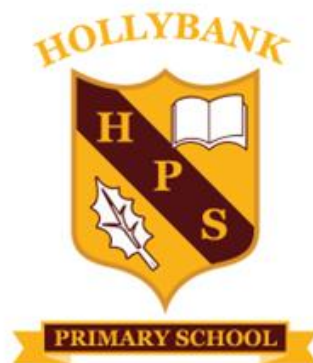


HOLLYBANK PRIMARY SCHOOL

POLICY FOR:

POSITIVE BEHAVIOUR



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HOLLYBANK PRIMARY SCHOOL – POSITIVE BEHAVIOUR POLICY

INTRODUCTION

This standalone policy forms part of a suite of safeguarding policies: it is intended to complement and support the Safeguarding and Child Protection policy, and work along with the Anti-Bullying, Safe Handling, Special Educational Needs and the E Safety policies which ensure the welfare and wellbeing of all pupils in our care.

This document is intended to be a user-friendly guide to the promotion and maintenance of positive behaviour within our school community. To this end it will seek to -

- Provide a clear and unambiguous statement of policy
- Outline practical approaches and strategies which will help the policy to be effective in the classroom and elsewhere in school, and
- Indicate where support and assistance can be found within and without school, if and when difficulties are encountered.

The policy which follows is informed and guided by:

- Current legislation and the Department of Education's guidance requirements. (Appendix 1)
- Regular consultation (and feedback) with parents/carers, staff, pupils and governors.

THE BOARD OF GOVERNORS: STATUTORY REQUIREMENTS

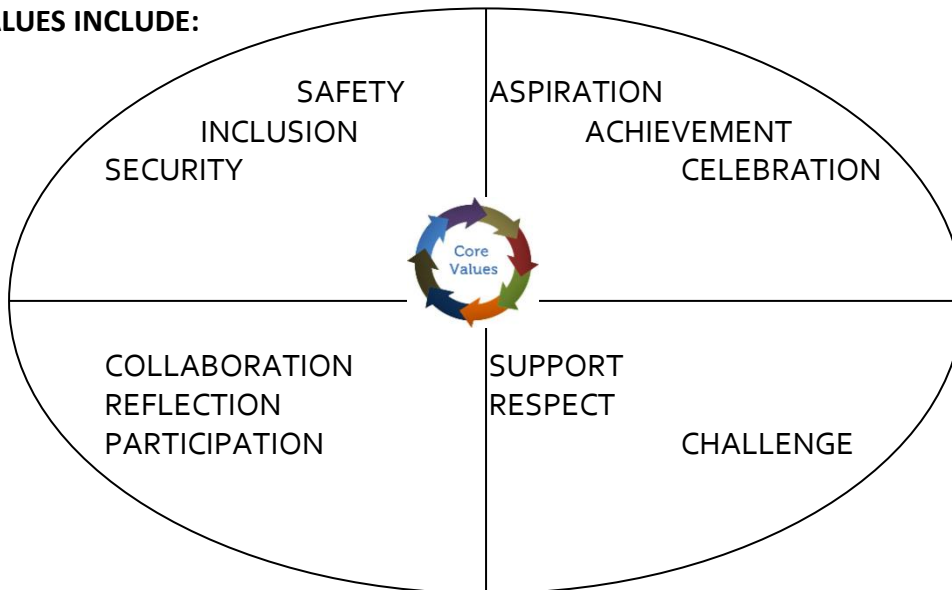
Governors have a statutory duty to:

- 'Ensure policies and procedures designed to promote good behaviour and discipline.' are pursued at their school
- 'Safeguard and promote the welfare of pupils'
- 'Prevent bullying and ensure consultation with pupils.'

CONSULTATION

Through school questionnaires all members of the school community: pupils, parents/carers, staff and governors have been consulted in the creation of this policy. The results from all questionnaires will be used to inform the School Development Plan and will provide a benchmark.

OUR CORE VALUES INCLUDE:



These values are reflected in the day to day work of the school through the implementation of:

- 1) THE THREE RULES: READY, RESPECTFUL, SAFE.



The Three Rules set out the standard of behaviour we expect our young people to demonstrate. These values will be promoted by the class teacher, and through key stage assemblies.

- 2) THE PATHS PROGRAMME: Promoting Alternative Thinking Strategies

In addition to the taught Personal Development for Mutual Understanding (PDMU) curriculum all year groups follow the PATHS scheme, which encourages children to think about caring for others, their communal responsibility and the importance of moral and social responsibility. Issues such as personal responsibility, self-discipline, self-respect, respect for others and respect for other people's property, can be explored within this context.

- 3) SCHOOL VALUES POSTERS



School council agreed a set of core values to display around school and to be referred to in assemblies and class. These values are introduced to all classes through PowerPoint at the start of each year.



OUR KEY PRINCIPLES:

Behavioural Expectations

The Governors' Statement of Principles outlined below is derived from our shared values and sets out the high standard of behaviour expected from all members of our school community.

