

INTRODUCTION

Positive Behaviour is an essential element of our school's ethos which aims to cultivate in pupils an acceptance and recognition of responsibility for their own decisions, their actions and their consequences. Positive behaviour creates the conditions for effective learning and helps to develop in children responsible attitudes, respect for others and values for life.

The effectiveness of this policy will be largely dependent on the degree to which it is implemented fairly and consistently by all members of staff and on the degree of support by parents. It will be kept under regular review and will be amended as required.

MISSION STATEMENT

Seaview Primary School seeks to be a stimulating and challenging place where:

- every child feels happy and secure and wants to learn;
- high quality teaching caters for the children's academic and personal development;
- the children are encouraged to feel good about themselves and to respect others;
- every person involved in the life of the school is regarded as a valued member of a supportive team;
- provision is made for the professional development of each member of staff.

AIMS

1. To create conditions for an orderly community in which effective learning can take place and in which there is mutual respect among all members of the school community.
2. To create an ethos to develop positive behaviour and independence thus encouraging children to become increasingly responsible for their own learning and behaviour.
3. To encourage children to develop socially acceptable patterns of behaviour outside school
4. To enhance self-esteem and self-respect
5. To provide a clear set of agreed rules, rewards, sanctions and to clarify the roles and responsibilities of members of the school community.

RATIONALE

At Seaview we recognise that good behaviour is a necessary pre-requisite for the school to achieve its declared aims. Our three golden rules are:-

- **Ready**
- **Respectful**
- **Safe**

While the behaviour of pupils is susceptible to influences outside the control of the school it is well established that good behaviour can be encouraged in school by ensuring there

- (a) are agreed roles: **rights** and **responsibilities**.
- (b) are good **relationships** and there are clear lines of **communication**;
- (c) is an appropriate **curriculum**, **teaching methods** and effective **classroom management**;
- (d) are agreed **rules**, **rewards** and **sanctions**;

COLLECTIVE CARE

At Seaview Primary School, although we have a Pastoral and wellbeing team, we believe that the promotion of wellbeing is a shared responsibility across the school. This includes all members of staff, the pupils, the governors and the wider community. We pledge to look after each other and treat each other in line with the core values of our school.

PUPIL WELLBEING

Pupil wellbeing is highly prioritised in our school through a variety of teaching and learning opportunities, wellbeing treats and theme days promoting wellbeing. We also promote wellbeing through whole school assemblies. There is provision available for specific pupils who require additional support for their wellbeing. We operate a nurture approach, where pupils are able to express worries or concerns to their Class Teacher or "Worry teachers" in confidence and have a pastoral and safeguarding flowchart which provides guidance to staff on what support is required for pupils, dependant on the context.

STAFF WELLBEING

At Seaview Primary School, the wellbeing of our staff is of paramount importance. We believe that to have highly trained, highly motivated and well-supported staff will provide the best opportunity for high quality teaching and learning of our pupils (Tomsett & Uttley, 2020). We provide regular opportunities for staff development and put on staff wellbeing events throughout the year. Coaching and Mentoring support is offered to any new staff and Trusted Colleague Networks are also in operation for supporting each other and to promote the sharing of practice.

COMMUNITY WELLBEING

At Seaview Primary School, we value the wellbeing of every member of our school community and welcome opportunities to support parents/carers and families where we can by offering events to come together, advice and guidance to external support agencies.

RIGHTS AND RESPONSIBILITIES

PUPILS

Rights

- To be taught in a pleasant, safe, controlled environment (Article 24)
- To have access to a well-balanced, differentiated curriculum (Article 28)
- To be treated fairly and with respect (Article 2)
- To be taught by an effective teacher (Article 28)
- To have academic, social, physical and emotional needs met (Article 29)
- To receive adequate resources (Article 28)

Responsibilities

- To obey school rules
- To participate as fully as possible in the curriculum and extra-curricular activities and to work to the best of their abilities
- To respect other people, their property and the school building
- To complete homework
- To play their part in being punctual and attending regularly

TEACHERS

Rights

- To teach
- To work in a safe, pleasant environment
- To be treated with respect
- To personal and professional development
- To have fair access to appropriate resources
- To receive professional support from Senior Management Team, Board of Governors, BELB and other outside agencies
- To appeal decisions directly affecting them

Responsibilities

- To encourage each child to achieve his potential
- To be punctual, well prepared and enthusiastic
- To treat everyone fairly and with respect
- To accept opportunities to enhance professional development
- To complete a fair workload in the life of the school
- To be aware of what resources are available and to use them
- To provide support for colleagues and be prepared to accept support from colleagues

