

# Victoria Primary School

## Positive Behaviour Policy

2022

This policy should be read with the;

- Code of Practice
- Child protection policy
- Pastoral Care policy
- **UNICEF Children's Rights**
- SEN and Inclusion policy

## **Vision Statement**

*An inclusive, imaginative and inspiring Learning Community where everyone can be safe, healthy, happy and successful together.*

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## **Introduction:**

A well-ordered environment is essential for fulfilling the personal social emotional and safety needs of children and facilitating effective learning. A consistent positive approach is accepted as the most effective means to promoting good behaviour. We promote the values of being ready, respectful and safe. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and to encourage others to do the same. Our policy echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

The school has 3 simple rules: Be Ready, Be Respectful, Be Safe.

## **Purpose of this the policy**

To provide simple and practical procedures for staff and learners that:

- Establish a safe, secure and nurturing environment (Whole School approach to Nurture)
- Recognises the rights of those within the school community (Rights Respecting School)
- Ensures an environment conducive to effective learning for all pupils (It's all about Learning)
- Ensures a collective responsibility to the promotion of good behaviour
- Gives staff the tools to teach and promote good behaviour through a positive, preventative, and restorative approach (Paul Dix, Pivotal Education)

## **Aims of this policy:**

- To create a culture of good behaviour: for learning, for community and for life
- To provide clear guidance for the members of the school community to support the successful promotion of positive behaviour.
- To help learners take control of their behaviour and be responsible for the consequences
- To promote self-esteem and foster self-respect and respect for others
- To develop the skills necessary to resolve conflict and differences of opinion with sensitivity
- To ensure all members of the school community will know their rights, but also their responsibilities in promoting positive behaviours.
- To encourage the active support of parents in the promotion of positive behaviour
- To ensure all learners are treated fairly, shown respect and to promote good relationships.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others

# Roles, Rights and Responsibilities

## 1. Role of pupils

We expect children who attend Victoria Primary to value and enjoy their education and to have their needs met. At the same time, we wish to encourage children to realise that other children have the same rights as they do.



<p>Pupils have a right to:</p> <ul style="list-style-type: none"><li>• Be valued as a member of the school community</li><li>• Receive a broad, balanced and suitably differentiated curriculum in a calm, well managed and safe environment</li><li>• Be treated fairly and consistently with respect and dignity</li></ul>	<p>Pupils have a responsibility to:</p> <ul style="list-style-type: none"><li>• Be Ready,</li><li>• Be Respectful</li><li>• Be safe</li><li>• Take responsibility for their behaviour and actions</li></ul>
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See Appendix 1 for the Unicef Children's Rights explained

## 2. Role of Parents

We believe in the principle of partnership. The co-operation of parents is sought in relation to maintaining high standards of pupil attendance, punctuality, wearing of school uniform, caring for learning materials (particularly those belonging to school) and supervision of homework.



<p>Parents have a right to:</p> <ul style="list-style-type: none"><li>• A safe, well-managed and engaging environment for their child's learning education and care.</li></ul>	<p>Parents have a responsibility to:</p> <ul style="list-style-type: none"><li>• Support school policies and act as positive role models in promoting positive behaviour</li></ul>
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## 3. Role of the staff

A teacher's role is to provide education for the children in his / her care.



<p>Staff have a right to:</p> <ul style="list-style-type: none"><li>• Carry out their role in a safe and well managed environment</li><li>• Expect courtesy and respect from colleagues, parents and pupils</li><li>• Be valued as part of the school community</li></ul>	<p>Staff have a responsibility to:</p> <ul style="list-style-type: none"><li>• To create a nurturing classroom environment which promotes positive behaviour</li><li>• Provide children with a broad, balanced and suitably differentiated curriculum which is tailored to meet the needs of all pupils</li><li>• To deliver a consistent approach</li><li>• To develop positive working relationships with staff, pupils and parents</li><li>• To listen to the voice of the child, value their contributions and respect their views</li><li>• To consult with parents about a child's progress and development</li><li>• To implement the school's behaviour policy</li><li>• To take account of home circumstances</li><li>• To teach children desired behaviours and awareness of emotional regulation</li></ul>
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#### **4. Role of the Principal**

The Principal has a key role in formulating and reviewing the behaviour policy and establishing the ethos of the school. This includes ensuring that pupils, parents and staff play a vital role in the life and organisation of the school.



The principal must ensure that the rules of the school are administered fairly and consistently to all pupils. Support should be offered to the staff where appropriate and the Principal should furnish the Governors with a report on the discipline within the school or on the behaviour of individual pupils where necessary.

The Principal must also ensure that the school behaviour policy is processed in accordance with and alongside all other relevant school policies i.e. SEN, Pastoral Care, Anti-Bullying and Code of Practice.