All members of the/our school community – pupils, parents, carers, staff (T/NT) & Governors:

- Should behave in a way which enables everyone to be valued and respected
- Should consistently acknowledge, reward and value good behaviour. Unacceptable behaviour including bullying and violence should be dealt with in a fair, consistent and appropriate manner
- Should ensure that any member of our community experiencing challenging and difficult times is identified, protected and supported appropriately
- Should have their views valued, respected and supported
- Are expected to behave responsibly when acting as school ambassadors
- Should model positive behaviour and promote it through actively developing the social, emotional and behavioural skills which foster sound relationships
- Will have the opportunity to contribute to the development of this shared set of principles, which will underpin the policy and should be implemented in a consultative and empowering way
- Should be considerate towards the learning needs of each individual and supportive of Hollybank in the pursuit and development of a reflective and self-evaluating community
- Are entitled to work, teach & learn within a safe, caring and secure environment and are expected to behave in a way which keeps everyone else safe. Any form of unacceptable anti-social and/or bullying behaviour to any member of our community by any member of our community is completely unacceptable
- Should work together with the school's support systems & the SENCO to reduce instances of unacceptable and disruptive behaviours which if unchecked form barriers to effective learning for both the individual and for others in the class

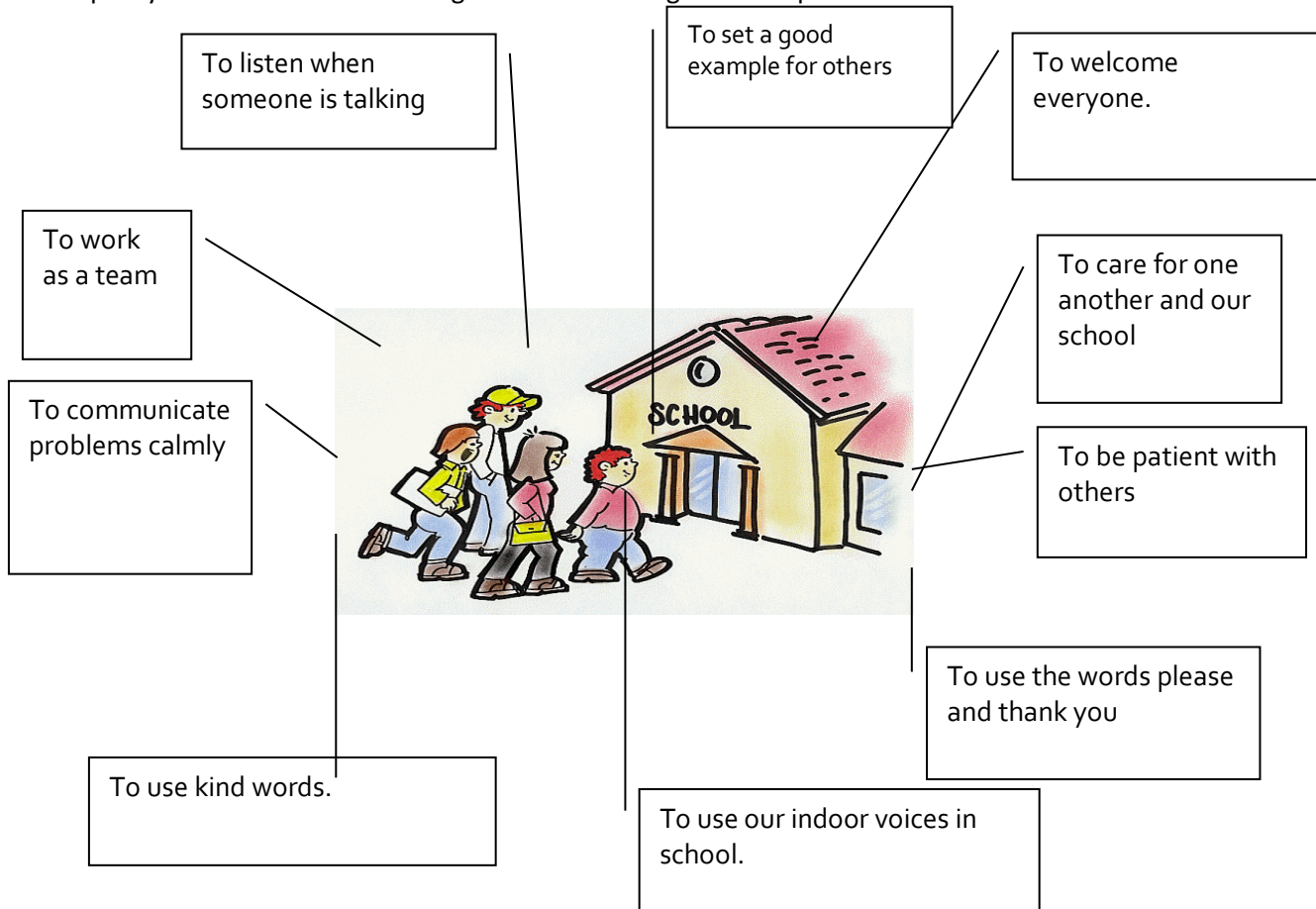
PROMOTING POSITIVE BEHAVIOUR:

A consistent whole-school approach to the implementation of the Positive Behaviour Policy is promoted through:

