

# Brookeborough Primary School



## ***Positive Behaviour Policy***

**The school will review this policy in March 2025**

Signed: A. Young (B.O.G.)

Date: March 2024

Signed: B Ovens (Principal)

Date: March 2024

## **Legislation and Guidance**

This policy is informed and guided by—

### **Current Legislation**

- Health and Safety at Work NI Order 1978
- The Children (Northern Ireland) Order 1995
- The Human Rights Act 1998
- The Education (NI) Order 1998
- Welfare and Protection of Pupil's Education and Libraries (NI) Order 2003
- The Education Order 2007
- The Education (School Development Plans) Regulations (NI) 2010
- Special Education Needs and Disability Act (NI)2016
- Addressing Bullying in Schools Act (NI) 2016

### **DE Guidance**

- Pastoral Care in Schools: Promoting Positive Behaviour, DE 2001
- Safeguarding and Child Protection in Schools. A Guide for Schools, DE 2017

### **Education and Training Inspectorate**

- Inspection and Self-Evaluation Framework 2017

### **Mission Statement/Core Values**

In our school all staff believe that creating an atmosphere of mutual respect between all stakeholders is important. We aim to promote in each child a sense of caring and consideration towards others, their environment and respect for those around them. We believe that "Good Behaviour is a necessary condition for effective learning to take place." Bullying behaviour, of any kind, is considered by all stakeholders to be unacceptable.

It is our mission to provide a learner centred environment where all children will feel enabled to achieve their full potential in a safe, respectful, stimulating, and caring environment. The school's motto encapsulates the ethos - *'Where Children Come First'*

### **The Board of Governors Statement of Principles**

Our school is committed to developing the potential of each one of our pupils. We strive to do this with the support of parents/carers and the wider community by establishing a supportive, nurturing learning environment which is based on mutual respect and understanding. We will achieve this by ensuring that —

- The policy and procedures should promote good behaviour and discipline
- The policy should draw together all aspects of pupil welfare, i.e., Pastoral Care, Child Protection, Pupil Behaviour, Health and Well-Being, Addressing Bullying in Schools and Safety and Security

- The policy should create and maintain an ethos which promotes aspiration, achievement, and restoration.

### **Aims of the Policy**

In our Positive Behaviour Policy, the staff are seeking to create a climate within the school that will:

- Create an atmosphere where effective teaching and learning can take place
- Establish a mutually supportive school community
- Develop good relationships between teachers, pupils, parents, and support staff
- Inform parents of our policy and encourage their co-operation and support in its implementation
- Enable pupils to gain maximum benefit from their time at Brookeborough Primary School
- Ensure all pupils achieve their full potential

### **Roles & Responsibilities**

Promoting positive behaviour is the responsibility of all teaching staff and non-teaching staff. We will support each other as a team and work together to provide an environment where behaviour is good, and discipline is not an issue.

All members of our school are part of an important community with collective responsibility to care for each other and promote self-esteem, self-respect, and respect for others. The effective links with home, which we have established, together with the continued support of parents, will help to maintain an orderly and safe environment and create a climate where pupils are valued as individuals and encouraged in their learning, their physical and social development.

### **Board of Governors**

- Ensure that the school has a Positive Behaviour policy
- Consult with the parents regarding the Positive Behaviour policy
- Consider guidance from the Department of Education (DE) and the Education Authority (EA)
- Decide and set out what aspects of discipline/behaviour should be a matter for the Principal
- Safeguard and promote the welfare of all pupils
- Require that the prevention of bullying is specifically addressed
- Ensure that the school has a scheme for the Suspension and Expulsion of pupils, in accordance with legal requirement.

