

# Positive Behaviour Policy



## Thornfield House School

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Ratified by the Board of Governors

signed: \_\_\_\_\_

date: \_\_\_\_\_

To be reviewed: October 2024

## **The Mission Statement**

In Thornfield House School we work to create a happy, caring, safe and supportive school environment, offering high quality educational provision which places our pupils at the heart of school life.

We seek to promote the intellectual, moral, social, emotional, physical and spiritual development of our pupils while developing their communication skills and maximising their full potential.

## **The legal position**

Every employer has a statutory duty of care under the Health and Safety at Work (Northern Ireland) Order 1978<sup>2</sup> to provide not only a safe place of work for their employees, but also a safe system of work. Employers also have a duty to conduct their business so that people who are not their employees are not exposed to health and safety risks. For employers in the education sector, this means creating a safe working environment for the pupils in their charge and for any volunteers working in schools, as well as for the teaching and non-teaching staff they employ.

As part of their pastoral care responsibilities, Boards of Governors and principals also have a common law duty of care towards their pupils, as well as a statutory responsibility<sup>3</sup> for discipline and good behaviour in their school.

<sup>2</sup> *The Health and Safety at Work (Northern Ireland) Order 1978 [SI 1978/1039 (NI 9)]*

<sup>3</sup> *The Education (Northern Ireland) Order 1998, Article 3 [SI 1998/1759 (NI 13)]*

### **The Board of Governors will:**

- ensure that good behaviour and discipline policies are pursued at the school;
- make and keep under review, a written statement of 'general principles' about pupil behaviour and discipline, which the principal will have regard to in determining school rules and behaviour policies;
- before making its statement of general principles, consult the principal and the parents, and consider any guidance from the Department and the Education Authority (EA);

- decide, and set out, what aspects of discipline/behaviour should be a matter for the principal, and give him/her any guidance on these aspects which they feel is appropriate.

### **The Principal will:**

- determine the measures (which can include rules and the means of enforcing them) which the school will take to:
  - ✓ promote among the pupils self-discipline and respect for authority;
  - ✓ encourage good behaviour and respect for others; and
  - ✓ secure an acceptable standard of behaviour among the pupils;
- in so doing, act in accordance with the Board of Governors' statement of general principles, and any other guidance given by them;
- prepare a written statement of these measures, and give a copy free of charge to the parents.

In addition to their legal responsibilities in relation to children with special educational needs, the EA also has specific responsibilities in relation to pupils with behavioural difficulties<sup>4</sup>.

<sup>4</sup> *The Education (Northern Ireland) Order 1998, Article 6 [SI 1998/1759 (NI 13)]*

### **The Education Authority will:**

- prepare a statement setting out the arrangements it is making, or is proposing to make, for the education of children with behavioural difficulties; this must include:
  - the Education Authority's arrangements for the provision of advice and resources to schools in its area and how it will meet requests from schools for support and assistance in promoting good behaviour;
- its arrangements for assisting schools with general behaviour problems and behavioural difficulties of individual pupils;
- its arrangements in relation to pupil referral units;
- any other arrangements it has made for helping children with behavioural difficulties to find places at suitable schools; and
- an indication of how its arrangements for children with behavioural difficulties in this statement relate to its arrangements for such children who also have special educational needs;

- review the statement at least once a year, and may revise it at any time it considers necessary;
- when preparing or reviewing its statement, have regard to any guidance from the EA, the Boards of Governors of the schools in its area and anyone else it considers appropriate;
- publish its statement, copy it to the Boards of Governors of the schools in its area and hold it for free inspection at the EA.

### **A positive climate - schools make a difference**

Evidence from many studies over the last decade suggests that schools can and do make a difference to young people's lives, and that principals and their staff have the power, through their own efforts, to improve standards of work and behaviour and the life chances of their pupils regardless of their background.

At Thornfield House School we seek to foster a climate which encourages effective learning, both within class and about the school. We recognise that such an ethos, is best promoted through focusing on the creation and maintenance of good relationships: among the staff themselves, teaching and non-teaching; between staff and pupils; among pupils and their peers; between parents and school; and between the school and the community it serves. Policies designed to promote good behaviour are at the heart of building relationships in school and with the home. The establishment of an effective behaviour policy is not only a legal duty upon Boards of Governors and school principals and the cornerstone of pastoral care work, but is also fundamental to successful work in the classroom.