- Whole school involvement in the PATHS pastoral programme
- Appreciating and following agreed Class Plans for Learning
- Encouraging our pupils to see themselves as members of the school team and recognising their responsibility within this
- Developing the skills of cooperation and discussion, in lessons that engage, challenge and meet the needs of all learners
- Encouraging everyone to take care of each other and their environment
- Creating a stimulating learning environment, with a visual recognition system, such as Class Dojo
- Celebrating achievements and positive behaviour
- Regular reinforcement of the three school rules – Ready, Respectful and Safe
- Meet and greet at the gate/door
- Calm, reflective, and consistent dialogue with learners who are not following the Class Plan for Learning
- Kindness Tokens
- Merit Award System in Pupil Planners
- Pupil Vision in Pupil Planners
- Hot Chocolate Friday
- Best Seats in The House

PUPIL PARTICIPATION

Pupil participation is promoted through the active involvement of the School Council. As part of their contribution to this policy the School Council has agreed the following school expectations:



OUR POSITIVE BEHAVIOUR POLICY AIMS TO:

- 1) Promote positive attitudes through consistent delivery of this policy
- 2) Reduce unacceptable behaviour and promote a safe and secure environment for everyone
- 3) Create a climate conducive to sound relationships and
- 4) Create and maintain an effective learning and teaching environment for all

The 4 tables which follow illustrate how together with our pupils we plan to deliver each of these 4 aims and achieve the agreed outcomes listed in column 2.

Positive Behaviour Policy: Our Aims, Outcomes and Sources of Evidence

<p>AIM 1 To promote positive attitudes through the consistent delivery of our positive behaviour policy by:</p> <ul style="list-style-type: none"> • Creating an inclusive environment through whole school consultation, participation with the student council and promotion of Ready, Respectful Safe. • Developing pupils' self –esteem, confidence and emotional wellbeing through consistent delivery of our pastoral programme (PATHS). • Ensuring each child feels they can aspire and achieve, with support and encouragement. • Acknowledging and celebrating success. 	<p>Desired Outcomes</p> <ul style="list-style-type: none"> • An inclusive environment is clearly evident throughout the school. • READY, RESPECTFUL, SAFE is clearly promoted. • School council participates in the consultation process. • PATHS programme is in place across all year groups. • Effective social/emotional self-management skills are developed • Pupils are confident and aspire to achieve their best. • A support programme is in place. • Success is acknowledged and celebrated. 	<p>Sources of Evidence</p> <p>CONSULTATION:</p> <ul style="list-style-type: none"> • School council minutes, audits, positive behaviour audit, P.A.S.S <p>DISPLAYS:</p> <ul style="list-style-type: none"> • PATHS, School Council, RRS/ Values <p>SUPPORT:</p> <ul style="list-style-type: none"> • Staff liaison books, PASS mentoring, • Pupil u/a programme folders, <p>AWARDS:</p> <ul style="list-style-type: none"> • Hot Chocolate Friday • Principal's monthly Tea Party
<p>AIM 2 To reduce unacceptable behaviour by adopting a consistent agreed whole school approach to:</p> <ul style="list-style-type: none"> • Teaching, modelling and assessment of agreed behaviours which support learning. • Using a consistent 5 stage approach at whole school level when addressing behaviour detracting from learning, adhering to the Hollybank scripts. • Developing and implementing a reward system which promotes and acknowledges effective behaviours to enhance learning. • Developing and implementing a system of sanctions to deter unacceptable behaviours • Providing support for those pupils who find difficulty adhering to expected behaviours. 	<p>Desired Outcomes</p> <ul style="list-style-type: none"> • An age appropriate class plan for learning is created and implemented within each class. • An overall reduction in number of sanctions given to individual pupils. • Pupils and staff monitor and assess effectiveness of agreed behaviours. • An agreed reward/ sanction system is in place and is consistently implemented across all year groups. • Support card system is used to encourage reduction of poor behaviours for individual pupils struggling to meet the agreed learning behaviours. 	<p>Sources of Evidence</p> <p>CONSULTATION:</p> <ul style="list-style-type: none"> • Class Plan for Learning • School council • Parents/ carers Meetings/ 3 letter system <p>DISPLAYS:</p> <ul style="list-style-type: none"> • Age Appropriate Class Plan for Learning • Traffic lights display <p>SUPPORT:</p> <ul style="list-style-type: none"> • Behaviour support card reviews • SEN records/ reviews • Pupil self-assessment file (SENCO) <p>REWARDS:</p> <ul style="list-style-type: none"> • Tea Party Invites • Class Golden Time • Class wide rewards • Mr Spots <p>SANCTIONS:</p> <ul style="list-style-type: none"> • Support Cards • Behaviour File • SIMS

AIM 3
To create and maintain sound relationships through providing opportunities for enhanced relationships within school and the wider community:

- By promoting an ethos of teamwork and partnership with all members of the wider school community.
- By providing a wide range of extra-curricular clubs/activities/trips/ external visitors.
- By involving the school council in relevant decision-making aspects of school life.

