



Straidhavern Primary School

Positive Behaviour Policy

Date reviewed	September 2021
Date ratified by Governors	May 2018
Next review due	September 2022

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Positive Behaviour Policy

Reviewed 14/09/2021

This Positive Behaviour Policy forms part of the suite of safeguarding policies which work together to ensure the wellbeing of the pupils in our care. It sets out to promote and maintain a positive approach to the management of behaviour through the use of praise, encouragement and rewards. The policy focuses on the creation of an effective learning environment in which each pupil can achieve their full potential.

OUR ETHOS / CORE VALUES

“Small School with High Expectations”

Straidhavern’s belief in a caring and inclusive school community is based on strong values which are reflected in the Christian principles set out below.

Each member of our school community understands their role in promoting the following positive values and attitudes:

- a) Taking pride in themselves, the School and their Environment
- b) Being Reflective and Participative learners
- c) Celebrating Aspirations and Achievements
- d) Upholding school Rules and Regulations
- e) Valuing Honesty and Truthfulness
- f) Demonstrating Tolerance
- g) Displaying Courtesy and Good Manners
- h) Being Considerate of and Sensitive to the needs of others
- i) Showing Self–Control, demonstrating Self–Discipline
- j) Being Valued and Supported
- k) Building Confidence and Self-esteem
- l) Working together in a safe, secure and inclusive environment

All School Governors are required to:

- **Ensure that good behaviour and discipline policies are pursued at the school;**
- **Make and keep under review, a written statement of ‘general principles’**

Staff and Governors worked together to agree our behavioural expectations which are outlined below.

OUR STATEMENT OF PRINCIPLES

Everyone - our pupils, parents, carers, staff (T/NT) & 'Governors' - at Straidhavern Primary School is expected to:

- Promote good behaviour by showing respect, loyalty, equality and reliability to one another
- Consistently acknowledge, affirm and reward good behaviour. Unacceptable behaviour including bullying and violence will be appropriately addressed and sanctioned with consistency
- Provide sensitive, caring and thoughtful support to any member of our community identified as experiencing difficulties which may arise from the following situations - illness, bereavement, abuse, separation and divorce
- Take the opportunities provided to have their voice and views heard through active participation in the consultation process afforded through for example completing questionnaires, audits; being active members of focus groups and the School Council
- Be an ambassador for our school and act accordingly in line with these principles
- Behave in a positive and encouraging manner to promote good *inclusive* working relationships amongst all our members
- Take the opportunities provided to contribute positively to the development of this policy and work together to implement these underpinning/ *shared* principles
- Keep everyone safe and secure so that all members can, with appropriate support – internal and/or external – work together to enable all our pupils achieve their full potential
- Work proactively to promote acceptable positive behaviours and through the individual support provided by the school's Special Educational Needs Policy, reduce those unacceptable behaviours which if left unchallenged block, the learning for everyone.

Our Positive Behaviour Policy Aims To:

- 1 Create positive attitudes**
- 2 Reduce unacceptable behaviours**
- 3 Create a climate conducive to sound relationships & effective learning & teaching**

Staff worked together to identify and agree the policy's aims, outcomes together with the sources needed to assess how effectively the outcomes have been delivered.