*All young people, from whatever background, have a right to be valued and respected, to be educated in a secure and caring environment, and to have their abilities and talents nurtured and developed to their full potential.*

Thornfield House School accepts the definition of a positive ethos as described in the booklet "Evaluating Schools"<sup>5</sup> as one in which:

<sup>5</sup> 'Evaluating Schools', Education and Training Inspectorate, DENI 1992, edited and reissued 1998

- ✓ the pupils' confidence and self-esteem are promoted;
- ✓ they are encouraged to value one another; and
- ✓ they show a strong sense of belonging to the school as a community.

Where the ethos is right, pupils take a pride in their achievements and recognise the importance of high standards in their work and in their behaviour.

At Thornfield House School we recognise that a positive school ethos does not come about by chance, nor is it always easy to create. It is achieved by the principal, members of senior management and staff promoting collectively an atmosphere of care and respect within the formal and informal life of the school community. These efforts result in an atmosphere in which both the pupils and the staff feel secure, welcome and valued, and able to discuss their interests and voice their fears and concerns, confident that they will receive a sympathetic and supportive response.

### **External influences**

The most important external influences are those of the parents and the home and the immediate community. Most parents take their responsibilities seriously and are concerned to be good parents. There are, however, a small number who, for whatever reason, are unsuccessful in developing acceptable behaviour in their children.

Further, the wider community does not always demonstrate high standards of behaviour, although it continues to expect them of its schools. Some of our pupils come from areas of high unemployment, social deprivation and continuing paramilitary influence; still more are aware of incidents of alcohol and drug abuse in their community which occasionally spill over into the life of the school and are a cause of disruptive behaviour.

### **The changing role of the school**

The role of the teacher is ever changing, demanding new skills of classroom management to reflect changing classroom behaviours, but the basic pastoral responsibility to protect and foster the welfare and development of the pupils remains.

Thornfield House School places a high priority on its pastoral care responsibilities, and seeks to nurture and develop its pupils in all respects.

In order to support positive pupil behaviour and maintain discipline the school promote:

- a positive atmosphere based on a sense of community within the school and values which all of its members share;
- a sense of collective responsibility among staff, and a commitment to the school by the pupils and their parents;
- effective, well-prepared teaching, where expectations of the pupils are appropriately high, work is differentiated according to pupils' needs, all pupils are challenged and supported as necessary, and homework is carefully and constructively marked;
- a stimulating and suitably differentiated curriculum, which takes account of the needs and interests of the pupils and allows every pupil to experience a measure of success.
- effective programmes which promote among pupils a sense of self-esteem and self-respect, respect for others, self-discipline and responsibility;
- a behaviour policy, devised on a whole-school basis and based on consensus, incorporating an agreed rewards and sanctions regime, which is understood, owned and consistently applied throughout the school by everyone acting in a supervisory role;
- support for the behaviour policy through:
  - ✓ suitable staff development in classroom management techniques
  - ✓ suitable training for non-teaching supervisory staff
  - ✓ effective links with the home, and the support of parents
  - ✓ early identification of learning difficulties which may present as, or lead to, behaviour problems
  - ✓ effective links with outside support agencies.

The staff will work together to create a climate within the school that will:

- promote learning for all the pupils;
- make it easier for the teachers to teach effectively;
- enhance the pupils' self-esteem and foster self-respect and respect for others;

- encourage the pupils to develop independence by accepting the need for self-discipline and self-control and taking responsibility for their own behaviour;
- develop the pupils' interpersonal skills and their ability to work co-operatively with others to resolve problems and potential or actual conflict; and
- have the endorsement and active support of parents.

## **Consultation with pupils**

At Thornfield House School we believe that pupils have a right to be consulted in matters of school life that affect them<sup>6</sup>, and the school's behaviour policy is obviously among the foremost of these. As such, it is a primary objective that the pupils feel they have contributed to the development of the school's behaviour policy, and that their views have been listened to and acted upon, so that they can have a sense of ownership of the policy. Consultation will take the form of surveys and the School Council will be invited to take part in developing the questions and surveying the pupils.

<sup>6</sup> *UN Convention on the Rights of the Child, to which the United Kingdom has been a signatory since 1992*

The questions will need to be simply phrased for the younger pupils, and take into consideration the communication difficulties of all of our children but could include themes such as the following:

- Do the pupils understand the school's existing behaviour policy?
- Are they aware of the rules governing behaviour and the reasons for them?
- Do they view the rules as positive, or wholly negative and dominated by prohibitions and sanctions?
- Can they identify ways in which the school recognises and rewards good behaviour and positive contributions to the life of the school? Specifically, pupils' views should be sought on the following:
  - What effects do the current behaviour policy and procedures have on relationships in the school?
  - Are there matters where the rules are too strict, or, conversely, not strict enough?