Desired Outcomes

- Monkstown Village Centre staff contributes to extended school activities, transition programme, mentoring and assemblies.
- PTFA provides on-going active support throughout the year.
- Parent workshops in place to offer support.
- Parent liaison officer provides effective link between school and those families experiencing difficulties.
- Pupils have access to a range of extended school activities/ trips.
- School council elected annually, and programme agreed for the year.

Sources of Evidence

RECORDS:

- Christmas carol Recitals
- PTFA fundraising /minutes/ Teacher reps
- Parent liaison records
- Attendance records for clubs
- School council minutes/ displays/ Hollybank Monthly News

AIM 4
To create and maintain an effective learning & teaching environment for all by:

- Consistently delivering a high standard of teaching and learning.
- Developing and implementing an agreed age appropriate class plan for learning.
- Promoting an ethos of self-management and an awareness of others.
- Identifying and meeting needs to reduce individual barriers to learning.
- Acknowledging progress and achievements.

Desired Outcomes

- An effective, calm, purposeful learning and teaching environment is in place, where children can learn from their mistakes and achieve their full potential.
- Pupils are engaged and actively participate in their own learning, whilst respecting the right of others to learn.
- Individual class plans for learning are negotiated, displayed, implemented and kept under review.
- Pupils are more self-aware and are involved in tracking, monitoring and celebrating their individual progress.
- Behaviour support card targets are agreed with each pupil and progress monitored by staff and pupil, and progress praised and acknowledged.
- Pupils' work is displayed and celebrated.
- Mindfulness Curriculum

Sources of Evidence

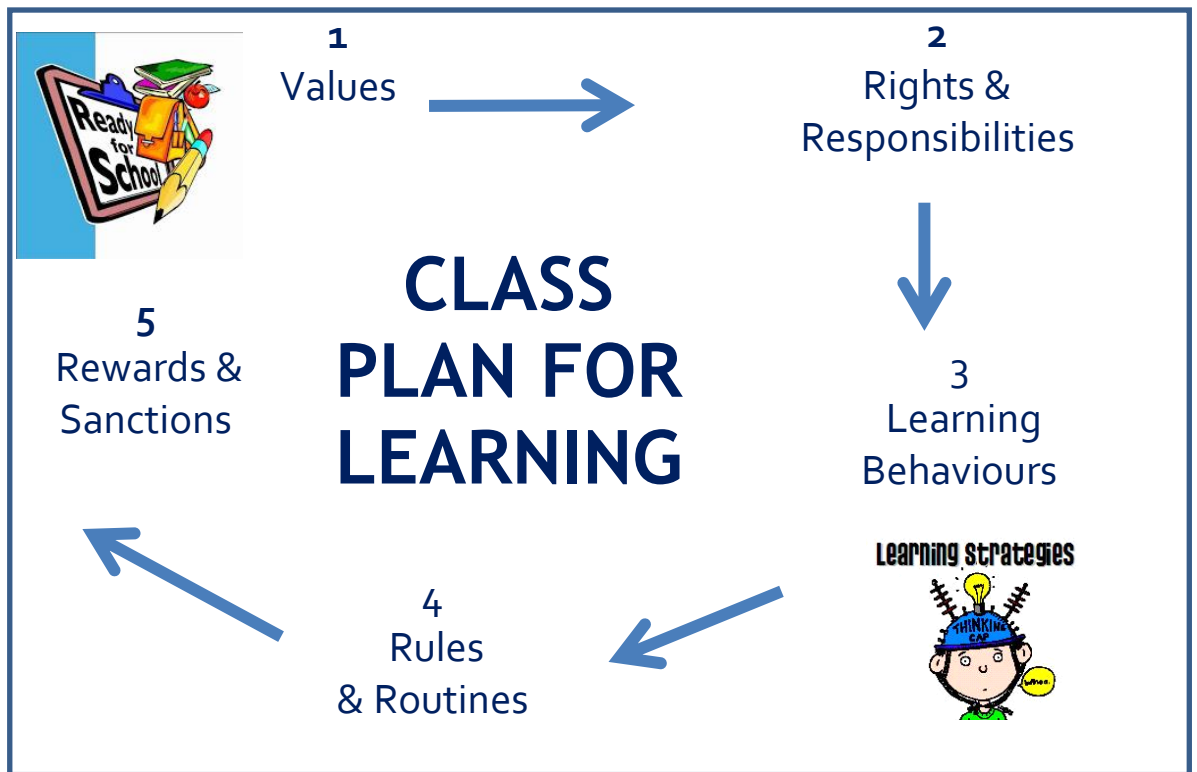
- Test results
- PRSD, Teachers' planners, coordinator evaluations
- Class display

- Pupil records
- SIMS

- Behaviour file/ reviews
- Hollybank News publicising good work and assembly celebrations.
- School council rewards

CREATING, IMPLEMENTING & MONITORING OUR CLASS PLANS FOR LEARNING

All pupils work with their class teachers to agree their Class Plan for Learning, based on READY, RESPECTFUL, SAFE. They identify behaviours conducive to learning, and actions to promote self-esteem and self-discipline.



