



Positive Behaviour and Citizenship Policy

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Who is responsible for this document	Principal, SLT, SMT, staff, BoG
Issued to	Staff, BOG, parents
Related Policies	Safeguarding/Child Protection, Pastoral Care, Anti-Bullying Code of Conduct, Staff Handbook, SEN, RSE, e:Safety & Acceptable Use
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Euston Street Primary School & Nursery Unit

Positive Behaviour & Citizenship Policy

Mission

'Achieving Excellence Together'

'To work together for excellence in: our learning; our school; our community; and our future.'

Our purpose therefore is to be an excellent school. We continually strive for excellence in every area of school life. To achieve this aim we must always have the right school **vision and values** and these must be at the heart of all that we do, including our School Development Plan.

Vision

In order to achieve excellence in each aspect of school life, our vision is:

'To create a safe, happy learning community. A community where together, we inspire and equip our pupils so that they fulfil their potential, use their talents and follow their dreams now and always.'

Values

We believe that our school is a place where the child is at the centre.

'We value kindness, integrity, hard work and mutual respect.'

Good attendance at school is essential for a pupil's education and establishes a positive working ethos early in life.

Introduction

The purpose of this policy, as with all of our policies, is to support us as we strive for excellence in every area of school life. To achieve this, we must always have the right school **vision and values** and these must be at the heart of all that we do, including our engagement with parents and guardians.

This policy outlines the procedures that are followed when dealing with an issue pertaining to unacceptable behaviour in Euston Street Primary School and Nursery Unit to ensure that incidents are dealt with and resolved as best possible for all concerned, in a clearly agreed, efficient and sensitive fashion. This policy operates in tangent with the Anti-Bullying Policy and Pastoral Care Policies.

This policy has been developed following training by the Education Authority and in consultation with pupils, staff, parents and Governors.

Aims of the policy

This policy aims to:

- Define unacceptable behaviours;
- Identify the school procedures for helping prevent unacceptable behaviours and encourage acceptable behaviours;
- Identify the school procedures for dealing with unacceptable behaviours;

The policy has been compiled and implemented through the guidance of the following legislation framework and supporting administrative procedures:

- The Addressing Bullying in Schools Act (NI) 2016
- The Education and Libraries Order (NI) 2003 (A17-19)
- The Education (School Development Plans) regulations (NI) 2010
- The children (NI) Order 1995
- Pastoral care in School: Promoting Positive behavior (DE 2001)
- Cooperating to Safeguard Children and Young People in NI, Dept. of Health, Social Services and Procedures (2017)
- Safeguarding and Child Protection in Schools: A Guide for Schools (DE 2017)
- Safeguarding Board for NI Policies and Procedures (SBNI 2017)
- UN Convention on the Rights of the Child (UNCRC)

Definition of Terms

AfL – Assessment for Learning
 SEN – Special Educational Needs
 VP – Vice-Principal
 FS – Foundation Stage (P1 & P2)
 KS1 – Key Stage 1 (P3 & P4)
 KS2 – Key Stage 2 (P5 – P7)
 HOKS – Head of Key Stage
 SLT - Senior Leadership Team
 BoG - Board of Governors

Purpose

In line with the school Mission, Vision and Values, Euston Street aims to:

- Ensure it is a child centred school;
- Create a learning environment conducive to promoting and instilling good behaviours and good choices with the pupils;
- Encourage and praise good pupil behaviour;
- Prevent and discourage unacceptable pupil behaviour;
- Deal with inappropriate behaviour in good time, in a fair and consistent manner;
- Develop behavioural skills and attitudes in the pupils that will benefit both them, the school and the community in which they live and learn.
- To develop in our pupils a sense of community, while understanding their responsibilities and rights within the school community;
- To create an orderly school community in which effective learning can take place;
- To include staff/pupil/parent/BOG voices in the decision making process;
- To reinforce behaviour and citizenship as a whole school matter - a corporate responsibility of staff, in partnership with parents and pupils themselves;
- To ensure that class and school rules, rewards and consequences are clearly displayed at all times in order to be a constant reinforcement and reference point for all pupils;
- To support staff as they implement the procedures consistently and fairly;
- To support positive pupil/pupil/teacher relationships as the key to classroom management and a positive teaching and learning environment;
- To support a 'tension free' school discipline system;
- To help raise and sustain exemplary standards of behaviour;
- To effectively communicate the policy to all pupils and parents;