- From their perspective, is the existing behaviour policy, especially rewards and sanctions, operated consistently by all staff, teaching and non-teaching?
- Can the pupils suggest ways the behaviour policy can be improved, so as to make working relationships better and help them take responsibility for how they behave?

## **Consultation with Governors**

Thornfield House School recognises that the involvement of the school Governors in all stages of the review and development of the policy should be frequent and active. All Governors will have an opportunity to consider the views expressed by staff, parents and pupils, and add their own contribution to the debate. The Governors have legal responsibility for the school's behaviour policy, and it will be their statement of principles which forms the basis for the consultation carried out with both parents and staff.

## **Consultation with staff - the School Audit**

Following the consultation of pupils and Parents, Thornfield House School recognises the need to seek feedback from all staff, teaching and non-teaching, on their views of the school's existing policy and procedures for ensuring good behaviour, in order to determine those aspects which are proving to be appropriate and effective and those which require modification or replacement. The audit will help to ensure a collegiate approach to the management of behaviour, and a shared sense of ownership with regard to the agreed policy and procedures.

The following questions will form the basis of the staff audit:

- Is there a sense of community in the school? (How do we know?)
- Do the staff share a sense of collective responsibility towards the school?
- Do they share a clear and defensible set of principles and values on which to base a behaviour policy, which take account of the needs of the pupils for a secure, positive and challenging environment and the needs of the staff for clear and supportive procedures?



- Does the behaviour policy take account of the unique context and ethos of the school?
- Does the policy reflect and, in turn, influence the school's pastoral care system?
- Are the rules and regulations governing behaviour based on shared principles? Are they expressed in positive terms? Are they reasonable, enforceable and enforced consistently by everyone who acts in a supervisory capacity? Are they kept to a minimum?
- Does the policy strike a healthy balance between rewards and sanctions, with a strong bias in favour of positive incentives? Are the pupils commended for both academic and non-academic achievements? Is the full range of the pupils' achievements duly celebrated in their Records of Achievement?
- Are parents informed when behaviour has been commendable, as well as when it has been poor?
- Are the sanctions available graded in severity according to the seriousness of the misdemeanour? Are they applied fairly and consistently? Is there a degree of flexibility permitted to take account of individual circumstances?
- Is the punishment of the innocent along with the guilty avoided (as in whole-class detentions)? Is the deliberate humiliation of pupils proscribed?
- Has there been appropriate training for staff, and do they have guidelines which encourage the avoidance of confrontation and offer help in managing difficult situations?
- Does the policy apply (and are consistent standards of behaviour expected) in all school activities, whether in or out of school?
- Does the policy specifically repudiate bullying? Is the staff alert to all the forms that bullying can take? Does the policy set out how bullying will be addressed by the school? Does the school deal firmly with any such offences and take swift and appropriate action to protect and support the pupils who have been bullied? Does it encourage the pupils to tell about bullying, and to protect and support one another? Does it provide for a thorough and prompt response to concerns expressed by parents?

- Does the policy provide for access to counselling, in appropriate cases, for pupils who have been bullied, and for the bullies, in addition to the sanctions imposed? Is there provision for a regular review of the policy, to evaluate its effectiveness in the light of experience? Do all the staff contribute to this review?
- In drawing up and reviewing a discipline policy, following consultation with pupils and parents, the staff and Governors at Thornfield House School will:
  - ✓ define key principles and review the current mission statement;
  - ✓ identify and agree on the expected outcomes;
  - ✓ clarify rights and responsibilities (pupils, teachers and parents);
  - ✓ determine desirable and undesirable behaviour;
  - ✓ generate rules and procedures;
  - ✓ establish a hierarchy of rewards and sanctions;
  - ✓ define roles and responsibilities and providing support (staff);
  - ✓ resource the implementation of the policy (staff development and materials);
  - ✓ make provision for a regular review of policy and procedures.

## **Rights and Responsibilities**

At Thornfield House School we recognise that an individual's rights are balanced by their responsibilities. The use of non-teaching staff to supervise pupils and to help to enforce school rules and procedures is common practice. Such staff are fully conversant with the responsibilities associated with their role as members of the school community, and the extent and limits of their powers.