The document below illustrates:

An Upper Key Stage 2 example of a Class Plan for Learning

<p>2a We agree that everyone in this class has a right to be:</p> <ul style="list-style-type: none"> • Heard • Respected • Treated the same (fairly) • Safe both physically and emotionally • Taught and learn • Successful & have success celebrated 	<p>2b We agree that everyone has a responsibility to behave in a way which enables everyone to:</p> <ul style="list-style-type: none"> • Have their voice heard • Feel respected • Be treated the same (fairly) • Stay both physically & emotionally safe • Learn/teach without interruption 	<p>3 Our agreed behaviours for learning:</p> <ul style="list-style-type: none"> • Concentrate (focus) • Reflect (think) • Follow instructions • Be independent learners • Co-operate • Participate • Engage • Meet targets • Take pride in your work • Come prepared for work • Stay on task <p>Be a S.T.A.R</p> <ul style="list-style-type: none"> • Stop • Think • Act • Review 	<p>4 To enable everyone to learn & achieve we agree to keep these learning rules at all times throughout the day</p> <ul style="list-style-type: none"> • Come prepared to work • Follow Instructions • Stay on task • Take turns to speak • Be a S.T.A.R. worker • Listen when someone is speaking • Ask when help is needed • Take care of the classroom & each other • Keep hands, feet, objects & unkind words to ourselves 	<p>5</p> <p style="text-align: center;">CHOICES AND CONSEQUENCES</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">REWARDS AND SANCTIONS</p> <p style="text-align: center;">U P P O R T</p>
<p>1 Our shared classroom values</p>		<p>Our classroom is a: Listening (attentively) Respectful, Caring, Sharing, Helpful, Reflective, Safe, Secure, Achieving, Fair, Celebratory, Inclusive (belonging) and successful Learning Zone for everyone.</p>		

The shared plan protects everyone's right to

- learn,
- be safe
- be consulted

It focuses on developing the key learning behaviours which enable pupils to achieve and succeed.

The agreed Class Plan for Learning is displayed, implemented and kept under review throughout the year.

Pupils and staff together assess the effectiveness of the Class Plan for Learning in creating an effective learning and teaching environment for everyone in each class.

CLASS PLAN FOR LEARNING: REWARDS, SANCTIONS and SUPPORT

- Rewards acknowledge and affirm approval for choosing to keep the agreed learning behaviours
- Sanctions show disapproval for choosing NOT to keep the agreed Learning behaviours
- Support is provided for those pupils who regularly have difficulty in developing effective learning behaviours

REWARDS & SANCTIONS ARE THE CONSEQUENCES OF CHOICE

Children will be held accountable for their behaviour and staff will endeavour to teach responsibility as a life value. Staff will use the steps in behaviour for dealing with poor conduct without delegating the responsibility of it to someone else. It is the aim that children should be kept at steps 1 and 2 for as long as possible. The stages below, as well as the rewards on offer for positive behaviour, help enforce to children that 'their behaviour is their choice'.

The 5 stages are used to provide children with five progressive levels of consequence – demonstrating to children that behaviour choices which do not follow our rules are not acceptable and will not support themselves and their peers in being 'Ready, Respectful and Safe.'

If incorrect behaviour choices are made, the next stage is used with clear scripts guiding each transition.

Each child begins each [session on Stage 1](#), ensuring that children are quickly able to adopt the correct behaviour choices and make fresh starts at the beginning of each session.

At times it is appropriate to implement reasonable adjustments to this system, for example when a child has significant emotional needs or special educational needs. In these cases, the individual needs of the child may explain their behaviour, but it does not excuse it. Such adjustments will be discussed with the Senior Leadership Team and the child's parents or guardian but will not distract from the ultimate purpose of this policy.

The five stages are described below, followed by the script used by an adult at each stage. The script is delivered calmly and clearly and is designed to not distract from the learning of others. The steps progress within a lesson / play or lunchtime, where the child is choosing to repeat the unwanted behaviour, or where they choose to show other unwanted behaviours which do not follow our school rules. The three rules all behaviours fall into should be referred to:

- READY TO LEARN
- RESPECTFUL
- SAFE

Stage 1 – The Hollybank Way!

We expect everyone to be on Stage 1 and while on Stage 1 a child can access all the wonderful rewards for following our school rules and displaying our school values. This stage is exemplified by children being ready to learn, respectful and safe in their behaviour.

We recognise that everyone might need a reminder from time to time – a positive encouragement to follow our school rules.

Script: <Name>, I am giving you a rule reminder. When you (describe behaviour here) you are not showing us that you are ready/respectful/safe (refer to the appropriate rule).

Stage 2 – The Warning Card.

A clear verbal warning will be delivered privately (wherever possible), making the child aware of their behaviour and clearly outlining the consequences if they continue. It will be delivered with a warning card. The support of this visual reminder will help the child to return to Stage 1 quickly. “Your behaviour, your choice.”

Children will be reminded of their previous good conduct to prove that they can make good choices. They will have the warning card for 5 minutes as they are given time to think and get themselves back to Stage 1. If they do, the card is removed by the teacher and the pupil is back on Stage 1. If the unwanted behaviour is taking place outside at breaktime or lunchtime, this five minute ‘thinking time’ will take place on a thinking spot in the playground.