#### **5. Role of the Board of Governors**

The Board of Governors have legal responsibility for the school's behaviour policy and it is their role to maintain a policy for the school which is current, being implemented, positive in nature and reflective of the school ethos.

If, or when, a case of indiscipline should come before them, they must act upon it, having considered the views of the principal, other interested parties and any reports forwarded to them. Where appropriate they should support the principal and her teaching staff.

(Education act order 1998)

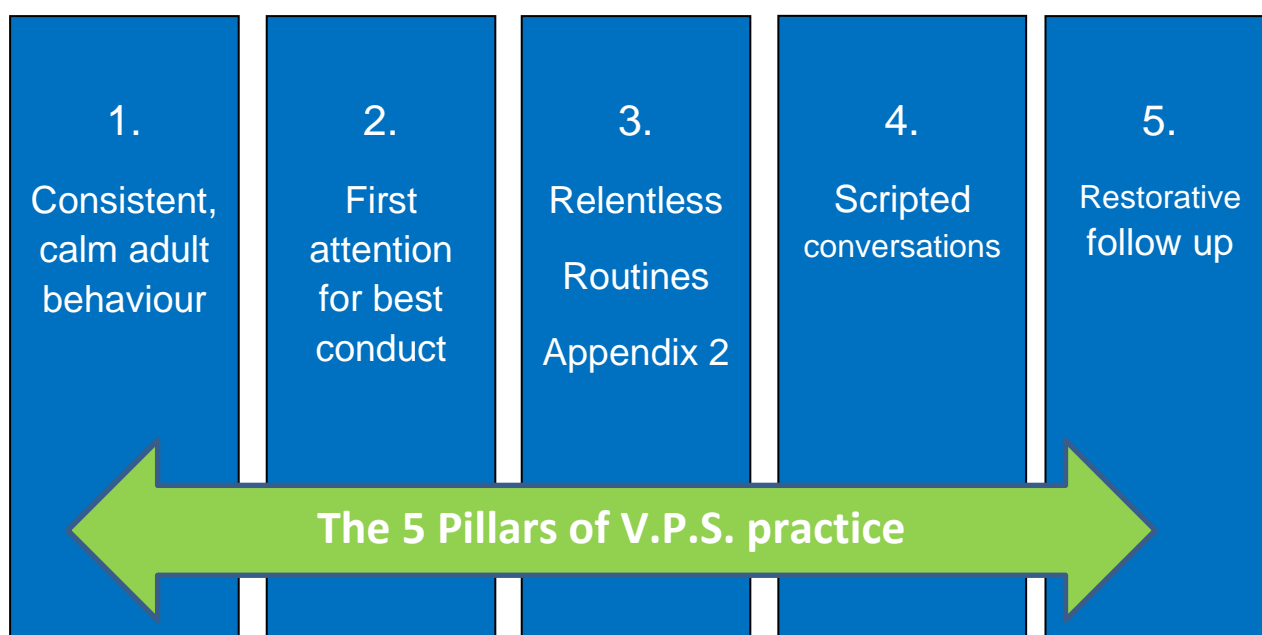
## Strategies for Implementation

### Expected behaviour from pupils are;

- Be ready,
- Be respectful,
- Be safe

The children will be taught to understand these terms with age appropriate actions as they move throughout key stages.

### Expected behaviour from adults are;



**Consistent adult behaviour will lead to pupils consistently conforming to our expectations**

We expect every adult to:

1. Greet every child positively
2. Refer to Ready, Respectful, Safe
3. Model positive behaviours and build relationships
4. Explicitly teach children how to understand their emotions, actions and behaviours (The Calm Plan – appendix 10)
5. Plan lessons that engage, challenge and meet the needs of learners
6. Use a visible recognition mechanism
7. Be calm and allow the child time to regulate, reason and relate

## **POSITIVE RECOGNITION**

In Victoria Primary School we want our pupils to feel secure, valued and special. We want them to have good self-esteem, be socially and emotionally well-adjusted and to realise their full potential. Rewards motivate and help pupils to see that good behaviour is valued.

### **A consistent approach of rewards is used in all classes.**

All classes will display the 3 school rules (& age appropriate examples).

All classes will draw up a class charter of what we will do and what we won't do.

All classes will display the range of possible rewards.

All classes will have a recognition board.

Praise will be given in recognition of good behaviour however; rewards will be given quietly.

Each child will have their own sticker chart to collect stickers.

On collection of 10 stickers, they may choose a prize from the class prize box.

On collection of 5 bookmarks, they may choose a prize from the Principal's Prize box.