*Pupils have a **right** to:*

- ✓ be valued as members of the school community;

- ✓ get help when they seek it, whether with their work or with bullying or other personal worries, and to have a sympathetic audience for their ideas and concerns;
- ✓ make mistakes, and learn from them;
- ✓ be treated fairly, consistently and with respect;
- ✓ be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon;
- ✓ be taught in a pleasant, well-managed and safe environment;
- ✓ work and play within clearly defined and fairly administered codes of conduct;
- ✓ experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met;
- ✓ develop and extend their interests, talents and abilities.

*Pupils have a **responsibility** to:*

- ✓ come to school on time, with homework done, and suitably equipped for the lessons in the day ahead;
- ✓ respect the views, rights and property of others, and behave safely in and out of class;
- ✓ co-operate in class with the teacher and with their peers;
- ✓ work as hard as they can in class;
- ✓ conform to the conventions of good behaviour and abide by school rules;
- ✓ seek help if they do not understand or are in difficulties;
- ✓ accept ownership for their own behaviour and learning, and to develop the skill of working independently.

*Teachers have a **right** to:*

- ✓ work in an environment where common courtesies and social conventions are respected;
- ✓ express their views and to contribute to policies which they are required to reflect in their work;
- ✓ a suitable career structure and opportunities for professional development;
- ✓ support and advice from senior colleagues and external bodies;
- ✓ adequate and appropriate accommodation and resources.

*Teachers have a **responsibility** to:*

- ✓ behave in a professional manner at all times;
- ✓ ensure that lessons are well prepared, making use of available resources, and that homework is appropriately set and constructively marked;
- ✓ show interest and enthusiasm in the work in hand and in their pupils' learning;
- ✓ listen to the pupils, value their contributions and respect their views;
- ✓ be sympathetic, approachable and alert to pupils in difficulty or falling behind;
- ✓ identify and seek to meet pupils' special educational needs through the SEN Code of Practice;
- ✓ share with the parents any concerns they have about their child's progress or development;
- ✓ expect high standards and acknowledge effort and achievement;
- ✓ pursue opportunities for personal and professional development.

*Parents have a **right** to:*

- ✓ a safe, well-managed and stimulating environment for their child's education;
- ✓ reasonable access to the school, and to have their enquiries and concerns dealt with sympathetically and efficiently;

- ✓ be informed promptly if their child is ill or has an accident, or if the school has concerns about their child;
- ✓ be well informed about their child's progress and prospects;
- ✓ be well informed about school rules and procedures;
- ✓ a broad, balanced and appropriate curriculum for their child;
- ✓ be involved in key decisions about their child's education;
- ✓ a suitably resourced school with adequate and well-maintained accommodation.

*Parents have a **responsibility** to:*

- ✓ ensure that their child attends school regularly and arrives in good time, with homework done, and suitably equipped for the lessons in the day ahead;
- ✓ be aware of school rules and procedures, and encourage their child to abide by them:
- ✓ show interest in their child's classwork and homework, where possible, provide suitable facilities for studying at home;
- ✓ act as positive role models for their child in their relationship with the school;
- ✓ attend planned meetings with teachers and support school functions;
- ✓ provide the school with all the necessary background information about their child, including telling the school promptly about any concerns they have about school, or any significant change in their child's medical needs or home circumstances.

## **Desirable and Undesirable Behaviour in pupils**

***Desirable** behaviour in pupils:*

- ✓ demonstrating a positive self-image and the confidence to engage successfully in activities;
- ✓ showing respect for the views, ideas and property of others;

- ✓ recognising that all have a right to share in and contribute to the lesson;
- ✓ co-operating with the teacher and with their peers on shared activities;
- ✓ applying themselves to the task, and working to the best of their ability;
- ✓ adhering to the accepted conventions of courtesy and good manners;
- ✓ responding positively to opportunities to act independently of the teacher and to show initiative.

***Undesirable behaviour in pupils:***

- ✗ being unkind to their peers, including engaging in any form of bullying;
- ✗ 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;
- ✗ being unwilling to abide by the accepted conventions of courtesy and good manners;
- ✗ defacing or destroying other pupils' belongings or school property;
- ✗ directing abusive language at other pupils or the teacher (that is within their control – e.g. not due to medical conditions such as Tourette's Syndrome);
- ✗ acting aggressively or with violence towards other pupils or the teacher.