PARENTS

Rights

- To expect their children to receive an adequate education and adequate resources
- To be given information about their child's progress and behaviour and about school policies
- To expect that their children will be safe and secure
- To have reasonable access to staff
- To have access to conciliation when things go wrong
- To contribute and assist in partnership with the school
- To feel that they are welcome in the school
- To a broad, balanced curriculum
- To withdrawal of their children from religious education and worship
- To have representation on the Board of Governors

Responsibilities

- To ensure their children have maximum possible attendance
- To ensure that they send their children to school on time and are collected at the stated times
- To ensure their children are adequately prepared (physically, emotionally, socially and intellectually) and have the necessary equipment
- To meet with teachers when necessary and by appointment where possible
- To follow agreed grievance procedures
- To be aware of school rules and procedures, and encourage their child to abide by them
- To act as positive role models for their child on their relationship with the school

RELATIONSHIPS AND COMMUNICATION

Behaviour which is rewarded (extrinsically or intrinsically) tends to be repeated while behaviour that receives no reward tends to be eliminated. We aim to place emphasis on developing a positive approach: ignoring bad behaviour and rewarding good behaviour as much as possible. We recognise that ignoring on its own is rarely enough and it is often necessary to intervene and sometimes to administer sanctions.

Fundamental principles are listed below.

- Interactions with pupils are characterised by kindness, respect and an understanding of their needs.
- At all levels there is a sense of community and sense of pride and belonging in the school. At Seaview we provide a wide range of extra-curricular activities and give pupils opportunities to take on responsibilities.
- Teachers have realistically high expectations of their pupils' academic, physical, emotional and social development.
- Through good models of adult behaviour, there is constant encouragement for children to develop their self-esteem, self-discipline and autonomous adherence to high standards.
- The school encourages the support and involvement of parents in its efforts to maintain high standards of behaviour.

CURRICULUM AND METHODS

What is taught and how it is taught will have a powerful effect on pupils' attitudes to school.

The higher pupils' motivation and interest are, the more readily learning takes place and the less likely behaviour problems are to arise. Discipline problems will be lessened if the fundamental principles listed below are followed.

- Curriculum aims, content, methods and forms of evaluation are generally accepted by teachers, pupils and parents as relevant and worthwhile. If pupils find work relevant they are more likely to be interested in it and motivated to place effort in the activity rather than causing discipline problems.
- Pupils are provided with opportunities to experience success. As well as making the content of lessons as relevant as possible to pupils' interests they must also be as relevant as possible to pupils' abilities. Teachers must do everything possible to try to ensure that children experience success at their level - children need to feel challenged and to succeed if they are to sustain interest. The teacher should endeavour to develop realistic expectations of pupils. If expectations are unrealistically high or low, then both children and teachers will become dispirited.
- Teachers give pupils regular, prompt, constructive feedback.
- The curriculum provides choices that recognise staff and student individual styles.
- Pupils are given help if they cannot complete tasks.

CLASSROOM MANAGEMENT

Effective class management techniques reduce the likelihood of behaviour problems arising. This would include the techniques listed below.

- Confidence of manner: calm and clear delivery in speech and actions; avoiding over-reaction to a child's behaviour.
- Careful instruction and guidance: the teacher should have the full attention of the class; instructions should be clear and brief to the point.
- Consistency and fairness: consistency in the way the class is managed. Standards and procedures set by the teacher are not subject to unexpected change and individual pupils are not treated differently. Ensure follow through with agreed sanctions /rewards.
- Awareness of what is happening: the effective teacher promptly spots children who have difficulties in their work or are engaging in inappropriate behaviour. Teachers scan the class regularly and move around the classroom to maintain close contact with pupils to readily become aware of learning or behavioural problems and to be in a position to readily deal with them.