Script: <Name>, I am giving you time to think now. When you (describe behaviour here) you are not following our rule of (name rule here). You are choosing to have a Warning Card. Do you remember when (description of previously displayed positive behaviour by adult). That is the behaviour I would like to see. If you do not change your behaviour, you will need to take some time away from the class. Thank you.

Stage 3 – Time Out (White Letter home)

If the behaviour continues the adult may decide that ‘time out’ away from the distraction is necessary. This may be within their own classroom or in the other adjacent classroom. During ‘time out’ the child will be expected to continue their learning and once this is complete, hopefully they will show that they are ready to go back to Stage 1.

Script: <Name>, you were given the opportunity to change your behaviour and are now choosing to have a Time Out because you are not following our rule of (name rule here). We will discuss this more later. For now, you need to take some time out to help you focus and ensure you get back to the Holly bank Way of behaving.

A white letter (*OR PHONECALL) will be sent home for parents to read, sign and return. The note will inform parents of the rule or rules which have not been followed. The child will be informed of this at the end of the session, after time has been given to deescalate the situation.

Script continued: <Name>, you made a poor choice that resulted in you having chosen to have a Time Out and I have written a white letter home. Do you remember when (description of previously displayed positive behaviour by adult). That is the behaviour I would like to see. Thank you.

A restorative conversation* will be had with any child reaching Stage 3, on returning to class at the end of the session. If a reasonable amount of work has not been completed, it will be sent home to

complete and return the next day, signed by the parent. This is to help the child understand that there are consequences for not completing their work and that the responsibility for making up time lost is with them not the teacher.

If the situation escalated, the parents will also be informed that their child will miss fifteen minutes of playtime the next day.

Script continued: <Name>, you made a poor choice that resulted in you having chosen to have a Time Out and I have written a white letter home. You are having a reduced playtime tomorrow. Do you remember when (description of previously displayed positive behaviour by adult). That is the behaviour I would like to see. Thank you.

Stage 4 – Reflection Time (Playtime)

If the child was unable to moderate their behaviour at Stage 3 and a consequence is necessary, they will miss fifteen minutes of play the next day and have reflection time in another class, where they will complete a Reflection Time Sheet, which will be taken home, signed by a parent and returned. The teacher will have a restorative conversation with the pupil, using the Reflection Time Sheet as a guide.

***Restorative Conversation**

- **What happened?**
- **What were you thinking at the time?**
- **What have you thought since?**
- **How did this make people feel? ***
- **Who has been affected?**
- **How have they been affected?**
- **What should we do to put things right? ***
- **How can we do things differently in the future? .**

If the pupil exhibits aggressive or threatening behaviour or is excessively worked up and the adult feels that the safety of other pupils is at risk, the pupil will not be allowed out to the playground.

Stage 5 – Behaviour Support Plan

These are designed for those children who struggle to stay on Stage 1 and need more guidance on a daily basis. They also form a picture of behaviours over a week so that any problem times can be pinpointed, and support can be given.

Further support involves clear daily targets set in conjunction with pupils and daily communication between home and school. Where a child's behaviour becomes a concern, behaviour management support commences.

Behaviour becoming a concern is defined at Hollybank Primary as:

“Aspects of a child's behaviour which regularly impacts their own learning or well-being or that of another child” and may be shown by:

- A child reaching Stage 3 two to three times a week for a period of time.

Structure of Behaviour Management Support:

The following routine will be adopted in this scenario:

- The child and teacher will meet with the Vice Principal to discuss the behaviours of concern and their impact.
- A Behaviour Support Chart will be established which sets achievable behaviour targets for the child.
- This will be shown to the class teacher/Senior Leader at the end of each day and also taken home and signed.
- Where improvements are seen, the child will be rewarded, and the behaviour support stopped.
- Where improvements are not seen, additional interventions will be considered.
- A time frame will be given for this plan

Risk Reduction Action Plan:

Where a child's behaviour becomes a significant concern, a Risk Reduction Action Plan commences. Behaviour which is reaching a crisis is defined at Hollybank Primary as:

"Aspects of a child's behaviour consistently impacting negatively on the learning and well-being of themselves and those around them" and may be shown by:

- A child reaching Stage 4 or 5 more than once a week.
- A child displaying violent or aggressive behaviours which put themselves, children or adults at harm, or at risk of harm.
- A child creating a climate of fear around themselves through consistently dominant or intimidating behaviour.
- A child whose behaviour puts them at risk of fixed-term or permanent exclusion.

As detailed previously, there may be cases where the child's individual needs are such that adapted arrangements may be put in place. This will be recorded either in the child's SEND profiles or in the form of an adapted behaviour support plan which will record all the strategies and approaches that will support the child. When these reasonable adjustments are in place, the above definition of concern still applies.