As per the Thornfield House School Home-School Partnership Contract, the following Pupil Code of Conduct applies:

# PUPIL CODE OF CONDUCT

## To show respect for self, others and property:

- ✓ Fire alarms, extinguishers, fire hoses and emergency doors are there for your safety, tampering with these affects the safety of others.
- ✓ Setting off the fire alarm maliciously will normally result in suspension from school.
- ✓ In school, walk in a safe manner in the corridors.
- ✓ Outside the school keep to the pathways and stay within bounds.
- ✓ The grass banks and forest surrounding the playground are out of bounds.
- ✓ Food should only be eaten at break time and lunch time and only in the appropriate supervised areas.
- ✓ Use bins or pockets for waste paper. Lift any litter dropped accidentally immediately. Pick up litter and place in bins even if it is not your own.
- ✓ Report any damage immediately.
- ✓ Take care of school furniture, notice boards, displays of work and other equipment.
- ✓ Toilets to be visited primarily before school, at break and lunch time or at the end of the school day where possible.
- ✓ The school encourages positive behaviour. Any breaches of behaviour will be addressed in line with the positive behaviour policy. This includes the misuse of online websites and social networking websites e.g. Facebook.
- ✓ Open sexual/romantic behaviour is inappropriate in the school environment.
- ✓ Be polite, open doors for all members of staff, visitors and each other.
- ✓ Speak respectfully at all time. Foul or abusive language directed towards any employee of the school will be dealt with in line with the positive behaviour policy.
- ✓ Behave in a way that ensures the safety and dignity of others.
- ✓ Behave responsibly when travelling to and from school. Respect standards required on buses.
- ✓ Show respect in Assemblies and for all acts of worship.

**To come to school every day, on time and prepared for work:**

- ✓ Be punctual each morning.
- ✓ Be punctual to every class.
- ✓ Ensure that you come to school with all necessary books and equipment.
- ✓ All appointments e.g. medical where possible to be made outside school hours.
- ✓ Holidays to be taken outside school term times.
- ✓ Parents to phone the school on the first day of their child's absence. An absence note should be presented immediately upon return to school.
- ✓ All homework should be completed on time and to the best of your ability.



### **To follow school rules regarding behaviour, uniform and work:**

- ✓ Be punctual to lessons, stand quietly outside your class and wait to be admitted by your teacher.
- ✓ Move quietly between classes.
- ✓ Wear full school uniform. Follow school standards on dress, appearance and cleanliness.
- ✓ Chewing gum is not allowed in the school campus.
- ✓ Students have milk, cordial and water to drink during break and lunch. No other type of drink is allowed eg high energy drinks. Water is encouraged throughout the school day and can be accessed from the drinking fountain.
- ✓ Smoking is prohibited on the school campus. Repeat offenders will be suspended from school.
- ✓ Never bring cigarettes, matches, alcohol or illegal substances into school.
- ✓ Be dealt with in accordance with the Drugs policy.
- ✓ Any act of violence or theft can have the most serious of consequences and may result in suspension or expulsion in accordance with the positive behaviour policy.
- ✓ Over boisterous and dangerous behaviour at lunch time or break time will lead to an analysis of the behaviour with the class teacher, in the first instance and then the Vice-principal and then the Principal.

Acts of discrimination such as sexism, racism or sectarianism will be fully investigated and if found to be true may result in suspension and could lead to expulsion.

Staff requests should be complied with promptly and cheerfully. The positions of all staff should be respected.

Positive behaviour in class is required at all times. Inconsiderate behaviour such as shouting out, answering out of turn or persistent talking disrupts the work of others.

Students are not allowed to leave the school premises at any time during the day without permission and must always be accompanied by an adult.

Avoid areas that are out of bounds.

All personal electronic devices (PEDs), except those owned by the school, are not allowed to be used from 9.00 am until 3.30 pm except under the express direction of the teacher for educational purposes e.g. pupils are asked to look up the definition of a word on their PED. Children in the primary school are not allowed to bring PEDs into school except in exceptional circumstances (one-off events) and by arrangement with the principal. Pupils in the secondary school can bring PEDs to school at their own risk but these must be handed over to the teacher before the start of the school day. It is the responsibility of the post-primary child to hand over their PED by 9:30am and to fetch it from the teacher before leaving school. If a child in the post-primary school chooses to bring a PED to school, they do so at their own risk and the staff and school governors will not be responsible for any loss or damage to the device. Failure to comply will result in confiscation. Items will only be returned directly to parents upon arrangement with a senior member of staff.