### **The Principal**

- Determine measures (rules and enforcement) which the school will take to:
- Promote self-discipline and respect for authority amongst pupils
- Encourage good behaviour and respect for others
- Secure an acceptable standard of behaviour amongst pupils

- Act in accordance with the Board of Governors statement of general principles and any guidance given by them
- Prepare a written statement of these measures and give a copy free of charge to parents
- Ensure that a copy of the Positive Behaviour is available from the office, on request

### Teachers

- Introduce and reinforce the 'Golden Rules' in their classroom
- Reinforce positive behaviour throughout the school
- Consult the Principal if they have any concerns regarding a pupil's behaviour

### Parents/Carers

- Work in partnership with and maintain positive relationships with the school
- Co-operate and support the school in maintaining positive behaviour

### Rights and Responsibilities of Stakeholders

	Rights	Responsibilities
<b>Pupils</b>	<ul style="list-style-type: none"> <li>▪ be valued as members of the school community</li> <li>▪ make mistakes, and learn from them</li> <li>▪ be treated fairly, consistently and with respect</li> <li>▪ experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met</li> <li>▪ be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon</li> <li>▪ have a voice and be responded to</li> <li>▪ develop and extend their interests, talents and abilities</li> </ul>	<ul style="list-style-type: none"> <li>▪ come to school on time, with homework done, and suitably equipped for the lessons</li> <li>▪ respect the views, rights and property of others, and behave safely in and out of class</li> <li>▪ co-operate with both teachers and with their peers</li> <li>▪ seek help if they do not understand or experience difficulties</li> <li>▪ accept ownership for their own behaviour and learning, to develop the skill of working independently</li> <li>▪ contribute to and adhere to the school's underpinning values and principles</li> </ul>
<b>Staff</b>	<ul style="list-style-type: none"> <li>▪ be valued as members of the school community</li> <li>▪ work in a courteous environment</li> <li>▪ express their views and contribute to policies</li> <li>▪ have opportunities for professional development</li> <li>▪ support and advice from senior colleagues and external bodies</li> <li>▪ adequate and appropriate accommodation and resources</li> </ul>	<ul style="list-style-type: none"> <li>▪ behave in a professional manner</li> <li>▪ ensure that lessons are well prepared, well resourced, and homework is appropriately set and constructively marked</li> <li>▪ show interest in their work and pupils learning</li> <li>▪ be sympathetic, approachable, and alert to pupils in difficulty of falling behind</li> <li>▪ listen to the pupils, value their contributions, and respect their views</li> <li>▪ identify Special Needs pupils and meet their needs through the SEN Code of Practice</li> </ul>

		<ul style="list-style-type: none"> <li>▪ share with the parents any concerns about their child's progress or development</li> <li>▪ expect high standards and acknowledge effort and achievement</li> </ul>
<b>Parents</b>	<ul style="list-style-type: none"> <li>▪ a safe, well-managed and stimulating environment for their child's education</li> <li>▪ reasonable access to the school, and have enquires and concerns dealt with sympathetically and efficiently</li> <li>▪ be informed promptly of a child's illness, accidents they have or concerns about their child</li> <li>▪ be involved in key decisions about their child's education</li> <li>▪ be well informed about their child's progress/level of attainment</li> <li>▪ be involved in consultation regarding the school's policies and procedures</li> </ul>	<ul style="list-style-type: none"> <li>▪ ensure that their child attends school regularly and arrives punctually, with homework done</li> <li>▪ be aware of school rules and procedures, and encourage their child to abide by them</li> <li>▪ show interest in their child's classwork and homework</li> <li>▪ act as positive role models in their relationship with the school</li> <li>▪ attend planned meetings with teachers and support school functions</li> <li>▪ provide the school with all the necessary background information about their child, report concerns promptly and changes in medical needs or home circumstances</li> <li>▪ support the school's policies and procedures</li> <li>▪ support their child's learning</li> </ul>

### **Consultation with Stakeholders**

The school consults regularly with all stakeholders i.e., Parents, Pupils, Governors and Staff (teaching and non-teaching) when reviewing/updating the Positive Behaviour Policy. The consultation methodologies include —

- Questionnaires — every three years, linked to the School Development Plan
- Surveys
- Focus Groups — Parents, Pupils e.g., School Council and Staff
- Feedback on proposed changes to the policy
- Annual Baseline Audit, linked to the School Development Plan

All the results collected are analysed and feedback is given to all the participants. The results are used to address concerns; inform and guide amendments to the policy and procedures; identify professional development requirements; inform the School Development Plan and monitor and evaluate policy efficacy.