- To ensure that the school takes a positive view of its pupils at all times;
- To support the school ethos and policy on Pastoral Care and other names policies;
- To support the element of the school curriculum that actively involves pupils in their learning, in planning their learning and in their engagement in school life.
- To maintain regular contact with external support staff in the E.A. Region and other bodies as required;
- To ensure that behaviour patterns are monitored and regularly assessed by Senior Leadership to identify and address any particular needs/trends;
- To ensure that behaviour patterns are brought to the attention of the Safeguarding Team/BOG as required;
- To support the Special Educational Needs policy and ensure that pupils with specific needs are given appropriate consideration;
- To regularly review the policy;

Procedure

‘Tension Free’ Discipline

One of the ways in which staff can encourage good behaviour and prevent inappropriate behaviour is by modelling a calm and fair approach to discipline. By encouraging tension free discipline, we work to ensure that there is clarity and consistency in all classes and to provide a framework that is explicitly known to all children and their parents.

It is vital that the class teacher takes prime responsibility for the standards of discipline within their own class, models these and applies the school standards consistently. By so doing, we lower the stress levels for staff as the procedure is clear. We also lower the stresses for pupils by engendering a calmer, more positive learning environment.

It is also vital that we all take responsibility of general standards of discipline all around the school- in the corridors- in the playground etc. Again, with a consistency of approach, all children will realise that all the rules apply to them all equally at all times.

Classroom Management

Good discipline requires good classroom management. The attitude of all staff is crucial, since it is they who determine the environment in which positive teacher/pupil relationships can develop. All staff in school should consider themselves responsible at all times for the behaviour of all pupils within sight and sound, whether teaching them or not.

UNCRC and Euston Street PS & NU

Euston Street PS is a Rights Respecting School and promotes the rights of children as defined in the articles of the convention.

Article 3 – My best interests must be a top priority in all things that affect me

Article 6 – I have the right to life and to succeed to the best of my ability

Article 12 – I have the right to voice my opinion and be listened to

Article 19 – I have the right to be protected from all forms of violence and be kept safe

Article 28 – I have the right to learn and go to school

Article 29 – Education must develop me as a person

Article 37 – I have the right to be treated fairly if I break rules

Preventative measures

Staff training

In order to ensure that the aims of the policy are adhered to, staff in ESPS receive training on the Anti-Bullying and Positive Behaviour & Citizenship policies each year in August or as required.

The school aims to promote and encourage positive behaviour and relationships at all times. The school also promotes a preventative anti-bullying ethos at all times.

Measures include:

- 2 class lessons per year, every year on positive behaviour, anti-bullying, e:safety, safeguarding and pastoral care.
- Assemblies on positive behaviour, anti-bullying, e:safety, safeguarding and pastoral care (including healthy lifestyle).
- Playground buddies are trained in positive behaviour, anti-bullying and conflict resolution
- School policies on positive behaviour, Anti-Bullying, RSE, e:safety, Safeguarding & Child Protection, Intimate Care and Pastoral Care.
- A wide range of after school activities promoting a healthy lifestyle
- Ongoing monitoring of supervision arrangements re: canteen, playground, toilets etc.
- Pupil voice each term
- Barnardos resilience training for Years 4 - 7
- Barnardos counselling services and drop in service
- Barnardos wellbeing training for parents and staff
- Active School Council who will discuss Anti-Bullying
- Eco committee, Language Champions and Digital Leaders to support and give opportunity to pupils
- Healthy lifestyle programme in school
- Extended School's initiatives to promote wellbeing and involvement in wider school life
- School shows to promote wellbeing and involvement in wider school life
- NSPCC assemblies and classroom workshops
- Love for life lessons
- Planned PDMU lessons taught in each classroom
- Planned TSPC incorporated into learning
- Leaflets given to each parent on Anti-Bullying, Positive Discipline and Citizenship, Child Protection/Safeguarding, e:safety and Acceptable Use and Healthy Lifestyle
- Annual staff training in all areas of Anti-Bullying, Positive Discipline and Citizenship
- School participation in National campaigns anti bullying week safer internet day...
- Promoting all rights of the child throughout school as a Rights Respecting School
- Pupils and the school community working towards a new Eco Flag
- Effective playground supervisors training management
- Active playground zones including resources to promote an active healthy