Teachers will have the discretion to offer rewards of stickers, a positive note home, a house point, a class prize or a principal's prize. House points will also be awarded for good teamwork and cooperation

Excellent work may be rewarded with stickers or by work being displayed on the wall. It could also be shown to another adult or displayed by the Principal who may reward with a homework pass.

A **Child of the Day** is chosen in each class, to boost self-esteem and self-confidence. This pupil gets to do all the jobs and messages for the class for that day. On their first turn, they will also be treated to compliments from their peers. (PATHs programme)

A **Student of the Week** is chosen in each class to honour one pupil who has gone the extra mile either with classwork, manners, homework, courage, overcoming barriers or general behaviour.

A **Silver Trophy badge** will be given in honour of a pupil who has gone the extra mile in the wider school environment

### **Celebration Assemblies**

Our celebration assembly takes place on a Friday. The Student of the week and the Silver Trophy winner will be announced in celebration assembly each week along with other certificates that have been awarded for curriculum areas, sporting achievements and other medals, trophies etc. that have been earned during the week.

Children may also bring in awards that have been received outside of school to be shared with the school community. Adults are encouraged to also bring any rewards or certificates gained to show that learning is lifelong.

## Range of Rewards (appendix 3)

The following range of awards are available for staff to reward pupils for behaviour. It is at the teachers' discretion which awards are given. This does not always have to follow a stepped approach.





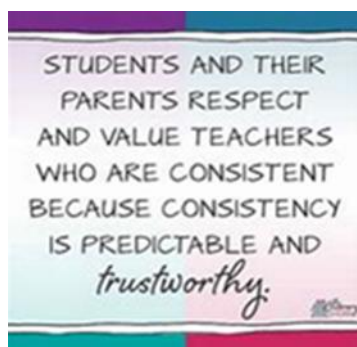
## Preventative strategies

### Managing behaviour

Engagement with learning is always our primary aim at V.P.S. for the vast majority of learners a gentle reminder is all that is required.

### Visible consistencies (appendix 4)

Consistency lies in the behaviour of adults and not simply in the application of procedure. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals, they respect adults and accept their authority. At V.P.S all staff will model their behaviour based on the visible consistencies in appendix 4.



Any child struggling to meet expectations will be encouraged to behave appropriately. Teachers will support pupils to understand their emotions and to regulate their behaviours through teaching children about behaviours and strategies to cope (e.g. The Calm Plan appendix 10). This will enable all pupils and adults in school to use a consistent language and have a clear understanding and awareness of how children (and adults) are coping.

All children will be made aware that poor behaviour will not be condoned and while there will be an understanding of the underlying reasons for behaviours and support to manage them, inappropriate actions will carry restorative actions initially and consequences (if required) according to the conduct. Every effort will be made to ensure that pupils who have been wronged in any way by unacceptable behaviour will understand that all pupils will be treated fairly. In cases where negative behaviour persists consequences will be applied fairly and according to a hierarchy.

### **Unacceptable behaviour in pupils:**

- Being unkind to peers and staff
- Calling out in class, interrupting others and being inattentive when others are contributing to the lesson.
- Displaying a lack of interest in learning and preventing others from learning.
- A lack of good manners.
- Rough play
- Defacing or destroying other pupils' belongings or school property.
- Using abusive, sectarian, or racist language.
- Acting aggressively or with violence towards other pupils or the staff.
- Any form of bullying. (see anti-bullying policy)

It is hoped that these kinds of behaviours will not occur because they are so contrary to the atmosphere and ethos of the school.

## **RESTORATIVE SOLUTIONS**

The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships. This is about ensuring all the school community feel valued, safe, and happy together.

All teachers will use scripted language including avoiding asking pupils to comply and instead using 'You need to... thank you' within their class and around the school to give a consistent approach to behaviour management. (Appendix 5 – The 30 second intervention)

Staff are aware that children are still learning how to behave in a social setting and that some children need more support than others. Most minor misdemeanours will be resolved by the class teacher within the learning situation.

- Reminder of expected behaviour
- Caution. Moving to sit in a quiet place within the classroom to help to calm.
- Time out. Moving to another area in school for a short time, to help de-escalate.
- Restorative questioning. (Appendix 6 – restorative questions)
- Partnership stage. Persistent inappropriate behaviour will lead to the child being issued with an orange card. This is moving towards a situation where sanctions may be required. The teacher should liaise with senior teachers before issuing and the Senior Teacher will contact parents to work together to improve behaviour. In extreme circumstances, a red card may be issued (in consultation with the Principal)

Staff will always deliver sanctions calmly and with care.

Consequences should make it clear that unacceptable behaviour affects others and is taken seriously.

Consequences should not be applied to a whole group for the actions of individuals.