### **Safeguarding**

Safeguarding underpins the taught curriculum in a wide variety of ways — PDMU, the use of 'Keeping Safe Messages' and the 'Preventative Curriculum', i.e., the proactive promotion of Positive Emotional Health and Wellbeing of pupils, within and across the broader school community. This is achieved through the promotion of social skills such as confidence, self-reliance, resilience, and interpersonal skills and in offering early intervention when pupils are experiencing certain difficulties.

## **Removing Barriers to Learning**

Close links are maintained between the Positive Behaviour Policy and the Special Educational Needs Policy to ensure that early intervention takes place when a pupil's behaviour is acting as a barrier to learning.

School staff work closely together and when external support is needed, with appropriate outside agencies to support the care and welfare of all pupils. Using the stages of the SEN Code of Practice, individual needs are identified and met, through interventions such as — Personal Learning Plans, Risk Reduction Action Plan, Post-incident debriefing and use of restorative practices.

## **School Rules**

To encourage good behaviour Brookeborough Primary School have agreed 3 core values, these provide guidance for positive behaviour and therefore create an environment conducive to effective teaching and learning.

- Respect
- Kindness
- Responsibility

## **School Rules**

1. Pupils should arrive in school between 8:45am — 9:05am
2. Children are not permitted to be within the school grounds outside school hours i.e., 8:45am and 3:05pm (excluding clubs)
3. Pupils line up when the bell rings at the start of the school day and after break and dinner
4. Pupils may not go outside the school gates without permission
5. Children must walk whenever they are inside the school building

## **Classroom Rules**

Each class draw up their own class contracts:

- These are negotiated with the pupils to ensure ownership
- These class contracts clearly displayed in each classroom

## **Desirable Behaviour in Pupils**

- Demonstrate a positive self-image and the confidence to engage successfully in activities
- Show respect for the views, ideas, and property of others
- Share in and contribute successfully to the lesson
- Co-operating with the teacher and with their peers on shared activities

- Respond positively to all activities and work to the best of their ability
- Apply themselves to the task and work to the best of their ability
- Act independently and show initiative

### **Undesirable Behaviour in Pupils**

- Being unkind to their peers, including engaging in any form of bullying behaviour
- Bullying behaviour is totally unacceptable
- Being inattentive and disruptive in class
- Being unable or unwilling to display good manners
- Destroying other pupils' belongings or school property
- Directing abusive language at other pupils or members of staff
- Acting aggressively or with violence towards other pupils or members of staff
- Taking other's belongings without permission
- Persistent rule breaking

### ***Reducing Undesirable Behaviour***

We feel that children should learn from experience to expect fair and consistently applied sanctions for undesirable behaviour. We recognise that some flexibility must be allowed to take account of individual circumstances.

Staff will –

- Listen calmly to children, acknowledge their feelings and deal with any incident appropriately
- Gather information, ask the child for solutions, and choose one together
- Explain the desirable behaviour and how this can be achieved
- Monitor the child's behaviour and reward them when progress is made
- Keep parents informed

### **Rewards**

An effective Positive Behaviour policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour. It is important that children are familiar with the school ethos and core values. We believe that a balance between rewards and sanctions is necessary. All rewards should provide enough incentive for the behaviour to be repeated. In this context, children will be rewarded for good behaviour, at either an individual or whole class level.