lifestyle

- Wet break structure in place in all classrooms
- Parental engagement and information sessions each year to promote a cohesive and informed school community to include all pastoral care leaflets
- Welcome packs for new pupils/families
- Newcomer packs for new pupils/families as required
- Translation service employed as required
- Language Champions used in school to promote leadership opportunities and enrich school community
- Learning support to support learning of low and under achieving pupils
- SEN/ASD friendly classrooms to support all learners
- Parental information/training sessions in line with SDP

This list is not exhaustive but illustrates the extent to which the school promote a preventative ethos and curriculum engaging all of the school community.

Strategies to encourage positive behaviour and good citizenship will include:

- Classrooms operate a rocket/traffic light system to encourage good behaviour conducive to learning;
- The school operates a yellow/orange/red card warning system throughout;
- Classroom rules/charter are agreed and displayed in each classroom at the start of each year (link to Rights Respecting Schools);
- School rules are displayed in classrooms, corridors and playground;
- Information is shared with parents who are encouraged to be involved in the process of policy making;
- Marking for improvement/differentiated work/extension tasks are used throughout the school to promote successful learning;
- Every classroom displays a Diary/Picture of the Day/Visual Timetable, to focus efforts, support SEN and maintain high expectations;
- Success notes are sent home as appropriate - (a note home to inform parents of good behaviour/success);
- SEN/specific learning targets are used to promote sustained effort and achievement for those with SEN/under achievement.
- The whole school implement the ethos and conventions of 'Rights Respecting Schools' to support the school positive behaviour and citizenship policy and procedure.

Positive Reward

Since the aims of this policy will best be achieved in a safe, calm and happy learning environment, the emphasis will always be on the positive approach of encouragement and praise, rather than on the more negative one of criticism and punishment. Criticism of the behaviours should always include advice on how to improve.

Rewards and sanctions all centre around the school Golden Rules:

Do be kind and helpful to all
Do be gentle with everyone
Do listen well in school
Do work hard to improve

Do be honest
Do look after property

Praise can be given in many ways. It may be but not only:

- By giving a quiet word of encouragement;
- By writing a positive comment in an exercise book, either in general terms (“Well done”) or in a more detailed way (picking out specific points or ideas that deserve mention - AfL/mfi)
- By using the school Star Pupil award;
- By displaying pupil photographs/achievements/work on notice boards.
- Through public acknowledgement - class, house or assembly presentations;
- By giving responsibility such as P7 ‘Buddy’ systems;
- By sending home school reports/praise notes/certificates/home school book.

Parental involvement

Parental involvement is a critical factor in establishing the school ethos and standards of behaviour. It is the legal responsibility of parents to ensure that their child behaves responsibly and appropriately whilst in school. The school takes its responsibility to inform, encourage and support positive behaviour in its pupils at all times working in close partnership with parents and guardians. Teachers have the right to expect parental support, and parents have a moral duty to reinforce the efforts of teachers in establishing and maintaining good classroom discipline. Parents cannot simply choose to resign from their continuing responsibility for their children when at school.

Unacceptable Behaviours

Behaviours that may incur a sanction are listed below: (this is not a definitive list as there may be occasions where other behaviours need to be dealt with).

1. Disruptive behaviour in class that has impact on a pupil’s own or others’ learning;
2. Breaking school rules including during break time and or lunch time;
3. Using abusive or offensive language towards any pupil or staff member or visitor;
4. Deliberately injuring another pupil or staff member;
5. Deliberately damaging, stealing school or individual property;
6. Failing to present homework(s) or schoolwork to a totally acceptable standard;
7. Breaking school rules while coming into or leaving from school grounds;
8. Breaking school rules when representing school or in the community;
9. Unauthorised or inappropriate use of mobile phones/other devices in school;
10. Misuse of the internet or social media in school;
11. Misuse of social media at home in relation to other current pupils of Euston Street Primary School (see e:Safety Policy/Mobile Phone Policy; Anti-Bullying Policy);
12. Regular failure to conform to the uniform code;
13. Regular late arrival to school (see Attendance Policy);
14. Regular truancy from school (see Attendance Policy).