Staff Guidance:

Stage	Actions	Behaviours
<p>Stage 1: The HB Way</p> <p>Redirection/Reminder</p>	<p>We expect everyone to be at Stage 1, where they can access the recognition and rewards for following the school rules and displaying our school values.</p> <p>A gentle encouragement in the right direction. A reminder of our three simple rules – Ready, Respect, Safe delivered privately wherever possible. Repeat reminders if necessary, deescalate and decelerate where reasonable and take the initiative to keep things at this stage. Praise will be given if the child is able to model good behaviour as a result of the reminder.</p>	<p>Not following the 3 rules: Not following instructions, Not listening, Disrupting learning, Running in Corridors, Arguing with peers, Boisterous behaviour, Talking at inappropriate times, Distracting other pupils, Disobeying instructions, Shouting out / leaving seat, Incidents of taking property of others, Making unkind remarks</p>
<p>Stage 2: Warning</p>	<p>A clear verbal warning delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. A Stage 2 card will be issued for 5 minutes, acting as a visual reminder to help the child get back to Stage 1 quickly. Children will be reminded of their previous good conduct to prove that they can make good choices.</p>	<p>Persistence of Stage 1 Behaviours + Spoiling another child’s work, Leaving class without permission</p>
<p>Stage 3: Time Out (Note Home)</p> <p>Repair</p>	<p>Time out away from the distraction is necessary. The child will be placed in another classroom and will be expected to continue their learning. Once complete, they will hopefully be able to show that they are ready to go back to Stage 1. A white letter will be sent home for parents to read and acknowledge. The letter will inform parents of the rule/rules which have not been followed. It will also inform the parent of any loss of privilege.</p> <p>A restorative conversation will be had with any child reaching Stage 3. Children will be expected to have a reflective dialogue.</p>	<p>Persistence of Stage 1&2 Behaviours + Hurting another child physically, Persistently goading another child, Using inappropriate language, Taking property that does not belong to them, Showing threatening behaviour, Throwing equipment at another child or adult; Intentional damage of school or personal property</p>
<p>Stage 4: Reflection Time (Playtime)</p>	<p>If there is a requirement for a loss of privilege, the child will lose some playtime the following school day, after the parent has been informed. At this point, the pupil will have Reflection Time with a reflective</p>	<p>Persistence of Stage 1-3 Behaviours + Not turning in homework</p>

	conversation with FS/KS1 pupils and the use of a Reflection Time Sheet for a stimulus in KS2.	
Stage 5: Behaviour Support Plan followed by a Risk Reduction Action Plan	Where a child's behaviour becomes a concern, behaviour management support commences. Parents will be invited in to meet the class teacher and the Principal to discuss the child's behaviour. This may be shown by: A child reaching Stage 3 two to three times a week for a period of time; A child reaching Stage 4 more than once in a week; A serious breach of behaviour.	

The Board of Governors will be kept informed of children reaching Stage 4 or Stage 5 and reserve the right to request meetings with pupils and parents. The Board of Governors reserves the right to consider suspension and expulsion as an appropriate consequence, if other measures are not working.

To ensure that the rewards are applied with consistency and fairness an example of recognition and reward frequency is shown below:

GOOD CHOICES	
Enable everyone in the class to learn & achieve	
FREQUENCY OF <u>CHOOSING TO KEEP OUR</u> LISTENING RULE:	
For SOMETIMES choosing to Listen:	
<ul style="list-style-type: none"> ✓ Verbal praise: "well done for..." ✓ Smile ✓ Thumbs up ✓ Written Praise ✓ Star Charts ✓ Dojo Points 	
For OFTEN choosing to Listen:	
<ul style="list-style-type: none"> ✓ Stickers ✓ Good work shown to another teacher or principal for commendation ✓ Special responsibility jobs ✓ Special Privileges e.g. golden time, free time ✓ Dojo Prizes 	
For MOSTLY choosing to Listen:	
<ul style="list-style-type: none"> ✓ Public praise in class or assembly ✓ Headmaster's Tea Party Invites ✓ Published work in Hollybank News ✓ Visits by the principal or other members of staff ✓ Certificates 	

It is anticipated that there will be a reduction in the number of sanctions given as we focus on enhancing the positive behaviours and providing appropriate support for those pupils who regularly struggle to develop effective learning behaviours.

Class Wide Rewards

In addition, our 'Mr Spots' monthly focus is used to reward the whole class when specific learning behaviours such as good listening, participation or staying on task are displayed. This whole school approach promotes the development of learning behaviours through classes competing to fill their merit journey on a weekly basis, and DOJO awards for class prize.

CLASS DOJO: A tracking, monitoring and assessment recording system



Currently all classes are using the 'Class Dojo' points system. This recording system enables pupils and staff to track, monitor and assess how effectively each pupil is developing effective learning behaviours.



Monthly Rewards: The Principal's Tea Party

At the end of each month each teacher chooses a pupil to receive an invite to the tea party. During a whole-school assembly the Invites are presented to those pupils who have made significant contributions in one or more of these areas:

- Work: remembering class routines, homework, making sincere effort and good progress
- Uniform: keeping neat and tidy, respecting the school name
- Golden rules: adhering to these and setting a good example to others
- Behaviour which reflects a high standard and promotes effective learning
- Respect: making efforts to be a good example and friend to others, showing helpfulness and kindness to others
- Development of social skills: active participation in extracurricular/ team activities; determination and good sportsmanship

A photograph of the occasion is displayed in the entrance hall and Seesaw.