1. Verbal praise
2. Non-Verbal reward —smiling, nodding, thumbs up, a handshake
3. Positive comments in books
4. Special mention in class or in Pastoral Assembly
5. Exhibiting good work in class or corridor
6. Informal referral to Principal or other staff
7. Using stars/smiley faces on charts, books etc.
8. Use of special award certificates within classroom
9. Individual Class reward system including Pupil and Table of the week

10. Choice of activity – eg. Golden Time
11. Behaviour Certificate, given out at Pastoral Assembly
12. Class points eg. Marble jars, group points for tables, individual pegs, rewards linked to Accelerated Reader
13. Star of the Week/Star of the Month

To assist pupils in supporting one another and to model good behaviour, Playground Pals will be trialled for 24/25 year. The School Council provides a forum where the pupil voice can be heard and where pupils take ownership in the decision-making process to improve the school environment both socially and physically.

### **Sanctions**

- Sanctions should not be seen as punishments, instead they should focus upon achieving behavioural change.
- A restorative approach should be taken, that considers the 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.
- 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.
- Sanction should never degrade pupils or cause them public or private humiliation or involve physical force

Behaviour slips will be used where appropriate to inform parents of poor behaviour and a record of any poor behaviour will be kept in a class record book where appropriate.



**Sanctions may include:**

Stage 1	Stage 2	Stage 3
<ul style="list-style-type: none"> <li>- Verbal warning to individual/whole class</li> <li>- private discussion with child/leading to an oral apology</li> <li>- reminder of class/school rules/ Golden Rules</li> <li>- self-reflection</li> <li>- repositioning of child in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>- inform parent</li> <li>- stay in at break/lunchtime in a supervised area, as directed by the teacher</li> <li>- loss of privileges — football day/golden time/stars etc. (not curriculum area)</li> <li>- written apology or self-reflection (no lines/extra maths)</li> <li>- "Time out" in the classroom or in another classroom</li> <li>- restriction of access to extracurricular facilities or activities</li> </ul>	<ul style="list-style-type: none"> <li>- Principal and Pastoral Care teacher informed immediately</li> <li>- parents are invited into school to meet Principal along with class teacher</li> <li>- daily record maintained in extreme cases</li> <li>- EWO/or other external agencies involvement</li> <li>- suspension or exclusion, <b>as a last resort</b>, following EA procedure</li> </ul>

The following are regarded by the Department of Education and the Education Authority, as valid reasons for suspension or expulsion: -

- substance or alcohol abuse on school premises
- persistent bullying behaviour of a pupil
- physical attack on a pupil or member of staff
- verbal abuse of a pupil or member of staff
- disruptive behaviour in class
- persistent infringements of relatively minor school rules
- significant damage to school, staff, or pupils' property, either in or outside school
- stealing from school, staff, or pupils, in or outside school
- a very serious problem may result in the normal procedures being abandoned and a child being taken home straight away

It is important that teachers keep a record of unacceptable behaviour and records it in their 'Class Record Book'. Staff will carefully follow the guidelines set out in the school's 'Reasonable Force and Safe Handling' Policy, if needed.

**Links to other Policies**

Pupil welfare embraces all aspects of school life through the Pastoral Care system. The Positive Behaviour Policy links to the following school policies — Special Needs, Attendance, Safe Handling, E-Safety, Child Protection and Anti-Bullying.

### **Policy Review Procedures**

Collection and analysis of performance and other data (including SIMS) is an essential part of the School Development Planning process, which annually requires the school to monitor and evaluate the school's approach to — 'Promoting the Health and Well-Being, Child Protection, Attendance, Good Behaviour and Discipline of pupils.' The Positive Behaviour Policy and procedures are reviewed annually, in line with the performance data and the ETI Child Protection proforma.

This data forms the basis for the school's Annual Report to the Board of Governors on how effective the current Positive Behaviour Policy is, based on the evidence, achieving its stated outcomes. Regular consultation with all members of the school community is also used as a means of informing and updating current policy and practices.

### **Continued Professional Development**

Within school staff have opportunities to identify, share good practice and disseminate information for training they have attended. The principal identifies training needs, through PRSD and avails of training opportunities for staff provided by the EA and other external agencies.

The necessary resources in terms of time, expertise and materials are made available, within the school's available budget.