Significant Incident

A significant incident may result in an enhancement of the warning system system (see below). A significant incident may include but is not only –

hitting/scrabbing/slapping to the head, prolonged fighting, putting other pupils in harm's way, abusive language used at a pupil or member of staff, hitting or pushing or threatening to hit or push a member of staff, running away or threatening to run away from class/staff/school, deliberately damaging school property, sustained non-compliance and any other incident that the Senior Leadership may deem to be significant.

Anti-Bullying

Any concern raised about bullying behaviours will be dealt with by the SLT. If the incident is not deemed to be bullying it will be dealt with following the procedures below. If the incident is deemed to be bullying behaviour it will be dealt with following the Anti-Bullying Policy.

Mobile Phones

Parents and pupils are informed that mobile phones should not be brought to school. If there are exceptional circumstances, then a parent must complete the required form and if permitted by school then they will be stored safely in the school office. The phone will be signed in and out of the office and will not be accessed during school hours. Euston Street Primary School and Nursery Unit accept no responsibility for phones brought to or stored in school at any time for any reason.

Reasonable Force

Where necessary, reasonable force will be used to restrain a child if there is a perceived danger to the child or to another child or a member of staff and or school property.

First contact

The school will inform parents about inappropriate behaviour as soon as low level behaviours persist and the normal classroom strategies have been exhausted. Parents will receive a yellow warning note home from the Head of Key Stage/class teacher, explaining the behaviours and they will have an opportunity to respond. The warning system will move to an orange and then a red warning and parents will be invited to phone or meet with the teacher at this stage.

If there is a **significant incident** parents will be contacted immediately by Head of Key Stage/Vice-Principal/Principal.

Should a parent wish to contact school about matters of discipline they can write a note or phone the school office to make an appointment to speak to a class teacher. The Complaints Policy and its procedures can be found on the school website or in the school office upon request.

Classroom Traffic Lights

Each classroom teacher will use 'traffic lights' within their classroom, in conjunction with the school Golden Rules, to try and prevent inappropriate behaviours from occurring or persisting and also to reward appropriate behaviours. Green means the pupil is behaving as expected. Orange/amber means a warning has been given regarding inappropriate behaviour and the pupil has opportunity to change their behaviour. Red means the pupil is continuing to behave inappropriately. The traffic lights will be used in line with other rewards and encouragements as outlined in this document. If a pupil's inappropriate behaviour persists beyond the traffic lights, the **Warning System** will be implemented and the Head of Key Stage will be notified.

Warning System

When the teacher has exhausted their 'Rocket/Traffic Light' class behaviour management strategies they will notify the Head of Key Stage the **Warning System** will be started.

Warnings can happen as a result of a repeat of similar, or a combination of, inappropriate behaviours.

There are 3 escalating warning cards - yellow to orange and finally to red.

Order of sanctions/behaviour modification strategies

'Traffic Lights' used before the warning system

1. In the first instances of inappropriate behaviour (not a significant incident), the teacher will remind the pupil of the rules and expectations of Euston Street Primary School (ESPS). This will provide the pupil with clear information as to what has happened, what is inappropriate and what needs to be done to modify the behaviour. The pupil has opportunity to modify the offending behaviour with teacher support. If the teacher believes that the pupil has repeated inappropriate behaviour within 1 week FS/KS1 or within 2 weeks for KS2 then they may sequentially operate the school warning system.
2. **Yellow warning** – Within 1 week FS/KS1 or 2 weeks KS2 from first incident or once the rocket/traffic light system has been exhausted, the teacher will issue the yellow warning. They will explain to the pupil the offending behaviour and remind the pupil of school rules and expectations. Behaviour modification strategies will be employed. Teachers will record the incident in their behaviour record and the pupil will sign the record. The teacher will send a yellow warning note home to inform the **parents/guardians** of the behaviour giving them an opportunity to respond. The teacher will decide if a sanction (1 - 4) is also required.
3. **Orange warning** – Within 1 week FS/KS1 or 2 weeks KS2 from Yellow warning, the teacher will issue the Orange warning. They will explain to the pupil the offending behaviour and remind the pupil of school rules and expectations. Behaviour modification strategies will be employed. The teacher will record the incident in their behaviour record and the pupil will sign the record. The teacher will use a sanction (1 – 4) as appropriate to the behaviour (see list below). The teacher will send an Orange warning note home to **parents/guardians** or make a phonecall to speak directly about the incident giving them an opportunity to respond.
4. **Red warning** – Within 1 week FS/KS1 or 2 weeks KS2 from the Orange warning, the teacher will issue a Red warning. The teacher will report the behaviour to Head of Key Stage (HoKS) with relevant documentation. The HoKS will write a Red warning note home/make a phone call informing **parents/guardians** of the offending behaviour. Sanction/s (1 – 8) will be used by the HOKS/SLT as appropriate to the behaviour (see list below) and the pupil **behaviour monitor** will be started (see below). The **parents/guardians** will have an opportunity to meet/respond.

