

As part of the ongoing review process of the school's effectiveness regarding the promotion of positive behaviour, audits will be carried out with parents, pupils and the staff of the school.

The governors referred to the DE guidance, 'Pastoral Care in Schools: Promoting Positive Behaviour (2001) and when creating this policy and will continue to refer to this document when reviewing the policy.

This policy follows guidance from the Addressing Bullying in Schools Act (2016) (DENI 2021/12)

This policy follows **DENI 2021/13**: Interim Guidance on the Use of Restraint and Seclusion in Educational Settings and **DENI 2021/04**: Suspensions and Expulsions Arrangements for pupils in grant-aided schools in Northern Ireland

This policy follows **DENI 2023/02**: Parental Responsibility: Updated Guidance for Schools

This policy is also based upon the DENI guidelines – '**Safeguarding and Child Protection in Schools**' (**DENI 2017/04**) and, also, the United Nations Convention on the Rights of the Child (1991) which states that:

“when organisations make decisions which affect children, the best interests of the child must be a primary consideration” (Article 3)

This policy was updated and agreed in June 2023.