ROLES & RESPONSIBILITIES



The Principal will work with pupils, staff, parents/carers and Governors to:

- Actively promote a culture of aspiration and achievement in which each pupil can, with support if necessary, realise their full potential
- Ensure that behaviour for learning is positively and consistently promoted in every class
- Consistently acknowledge good behaviour and respect for others,
- Secure an acceptable standard of behaviour through Up-holding the Board of Governors' statement of principles (see Pg. 5.)
- Ensure that consultation takes place and feedback is given to participants.
- Deal with the concerns of staff, parents or pupils
- Ensure that the school complies with DE guidance regarding suspension and /or expulsion.
- Regularly celebrate staff and learners whose efforts go above and beyond expectations

The Vice Principal will:

- Assist colleagues in the promotion and maintenance of positive behaviour. SMT will stand alongside colleagues to support, guide, model and show unified consistency to learners. SMT cannot deal with behaviour referrals in isolation.
- Discuss with the Principal any issues / concerns.
- Help and advise staff members with the delivery of this policy, and
- Keep under review the effectiveness of this policy
- Be a visible presence around school to encourage appropriate conduct
- Sit in on reparation meetings and support staff in conversations
- Ensure staff training needs are identified and targeted
- Regularly review provision for learners whose behaviour/needs fall beyond the range of written policies

The Class Teacher is responsible for good behaviour within his/her own classroom and throughout the wider school community. Staff should ensure that:

- An age appropriate Class Plan for Learning is agreed with pupils and consistently implemented within their classroom.
- This plan is reviewed regularly with pupils and amended as necessary
- Achievement and success are consistently acknowledged and celebrated.



- Particular behavioural concerns will be shared with the Principal and where necessary with the SENCO.
- Any significant behavioural incidents which occur within class, are recorded and dated on an ABC.
- Parents/carers are promptly informed of any concerns which affect their children.
- They respond sensitively and appropriately to any concerns raised by pupils and/ or parents.
- Meet and greet at the door
- Refer to Ready, Respectful, Safe
- Model positive behaviours and build relationships
- Plan lessons that engage, challenge and meet the needs of all learners
- Be calm and give 'take up time' when going through the steps.
- Follow up every time and engage in reflective dialogue with learners

Pupils will:

- Be consulted regarding the development, implementation and review of this policy.
- Be expected to actively participate in all relevant aspects of The Class Plan for Learning
- Focus on developing effective behaviours for learning
- Become more self-aware through involvement in the self- assessment process
- Take responsibility for their choice of behaviour



The SENCO to reduce unacceptable behaviour which blocks the learning of both the pupil and his/her peers will:

- In consultation with the pupil, parent/carer and teacher, agree and implement an individual and targeted IEP /IBP
- Work collaboratively with all staff to ensure consistent implementation of the plan
- Involve both staff and pupil in tracking, monitoring and evaluating the effectiveness of plan's outcomes
- Seek additional external support once all internal interventions have been unable to reduce the barriers to learning.

Other staff - teaching and non -teaching will ensure that:

- They are fully aware of this policy and their role in its delivery.
- They actively contribute to a culture of positive behaviour
- Whilst on duty at break and lunch any incidents of misbehaviour are reported to the appropriate member of staff and/or principal.

Parents and Carers should:

- Familiarise themselves with this policy and support it
- Encourage their children to actively engage with the relevant aspects of the policy
- Respond quickly to concerns raised by the school
- Tell the school promptly about any concerns with their children
- Model positive behaviours and build relationships
- Refer to Ready, Respectful, Safe



If a parent/carer has any concerns about how the school is dealing with their child in matters concerning behaviour, they should:

- Discuss the matter with the class teacher/vice principal/ principal.
- If no resolution is found parents/carers can write to the Chair of the Board of Governors.

Continued Professional Development

- CPD will be made available through the PRSD Cycle so good practice can be shared throughout the school.
- We will continue to reflect with the school council, always striving to improve the provision for our pupils.

Review Cycle

- An annual report will be submitted to the Governors informing them of the effective delivery of this policy and will be based on the evidence outlined in the four tables on page 8 & 9.
 - Updates on Positive Behaviour Progress will be an item on the agenda for Board of Governors' meetings termly.
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Appendices

The 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 Education (2006 Order) (Commencement NO.2)

The following publications inform and guide the development, monitoring and review of our current policy and practice;

- Safeguarding and Child Protection in Schools: A Guide for Schools DENI 2019
- ETI Safeguarding Proforma 2025-2026
- 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
- Resource File for Special Educational Needs, DENI, 2011

This policy has evolved through:

- consultation with members of our school community - involving completion of audits/surveys
- in-service training for staff and Governors teaching and non-teaching staff,
- ongoing pupil participation - in the development of The Class Plan 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 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; and*
- *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.

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.

Principal: _____ Date: _____

Chair of Board of Governors: _____ Date: _____

Review Date: August 2024