Behaviour Monitor

Once a child has received all 3 warnings, a behaviour monitor will be put in place lasting 1 week for FS/KS 1 and 2 weeks for KS2. The teacher and HoKS will decide what strategies will be put in place to modify the behaviour. This monitor allows the HOKS to assess the daily/weekly behaviour of the pupil. The HOKS will inform the **pupil/parents/guardians** when they have finished the behaviour monitor and the pupil will sign the monitor. When the child has completed the duration of the monitor they return to a 'clean slate'. Teachers will keep the HOKS informed about any further inappropriate behaviours of a child on a behaviour monitor during this period. During the time of the behaviour monitor if the child has another incident of inappropriate behaviour then a final Black warning will apply.

Black and final warning

If an additional incident occurs while a pupil is on a behaviour monitor, then the Vice-Principal/Principal will phone the **parents/guardians** requesting a formal interview. At this meeting behaviours will be discussed. The Principal or VP will discuss further sanctions (1 – 8) to be employed to help the pupil modify their behaviour and the monitor will be extended accordingly.

Parents may be asked to pay the repair or replacement costs of any property deliberately damaged by their child.

If the behaviour does not improve to a satisfactory standard subsequent to this meeting, further serious sanctions may be applied (see list below).

Sanctions

At all times examples of good behaviour are praised, encouraged and rewarded, but at times sanctions have to be used as a result of inappropriate behaviour, to ensure a safe, calm and happy learning environment for all.

We operate a traffic light system for low level minor classroom behavioural infringement such as being inappropriate during learning time, minor disruption, or not completing work to a satisfactory standard. For more serious and persistent infringements of school rules we have the aforementioned **Warning System**.

All sanctions are based on the School Rules as explained above.

Sanctions are to be used in accordance with the procedure outlined above. They are mostly sequential but can also be reasonably repeated or lengthened at the discretion of the teacher, HOKS, VP or Principal.

Sanctions to be used in conjunction with the 'traffic lights' or Warning System.

1 – 4 to be used by classroom teacher/leadership and assistants

1. 'Traffic lights' used and reminder of rules and expectations;
2. Loss of Golden Time/privilege in the classroom or in part (short term).
3. Completion of learning tasks in an alternative location (short term);
4. One Break time/lunch time restriction of privileges.

5 – 8 to be used by HOKS/SLT/VP/Principal

5. **Warning System** used;
6. Classroom monitoring/behaviour monitor;
7. Series of restrictions of privileges at break time and lunch time;
8. Undertaking tasks to benefit the school including sharpening pencils, tidying the school library etc;
9. Withdrawal of privileges including badges, responsibilities, afternoon clubs or after school activities but not curricular activity;
10. Withdrawal of participation on school trips;
11. Reduced daily timetable;
12. Removal from classroom to HOKS/VP/Principal;
13. Completion of learning tasks for longer periods in alternative location in school (with supervision);
14. Withdrawal from representation of the school in music or sports etc.;
15. Barring from school during lunchtime;
16. Suspension. Proceeded by written notification/formal invitation to meeting regarding reasons for and duration of suspension in line with E.A. regulations. A pastoral meeting with parents, staff and pupil will take place prior to the pupil concerned returning to school to establish a clear home school agreement and outline expectations in line with School Positive Behaviour and Citizenship Policy;
17. Permanent exclusion. Actions taken in line with the E.A. policy.