- Knowledge of children: teachers should be sensitive to the needs of individual pupils. Knowing them also provides ready topics of conversation when the teacher seeks to reward the child with attention.
- Punctual: teachers should always be punctual at beginning of school and collection of pupils after break, lunch etc.
- Settle class quickly to work: a quick and decisive start to work is required so that the children's attention is focused upon the teacher and the learning task. Teachers should have clearly established routines, which should increasingly promote independence and responsibility as pupils get older.
- Good questioning techniques: the effective teacher poses frequent questions at the class, directs them at a large number of specific children - this helps keep everyone active and attentive. If a child is likely to be asked a question at any moment during the lesson he/she has more incentive to remain focused. Teachers should use a variety of types of questions which helps maintain interest and focus attention on the teacher.
- Delegate classroom tasks to children where practical: they enjoy doing so, it helps make them feel responsible and it indicates teacher's trust. It also gives the teacher time to tackle more essential tasks.
- Attractive classroom environment: children's work displayed to encourage a sense of ownership and commitment.
- Avoidance of queues at the teacher's desk - 'wasteful waiting'

REMINDERS

- Teachers are responsible for escorting children to and from their classes in the morning, at break time and at lunchtime and are responsible for seeing them safely off the premises at the end of each day. At times it may be appropriate for teachers'/classroom assistants to walk at the end of the class line to observe the pupils.
- It is the duty of the nearest teacher to deal with any incidence of unacceptable behaviour.
- Children must never be left unsupervised in the classroom.
- Incidents at changeovers to be reported to class teacher.
- Teachers must be diligent in reminding pupils/speaking to parents about uniform, jewellery/hairstyles etc.

SCHOOL RULES

FOUNDATION AND KEY STAGE 1 RULES

(UNCRC: Articles 28, 31, 12, 24, 29)

- We have good manners.
- We are kind and helpful.
- We play safely and share with others.
- We keep our classroom tidy.
- We line up nicely.
- We walk quietly in the corridors.
- We use the toilets properly.
- We try our best.
- We sit safely.
- We speak quietly inside.
- We use our eyes to show we are listening.
- We put up our hand and wait to speak.
- We wear our uniform.
- We are clean and tidy.

KEY STAGE 2 RULES

(UNCRC: Articles 28, 31, 12, 24, 29)

- S**howing respect to all children, adults and property.
- E**ndeavouring to do our best.
- A**ttending well and being punctual.
- V**aluing our friendships by showing kindness and good manners.
- I**nteracting positively during lessons.
- E**nsuring mobile phones are never used in school.
- W**earing Seaview School uniform and taking pride in our appearance.
- P**reparing well for the school day and homework tasks.
- S**afely participating in all aspects of school life.

REWARDS

We recognize the importance of acknowledging and rewarding both success and effort to promote positive behavior. Some children may benefit from being given tangible rewards to reinforce positive behavior. Once behaviour or work patterns have been established, the need for regular tangible incentives is reduced and the most motivating factors are the positive relationships which result, the success which comes with effort, verbal praise, positive self-evaluation and intrinsic rewards.

Nursery, Foundation and KS 1

- Seaview Stars
- Seesaw - sharing of good work
- Class helpers/leaders
- Small prizes
- Teachers' certificates
- Golden Time (KS1)
- Praise - own teacher
 - sent to another teacher
 - sent to Head of KS /SENCO/Principal/Vice Principal
- Presentation in assembly
- Celebration Board
- Rewards for best table
- Displays of work in classroom and corridor
- Written comments, stickers, stamps, smiley faces etc.
- Compliment jar
- Positive phone call home / postcard
-

Key Stage2

- Verbal praise - own teacher
 - sent to another teacher
 - sent to principal/ vice principal
- Written comments
- Stickers, stamps
- Cups for sport, music, drama, good ambassadors, attendance etc.
- Golden time
- Seaview Stars
- Best work board

- Homework vouchers
- Positive comments in books
- Celebration /Wow work boards
- Positive phone call home / postcard

TRAUMA-INFORMED PRACTICE

In Seaview Primary School, we understand that every child is different. Pupils come from all different backgrounds, with different past experiences. Staff in our school are trained in understanding the impact of adverse childhood experiences on behaviour. Through participation in 'Whole School Together' behaviour training, staff are aware that children should be understood developmentally, in accordance with the principles of nurture. This means that staff will treat each pupil compassionately, with an understanding of the child's background in mind.

RESTORATIVE PRACTICE

'Behaviour Think' sheets are used to enable pupils to identify which 'good choices' they did not make. This is a reflective task that is carried out between an adult and pupil(s) where there is the opportunity to identify triggers and motivation, enable pupils to suggest how to make amends and provide opportunities to ensure further behaviour incidences do not repeat / are reduced in likelihood. We also promote the opportunity for pupils to resolve conflicts in a restorative manner. This may involve the supervision of an adult to direct the conversation with the aim of encouraging all pupils to have their voice heard, whilst also enabling pupils to better understand each other.