We aim to:	Outcomes	Sources of Evidence
<p>1 Create positive attitudes by promoting:</p> <ul style="list-style-type: none"> • Sound relationships • 'Can do' culture in which children aspire and achieve 	<p>Every member of the school community:</p> <ul style="list-style-type: none"> • Behaves towards each other in a mutually respectful and caring manner • Respects the school environment • Respects everyone's right to learn so that all children can achieve and reach their full potential • Is supportive and values achievement • Acknowledges/celebrates success. 	<p>Attendance Weekly class journals Certificates/Assemblies Photo displays</p>
<p>2a Create an orderly and purposeful working environment</p> <p>2b Keep unacceptable behaviour to minimum by:</p> <ul style="list-style-type: none"> • The use of positive management strategies • Rewarding positive behaviours • Supporting those children who have significant difficulty in meeting the agreed standards of behaviour 	<p>Children demonstrate</p> <ul style="list-style-type: none"> • Increased self esteem • Self- regulation and an acceptance of responsibility for their own choice of behaviour • Understanding and acceptance of the consequences of their actions <p>Children and staff together develop, display and implement</p> <ul style="list-style-type: none"> • agreed class plan for learning <p>Together each week staff and children access how effectively the key learning behaviours are implemented</p> <ul style="list-style-type: none"> • a reduction in unacceptable behaviour is evident <p>Children experiencing behavioural difficulties are identified and appropriate support provided (internal/external see SEN policy). This support is regularly assessed by both staff and pupils and outcomes reviewed</p>	<p>Pupil Portfolios / PDMU outcomes</p> <p>Class Plans for Learning</p> <p>PRSD The class wide reward system</p> <p>IEPs/IBPs Risk Assessments</p>
<p>3a Create a climate conducive to effective learning and teaching by developing:</p> <ul style="list-style-type: none"> • key learning behaviours • a fair hierarchy of rewards to motivate • pupil self- assessment alongside staff assessment 	<p>It is evident that:</p> <ul style="list-style-type: none"> • Classrooms are pleasant, caring and happy working environments • Effective teaching and learning takes place • There is a focus on the agreed key learning behaviours in each class • The class wide reward system is implemented fairly and consistently in each class • Achievement is acknowledged and success is celebrated 	

<p>3b Barriers to learning are reduced or removed by</p> <ul style="list-style-type: none"> Supporting those children whose behaviour significantly blocks their own learning and that of others 	<p>Targeted support is provided, tracked, monitored and assessed through SEN provision which includes interventions such as IEPs / IBPs / Risk Reduction Plans</p>	<p>Self- assessment folders</p>
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In class everyone will focus on developing effective behaviours for learning through:

- **Adopting a whole-school approach to the creation, implementation and monitoring of age appropriate Class Plans for Learning;**
- **Promoting positive attitudes through the pastoral curriculum e.g. in PDMU and RE;**
- **Class assemblies,**
- **Development of the pupil voice e.g. through the activities of the School Council**

Everyone will have a clear and consistent understanding of what the expectations for behaviours are and will be expected to implement them fully when in class, the playground or moving between classes.

Safety, wellbeing and inclusion will always remain important features of behaviour management in our school

Active support from all members of the school community is highly valued and essential in order to help our young people to aspire and achieve their full potential. Parents/ carers will be made aware of school expectations through having a copy of the school policy and through reminders via email, website, newsletters from school.

Rights and Responsibilities

<u>Pupils' Rights</u>	<u>Staff Rights</u>	<u>Parent/Carers' Rights</u>
<ul style="list-style-type: none"> ✓ To learn ✓ Be safe (emotional and physical well-being) ✓ To have barriers to learning identified and where possible, reduced ✓ Be involved in the decision making processes which affect them ✓ To be treated with respect and fairness 	<ul style="list-style-type: none"> ✓ To teach ✓ To be safe ✓ To be consulted and have their views and opinions valued ✓ To be treated with fairness and respect ✓ To access personal and professional development 	<ul style="list-style-type: none"> ✓ To have their children taught in a safe and secure environment ✓ To be kept informed ✓ To be treated with fairness and respect ✓ To be consulted ✓ To have opportunities to get involved in the life of the school