Break time/Lunch time restriction of privileges

At break time pupils who have received a restriction, will sit in the school entrance hall and be supervised by another staff member, Mrs Miskimmin or by the Principal. At lunchtime, FS/KS1 children will be sent to Mr Fulton's classroom and, if applicable, will have to undertake something useful for the school - e.g. sharpening pencils, tidying books etc.;

KS2 children will be sent to Mrs Devlin's (Mrs Rainey's) class and, if applicable, will have to undertake something useful for the school - e.g. sharpening pencils, tidying books etc.;

Break time/Lunch time sanctions in the playground/dining hall

If children misbehave at break time or lunch time in the playground they will be placed in a Time Out Thinking Zone by the member of staff on duty for an appropriate duration lasting no longer than 5 minutes. The length of time out from playing will be determined by the member of staff on duty. The child's teacher will be informed by the member of staff dealing with the incident if it is deemed sufficiently serious so that the behaviour need be recorded.

Special Educational Needs and Newcomer pupils

As a mainstream school we expect the highest standards of behaviour from all our pupils. We recognise that there will be occasions when some of our pupils with SEN (including Newcomer pupils) may break a rule or behave inappropriately as a direct result of their condition or inability to communicate and access necessary information. We will continue to expect high standards and will implement procedure as outlined above, whilst making reasonable and appropriate accommodations for these pupils.

Nursery Procedures

These procedures are sequential but can be enhanced if required.

1. The pupil is reminded of the rules by the class teacher/nursery assistant.
2. If it is necessary to repeat a warning, upon the third reminder a “time out” will be instigated. The pupil will be led from the area where they were playing and will sit on a chair in the vicinity of a staff member for a period of 3 minutes.
3. The pupil’s **parent/guardian** will be informed at the collection time or via the telephone if this is not possible about the behaviours leading to the ‘time out’.
4. A **parent/teacher** interview will be requested by the nursery teacher if inappropriate behaviour persists.
5. A meeting with the **parents/Vice- Principal/Principal** will be requested should the inappropriate behaviour persist further.

Pupil Behaviour

Covid-19 related incidents

Due to the nature of the Covid-19 virus and how it is spread it is important for everyone in the ESPS school community to feel safe and secure in the knowledge that everyone adheres to procedure in order to limit any possible transmission.

In light of this pupils who breach school safety routines and procedures will be sanctioned in line with school procedure above.

In addition to this, pupils who flagrantly abuse the rules and procedures or wilfully refuse to adhere to them (e.g. deliberately coughing or not distancing) putting people at risk, will be sanctioned up to and including exclusion.

Parents will be notified as per procedure.

Appendix 1

No Blame Approach

As part of the Positive Discipline and Citizenship Policy staff may have reason to support pupils through the seven steps of the **No Blame Approach** as outlined below.

1. Talk with the pupils – allow them to express their thoughts and feelings. Discuss the possibility of using the No Blame Approach.
 - Ask those involved to suggest names of children who could participate.
 - If appropriate pupils can produce a piece of writing or a picture that will illustrate their unhappiness (they will not be part of the group unless they wish to attend).
 - Offer all involved the opportunity to talk again at any time during the procedure if things are not going well.
2. Meet with the group of pupils – A group of 6 – 8 works well
3. Explain the issue – Use the piece of writing or picture to explain e.g. John is feeling. Do not allocate blame.
4. Share Responsibility – State explicitly that no-one is in trouble but that we all have a responsibility to ensure that ‘John’ is safe and happy and that is why the group has been brought together.
5. Ask the group members for their ideas – How could they help ‘John to feel more a part of the class? What could they do to help him? E.g. play with him in the playground at lunch time.
6. Leave it up to them – Place the responsibility on the group to solve the problem and arrange to meet them the following week.
7. Meet with the pupils again – Discuss how it has been going individually with each group member. Spend time with those involved.

Parents will be kept informed of any progress and we will reassure all concerned that they can talk at any time if they have any further problems. Each pupil has the right to feel protected from harm and have a voice.

If the above approaches are unsuccessful then sanctions will be invoked as set out in the discipline policy procedure above.