SUPPORT AND INTERVENTIONS

Support will be provided to staff on request from the senior leadership team Support will also be provided to pupils by the class teacher following behaviour incidents, or in more significant incidences by either the Pastoral and Wellbeing Lead or Team

INTRINSIC Versus EXTRINSIC BEHAVIOUR SUPPORT

We believe in a combined approach to supporting and managing behaviour. We advocate for intrinsically teaching pupils the value of positive behaviour and the impact of unacceptable behaviour through teaching of the School Rules and

consequences. We also hold value for affirming and rewarding positive behaviour .

REGULATION AND DE-ESCALATION

We hold value in supporting pupils in regulating their levels of tension to create a calm classroom environment conducive to learning and teaching where pupils are ready for learning. Staff will endeavour to de-escalate behavioural incident rather than act too early, before fully understanding the context for Behaviour.

Staff operate a consistent approach to supporting pupil behaviour and managing behavioural incidents . All incidents of behaviour will be dealt with whilst considering the individual needs of the child, the context to which the behaviour occurred, and reasonable adjustments will be made in accordance with SEND code of Practice (2015). The aim of dealing with any behaviour incident will be to support pupils and ultimately restore relationships and reduce likelihood of repeat incidences.

FURTHER MEASURES AND SANCTIONS

There may be incidences where, despite exhausting reasonable and purposeful measures for promoting positive behaviour, a pupil/pupils continue to demonstrate unacceptable behaviour. If the class teacher believes that all 'in-class' support, pre-emptive and reflective measures have been exhausted, other measures may be necessary. This may include requesting additional support from the school's SENCo, Pastoral Care lead or the Principal. If the school exhausts all in-house support, it may be appropriate to request further support from outside agencies . The School reserves the right to adopt various sanctions as and where necessary, with the sole aim of enabling the child to understand the impact of their actions and reduce the likelihood of repeat incidences.

Sanctions:

"Sanctions...provide pupils with the security of clearly defined boundaries and, in doing so, they encourage appropriate and acceptable behaviour. It is important to ensure that pupils are fully aware of the conditions which will lead, in all likelihood, to the imposition of sanctions."

DE, 2001. Pastoral Care in Schools: Promoting Positive Behaviour pg. 31

Sanctions should not be seen as punishments, instead they should focus upon achieving behavioural change. A restorative approach should be taken. They

should take into account the vital importance of maintaining good relationships. Sanctions should take account, as necessary, of the age and degree of maturity of the pupil and any special educational needs they may have, home background and any other relevant circumstances. The SEN Code of Practice Sanctions is a support mechanism and must never be included in a list of sanctions.

Sanctions should be applied as soon as possible, in a calm, measured manner. They should be proportionate and separate the behaviour from the child and avoid escalating the situation. Sanctions should not be applied to entire classes or groups of pupils when the guilty parties have not been identified, degrade pupils or cause them public or private humiliation or involve physical force.' Positive Behaviour Policy Framework. (2023). Education Authority

A one-off lapse in conduct will not be dealt with in the same manner as a continuation of persistent, unacceptable behaviour.

The school reserves the right to impose any sanction listed below if an incident is serious enough to warrant it.

Level 1 - Minor Misbehaviour

No written record required.

- A quiet word or look by the child's teacher often will prevent more major problems from developing.
- Reprimand by the class teacher. Where it is considered that reprimand is appropriate, it will be constructive in its approach and include advice on how to improve behavior.
- Children may be expected to finish classwork at home.
- Shadowing a member of staff while in the playground.
- Isolation in class - for a set period only and within the teacher's vision and direct control.
- Removal of privilege i.e. time-out at break time or lunchtime.

Level 2 - Moderately Serious Misbehaviour

(Parents maybe involved informally by phone call or face to face)

- Removal from the class to another class for a short period.
- Child may be sent to:
 - (1) Another teacher
 - (2) KS Leader /SENCO
 - (3) Principal/Vice Principal
- Completion of a task or tasks at break or lunch time appropriate to the seriousness of the breach of the school's rules, to be used to isolate children causing problems at break or lunch time.

Level 3 - Serious Persistent Misbehaviour

A written record is kept by senior management.

If all previous sanctions fail, or in the case of very serious misconduct, then a **formal conversation with the parents** will be arranged (Parents may be involved informally at an earlier stage at the discretion of the class teacher) and a formal record made of the outcomes which will be selected from the following:

Placement in

Another Class:For short periods only.