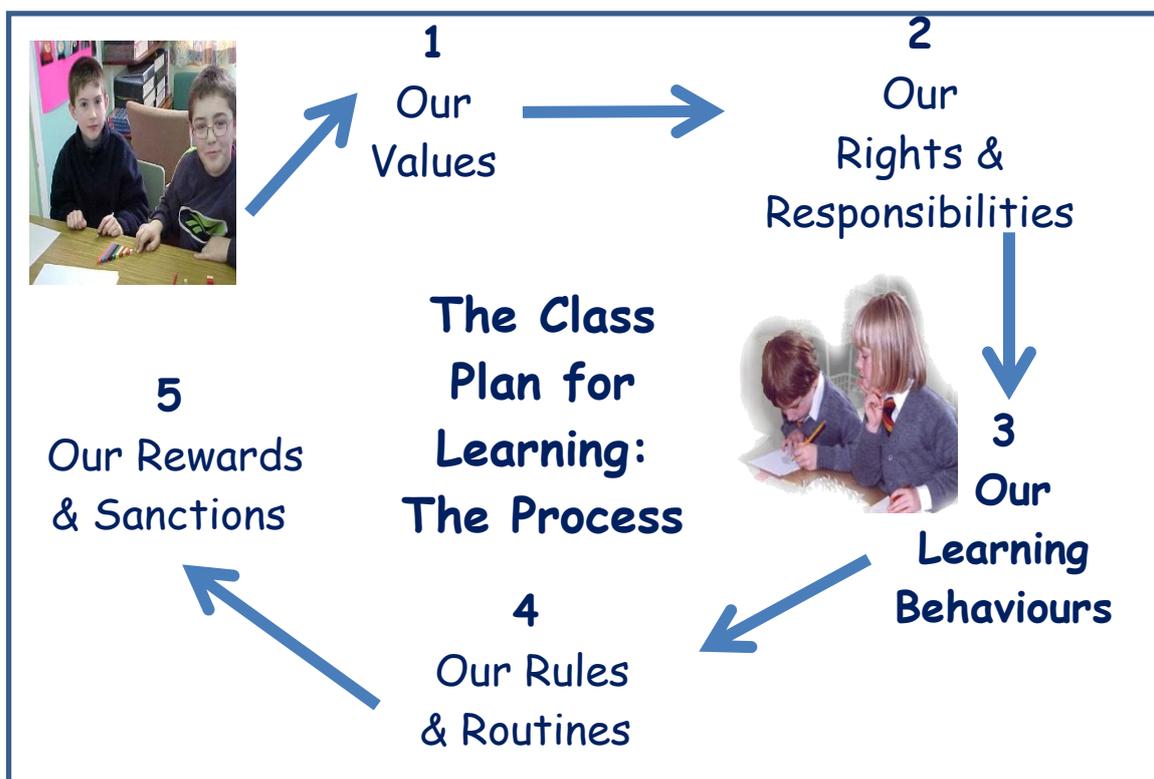
<u>Pupils' Responsibilities</u>	<u>Staff Responsibilities</u>	<u>Parent/Carers Responsibilities</u>
<ul style="list-style-type: none"> ✓ Actively participate and engage in the learning process ✓ Behave in ways which enables everyone else to learn ✓ Treat others with respect and fairness ✓ Value the opinions and views of others ✓ Take responsibility for the choices they make 	<ul style="list-style-type: none"> ✓ Create and maintain an effective teaching and learning environment for all ✓ Track, monitor and access progress. ✓ Acknowledge and celebrate success ✓ Provide appropriate support where barriers to learning are identified ✓ Communicate effectively with all members of the school community 	<ul style="list-style-type: none"> ✓ Ensure that their children attend school and are prepared for school ✓ Keep the school informed of any factors that may affect their child's progress or well being ✓ Participate and engage in the life of the school ✓ Treat members of the school community with fairness and respect

Parents/ carers will kept informed of current expectations through school policies and contacts via email, website, texting, Facebook, apps and/or newsletters from school

THE CLASS PLAN FOR LEARNING

To create an environment that enables everyone to learn, aspire and achieve, staff and pupils will work together to create a shared CLASS PLAN FOR LEARNING which is age appropriate and focuses on developing effective behaviours for learning.

This plan involves the five steps set out below



Together staff and pupil discuss and agree:

1. The kind of a classroom they want to work in – e.g. safe, listening, stimulating, achieving and supportive classrooms
2. Their rights and responsibilities e.g. to learn, be safe, have a voice
3. The key behaviours needed for effective learning e.g. staying on task, following instructions, listening
4. The class rules needed to protect everyone's right to learn e.g. Bring the right equipment to school, Listen when someone is speaking, take turns to speak, ,
5. The class rewards for choosing to keep the learning behaviours e.g., thumbs up, sticker, praise note home and the class sanctions for not choosing to keep the agreed learning behaviours e.g. thumbs down

Once completed the agreed plan is prominently displayed and fully implemented by both staff and pupils. The plan is kept under review and used to ensure that a climate conducive to learning is created in every classroom.