Consequences will be consistently applied to help to ensure that children and staff feel supported and secure while also being mindful of individual needs.

Examples of unacceptable behaviour and possible restorative practices or consequences to help staff with decision making are contained in Appendix 7.

Where sanctions are required, evidence will be kept of pupils displaying such behaviours in an attempt to recognise triggers and identify support that is needed. This evidence will take the form of teacher's class notes, yellow card details, orange card entries, red card entries.

Teachers will be asked to complete ABC forms to look for patterns. (ABC forms – Appendix 8)

## Unacceptable Behaviour - Restorative Pathway (Appendix 9)

Reminder	Caution	Time out	Yellow Card	Orange Card	Red Card
Remind of the 3 simple rules and deliver this reminder privately if possible.  Repeat reminders if reasonable.	A clear verbal caution to move somewhere else in the classroom to diffuse the situation  Two minutes out of the lesson or at the end of the lesson for discussion.  Use of the 30 second intervention	Time given to help the child to de-escalate and calm themselves in another area of the school / class  Two minutes at the end of the lesson to come back to restore behaviour.	This results in the loss of the next play session (either at break or lunch) for a reflection time.  Restorative questions to be completed.  Parents are not informed at this stage unless there is a persistence of low level behaviours.	This results in a reflection time to be completed outside of teaching time.  Restorative questions to be completed.  Owed work will need to be completed and returned to the teacher.  Parents will be informed through the Orange card system of when the session will take place.	This results in a reflection time to be completed at an after school session.  Restorative questions to be completed.  Children will also be helped towards feeling part of the school team by helping with a task.  Owed work will need to be completed and returned.

Foundation Stage pupils will use a simplified version of the sanctions while they are taught the procedures. This will be a traffic light system of Green, Yellow and Red.

### Partnership stage (orange / red level)

The partnership stage will be implemented where there is a cause for concern, e.g. attendance, behaviour or progress issues. A senior member of staff will:

- Support and advise staff in how best to cater for a learner if required
- Develop an appropriate action plan with the teacher / learner
- Monitor and review and mentor using the action plan
- Discuss both the consequences for the learner if not meeting the required actions and the positive outcomes for everyone if conduct improves
- If a learner does not achieve the required change in conduct agreed within the action plan they may be referred to the Principal for consideration of implementing EA's policy for suspension.

### Positive Handling procedures for extreme behaviours

Staff in school will only use handling techniques with agreement of the Senior Leadership Team or in the case of an emergency where a duty of care is required.

Staff will complete a risk assessment and agree strategies with the parent using a behaviour support plan before implementing any holds or positive handling techniques. These techniques are designed to help staff to calm children and de-escalate difficult situations.

On very rare occasions, positive handling techniques may be required to help de-escalate a situation, remove a child from an area, calm a child or to keep a child safe. These techniques seek to hold the child and to avoid injury however, it is possible that an injury may occur accidentally. This should not be seen as a failure of professional technique but a regrettable and infrequent 'side effect' of ensuring that everyone remains safe. A formal record will be kept of incidents where a child requires a positive handling technique. Should this situation arise, children and staff will be given time to reflect and find a different way to deal with difficult situations in the future. All instances where positive handling techniques are used will be recorded in the bound and numbered book.

### **Informing Parents**

The school expects parents to agree and support consequences jointly in an effort to improve behaviour. Teachers will inform parents if pupils are regularly receiving yellow cards. Evidence of this will be kept in the teachers' class record book.

Parents will be notified of any orange or red cards on issue and will be expected to sign and return the cards. After three orange cards, red cards will be issued.

Red cards may result in detentions being issued. On the extremely rare case that three red cards have been issued, the child may be placed on daily report to try to support them to improve their behaviour.

### **Daily Report**

*Parents will be required to meet with the Principal when a joint strategy is necessary. The pupil will need to report to the Principal (or Senior Teacher) each day for the duration of the report card.*

### **SEN and INCLUSION**

The school recognises that some children need support to improve their behaviour and some behaviours presented are the result of underlying circumstances. On these occasions, the SENCO and Principal will draw up an individual behaviour support plan and a risk assessment for an individual pupil and they will follow this plan for a short period to try to support desired behaviour. The individual plan will feed into the school behaviour policy. The school may also offer nurture group provision (if resources allow) for a short period of time to try to help pupils work through any issues they are experiencing.

### **Suspension / Expulsion**

Where a situation arises of a more serious nature because of the unacceptable behaviour of a pupil, the school will contact the Education Authority's to work within the Scheme for the Suspension and Expulsion of pupils.

This document is freely available to the entire school community and is available on the school website. It will be reviewed on a regular basis.

Signed – Chair of Governors:



Signed – Principal:



**Date: March 2022**