Isolation: For short periods only. Child is removed from the class and completes work under the supervision of the Head of Key Stage / Senior management.

Withdrawal of privileges:e.g., exclusion from after-school activities, school trips, school sports' team etc.

Code of Practice: If appropriate the child may be placed on S.E.N. Code of Practice. Advice may be sought from EA Behaviour Support

Level 4 – Serious and Persistent Misbehaviour

A written record is kept.

If appropriate, one or more of the sanctions listed below will only be invoked if all other measures fail.

Referral: Child may be referred to the Education Authority Psychology Department. This may lead to support from the Primary Behavioural Support Service, or the child being issued with a statement for behavioural difficulties.

Debarment: Debarment during the lunch break. (In the case of a pupil whose conduct during the lunch break is becoming unacceptable, the Head Key Stage may exclude the pupil during this period.) The parents will be sent a written notice to include the times during which the pupil is not allowed on the school premises.

Suspension Suspension for serious breaches of the school's rules the school may follow the Procedures for the Suspension and Expulsion of Pupils in schools as outlined by the Department of Education for Northern Ireland.

Categories for Suspension:

- Substance abuse: possessing, using or dealing in illegal drugs or solvents on school premises
- Alcohol abuse: possessing, drinking or selling alcohol on school premises
- Bullying of pupil: all forms whether physical, verbal, threats or other
- Verbal abuse of pupil: of a personal nature including swearing, threatening behaviour and sexually explicit language
- Physical attack on pupil: with or without a weapon
- Disruptive behaviour in class: persistent or one-off incidents which occupy teacher time and/or distract other pupils
- Persistent infringements of school rules: smoking, non-co-operation with sanctions, etc.
- Significant damage to or misuse of property: belonging to School staff or other pupils in or outside school

- Stealing: from school, pupils, staff in school or outside school while in uniform
- Verbal abuse of staff: of a personal nature including swearing, threatening behaviour and sexually explicit language
- Physical attack on staff: with or without a weapon

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

Incidents of this nature may include:

- Bullying or fighting on the way to school, on the way home from school or when wearing the school's uniform.
- Verbal abuse to pupils, parents or other adults on the way to school, on the way home from school or when wearing the school's uniform.
- An attack on property of a member of staff or school governor after school hours.
- Verbal abuse or physical abuse of a member of staff or school governor after school hours.

We acknowledge that sustaining good behavior creates a need for continuous assessment of the effectiveness of approaches to behaviour management in our school. We will review and make changes to our policy, encouraging innovation and flexibility in interacting with our pupils.

It would be hoped that through the adoption of this policy, with the teachers, pupils and parents working together, we will provide a safe, secure, happy and structured atmosphere for effective learning.

Reduced Timetable

On rare occasions, it may be beneficial for pupils exhibiting distressing behaviour to work on a reduced timetable. However, this is under the discretion of the parents/carers and the school staff involved. The school will never force a reduced timetable on a child, only to suggest, in agreement with the

parent/carer if this will improve the child's success and access to the curriculum, by applying temporary exceptions under the DE circular 1990/45.

Although the school will not enforce pupil to go home during the school day, unless recording it as a suspension, there may be occasions when a pupil becomes so highly distressed and the school cannot accommodate his/her needs, that we contact the parent/carer to request their support to help de-escalate a situation or help regulate the child. These more significant procedures will only be followed, however, as a last resort, if all other reasonable and purposeful measures have been exhausted. Please Note: A behaviour incident record will be completed on CPOMS.

SPECIAL EDUCATIONAL NEEDS

Pupils with additional needs such as ADHD, ASD, or Social, Behavioural, Emotional and Wellbeing needs (SEBD) may be placed on the school's Special Education Needs' Code of Practice. The aim of placing a child with behavioural difficulties on the SEN Code of Practice is to lead to a change/ modify behaviour or to support the child in understanding and handling their additional needs.

It is paramount that staff understand that not all pupils can be treated the same way. Some pupils may require reasonable adjustments, including brain breaks, the use of sensory equipment, use of the sensory rooms, additional learning support, emotional literacy or access to other strategies, services and resources. It is also essential that children, staff and the wider community understand that equality does not mean every behaviour incident should be handled the same way. We believe in understanding the context for behaviour before reacting and aim to support every child in our school.

Review of Policy

In accordance with school procedures this policy will be reviewed every three years during which pupils, parents and staff will be consulted.

Reviewed: January 2026



Seaview Primary School

Positive Behaviour Policy