A **reward** or **sanction** is the result of choices that we make!

CLASS REWARDS

CLASS SANCTIONS

A reward is how the teacher shows they approve of the choices you have made.

Rewards are given for

- ✓ Good behaviour and behaviour for learning
- ✓ Improved behaviour
- ✓ Self - management
- ✓ Good attitude to work
- ✓ Exceptional behaviour and attitude

Rewards are agreed with pupils & include:

- ✓ Non - verbal praise e.g. a smile, a look of approval, thumbs up
- ✓ Verbal praise
- ✓ Stars, and stamps,
- ✓ Awarding small prizes and Dojo Points
- ✓ Golden Time
- ✓ Displaying work
- ✓ Star of the Week Board
- ✓ Referral to teacher or principal
- ✓ Weekly achievement certificates

A sanction is how the teacher shows they disapprove of the choices you have made.

Sanctions are agreed with pupils and include;

- A disapproving look
- Verbal warning – 3 chances/ warnings
- Withdrawal of privileges- e.g. Golden Time, Outdoor Play
- Written work
- Detention during school hours
- Isolation within class
- Supervised withdrawal from class
- Phone call/letter home
- Daily report home/ Notes in behaviour book
- Formal meeting with parents
- Weekly report
- Removal of Dojo Points

- **Referral to Principal**

All staff are responsible for the behaviour of pupils within their care. To build and maintain positive self-esteem staff will:

- Acknowledge and consistently affirm positive behaviours

To enable pupils to take responsibility for unacceptable behaviours, staff will ask them;

- How they can put things right
- How they can make things better
- What different choice will you make next time?

ROLES and RESPONSIBILITIES

Line of referral

- Classroom assistants and supervisory assistants can deal with minor happenings but should inform the class teachers
- Teachers will deal with situations on a daily basis
- If behaviour is extreme or persistent the teacher will make notes and inform the principal
- Parents may be told at any of the above stages of problems and will be told if a serious incident occurs
- Request/Referral to outside agency
- Suspension
- Misconduct on buses will be dealt with in accordance within the Education Authority guidelines, as set out in booklet "Procedures for dealing with behavioural problems on public and board transport"

This policy will be reviewed as and when necessary.

Policy updated:

Date of next review:

Signed by Chair of Board of Governors:

APPENDICES

This policy has been informed and guided by the legislation listed below:

- The Health & Safety at Work (NI) Order 1978
- Education (NI) Order 1998 – Articles 3 - 6
- The Welfare and Protection of Pupils' Education and Libraries (NI) Order – Articles 17 & 19
- The Special Educational Needs and Disability Act (Northern Ireland) 2016

The following Guidance has informed both the development of this policy and current practice;

- Promoting and Sustaining Good Behaviour: A Discipline Strategy for Schools DENI 1998
- Pastoral Care in Schools: "Promoting Positive Behaviour" DENI 2001
- Every School a Good School A Policy for School Improvement DENI, 2009
- Together Towards Improvement A Process for Self-Evaluation, Primary, ETI, 2010
- The Resource File for Special Educational Needs, DENI, 2011
- The Inspection and Self-Evaluation Framework, (Primary) ETI , 2017
- ETI Safeguarding Proforma 2016-2017
- Safeguarding and Child Protection in Schools: A Guide for Schools DENI 2017

Consultation involved;

- Members of our school community in completing audits/surveys
- In-service training for staff and Governors
- Pupil participation - in the development of The Class Plans for Learning; in Self-Assessment and in the work of our School Council

THE ANNUAL REPORT TO THE BOARD OF GOVERNORS

The policy will be reviewed annually and a *"succinct report on the findings"* will be submitted to the Board of Governors, to inform their consideration of how effectively *"they are fulfilling their statutory responsibilities"* in regard to promoting positive behaviour and pupil welfare.

"Where weaknesses are found, a review will be necessary. All of the staff, teaching and non-teaching, and the pupils and Governors, should contribute to this review. Where significant changes are contemplated, parents should also be consulted, and, in any event, should be consulted periodically (say every 3 years)."

Pastoral care in Schools; Promoting Positive Behaviour, DENI, 2001

REASONABLE FORCE/SAFE HANDLING

To reduce the need for any form of physical intervention, except in emergency situations, our staff actively implement a range of positive and restorative strategies. However, should a need arise for physical intervention staff will follow procedures as set out in "Regional Policy Framework on the use of Reasonable Force/ Safe Handling." May, 2004 – see extracts below;

"the working definition of "reasonable force" is the minimum force necessary to prevent a pupil from physically harming him/herself or others or seriously damaging property, but used in a manner which attempts to preserve the dignity of all concerned."

"Reasonable force/safe handling can be used by a teacher or other authorised person(s) on the school premises or when authorised elsewhere e.g., supervision of pupils in bus queues, a field trip, on other authorised out of school activities such as a sporting event or educational trip. Reasonable force should be limited to emergency situations and used only as a last resort when all other behaviour management strategies have been exhausted and where:

- *Action is necessary in self-defence or because there is imminent risk of injury to another pupil or person;*
- *There is a developing risk of injury to another pupil or person, or significant damage to property;*
- *A pupil is behaving in a way that is compromising good order and discipline.”*

Staff use preventative strategies to defuse and de-escalate potentially confrontational and/ or aggressive situations. In specific situations such as those described below a Risk Assessment may be required.

“A small number of pupils may exhibit disturbed or distressing behaviour which may require some form of physical intervention by staff. To minimise the risk of incidents escalating unnecessarily due to lack of foresight, planning and training, schools should carry out a risk assessment from two perspectives:

- *Environmental risk assessment*
- *Individual risk assessment.”*

SUSPENSIONS AND EXPULSIONS: SUSPENSION PROCEDURES

While staff actively work with pupils to maximise their access to learning there may be occasions when suspension and/or expulsion may be considered necessary – see extract below.

“Only the principal/or his/her representative may formally suspend a pupil;

- *When all other internal interventions have been tried and failed*
- *A dangerous situation arises posing a significant threat to the safety of one or more persons*
- *For a maximum of 45 days over the school year*

In such circumstances the Principal/or his/her representative “shall immediately:

- *Give written notification of the reasons for and the period of suspension to the parent, to the Education Authority and the chairperson of the Board of Governors;*
- *Invite the parent of the pupil to visit the school to discuss the suspension;*
- *The Principal shall not extend a period of suspension without the prior approval of the chairperson of the Board of Governors and shall, in every case, give written notification of the reasons for the extension and the period of extension to the parent of the pupil and to the education authority;”*

Should a pupil be suspended for more than a day the school will provide work to be done at home. Parents/carers are responsible for ensuring this work is collected, completed and returned to school for marking.

SUSPENSIONS AND EXPULSIONS: EXPULSION PROCEDURES

- ***A pupil may be expelled from school only after serving a period of suspension;***
- *A pupil may be expelled from a school only after consultation about his expulsion has taken place between the Principal, the parent of the pupil, the Chief Executive or another authorised officer of the Education Authority and the chairperson of the Board of Governors. Any neglect or refusal on the part of the parent to take part in such consultations, shall not prevent a pupil being expelled from the school.*
- *These consultations must include consultations about the future provision of suitable education for the pupil concerned;*
- ***A pupil may be expelled only by the expelling authority. The expelling authority is the Education Authority for controlled schools and the Board of Governors for all other grant-aided schools;***
- *Where a pupil is expelled from the school, the expelling authority must immediately give written notification to the parent of his/her right to appeal the decision to expel the pupil, of the time*

limit set by the education authority for lodging the appeal and of where the appeal may be lodged.

For further details, see:

- “Pastoral Care in Schools; Promoting Positive Behaviour,” DENI, 2001;
- “Suspension and Expulsion Procedures,” DENI 2004
- Governors E-Guide, DENI 2009.