Students taking photographs or videos in school, without the school's permission, will be dealt with according to the positive behaviour policy.

## **Rewards and sanctions**

Thornfield House School recognises that while rules and procedures protect rights and define responsibilities, rewards and sanctions are necessary to encourage and maintain the rules in class and throughout the school. The school will adhere to a system of rewards and incentives, applied consistently by all of the staff in order to promote establish and maintain a climate in which pupils come to appreciate what constitutes acceptable behaviour and positive attitudes.

Good behaviour will be celebrated by the whole school at assembly each week and enforced by winning the class cup.

Effort will also be celebrated in the primary stage by winning the effort certificate won by 1 child per class per week. In the post-primary stage, the merit system rewards effort. Rewards for merits has been discussed and agreed by the school council.

In the corridors and in the classroom good behaviour and positive attitudes will be acknowledged through a range of verbal and non-verbal affirmations such as:

- ✓ smiling,
- ✓ nodding,
- ✓ the thumbs-up sign

Examples of verbal acknowledgements of good behaviour might include:

- ✓ overt or unobtrusive words of commendation,
- ✓ praise from other pupils,
- ✓ written comments in workbooks,
- ✓ end-of-session reports or notes sent home to parents.

More tangible rewards might include:

- ✓ stickers, stars, 'smiley faces', badges or small material rewards, such as pencils or sweets, or some form of public recognition for the number of points gained for good behaviour, helpfulness or effort.
- ✓ Older pupils may respond better to less obtrusive forms of recognition, and to material rewards such as book tokens, vouchers for music or sports shops or tickets to the cinema or leisure complex.

Pupils often respond positively to being given positions of responsibility within the class, about the school or within extra-curricular activities. The development of pupils' Records of Achievement, both as a formative process and as a tangible acknowledgement of degrees of success within and beyond the curriculum, has the potential for making a significant contribution to positive relationships in school. Being permitted to illustrate, where appropriate, or word process their work can contribute powerfully to this feeling and act as a positive incentive.

### **Sanctions are:**

- fully understood by all staff (teaching and non-teaching), pupils and parents;
- applied by the staff in a fair and consistent manner;
- defuse, rather than escalate, the situation;
- focus on the misdemeanour, rather than the pupil;
- applied as soon after the offence as possible, not impulsively, but in a calm and measured manner; proportionate to the offence;
- allow the pupil to save face, and encourage a more positive attitude in future;
- take account, as necessary, of the age and degree of maturity of the pupil and any special educational needs he or she may have, the home background and any other relevant circumstances.

Sanctions should not:

**X** be applied to entire classes or groups of pupils, when the guilty parties have not been identified;

**X** degrade pupils, or cause them public or private humiliation;

**X** involve physical force.

Inappropriate and counter-productive sanctions which should not be used include sarcasm, mimicking the pupil, making unfavourable comparisons with brothers or sisters or criticising the parents. They also include overreacting, making threats which cannot be carried out, or backing the pupil into a corner, either verbally or physically.

The pupils should be in no doubt as to why they are being punished, and what would have constituted a more acceptable form of behaviour. They should have an opportunity to reflect on their misdemeanour, understand its effect on others in the school community and, as appropriate, make some form of reparation. They will also be encouraged to develop a more positive attitude and appreciate the benefits of so doing to others and also to themselves.

Sanctions which the school may impose include the following:

- withdrawal of privileges, for a fixed period or permanently;
- restriction of access<sup>9</sup> to facilities or activities for a fixed period of time especially when having access to such activities or facilities might endanger the child or others at that point.

<sup>9</sup> *Note: care will be taken to ensure that any restriction of a pupil's access to facilities, activities or services does not detrimentally affect his or her access to the curriculum or place the pupil at an educational disadvantage in comparison with his/her peers.*

- completion of additional work to complement or reinforce current studies (not lines);
- carrying out a useful, low-level task in school, such as collecting litter;
- a system of detention with suitable notification for parents, adequate supervision and appropriate work set;
- a reporting system which allows staff and parents to monitor the behaviour, attitude and response to authority of a particular pupil over a given period;
- the referral of a troublesome pupil to a senior member of staff for reprimand;
- the temporary removal of a pupil from his/her peers into another class or, where one exists, to an internal referral/learning support unit;
- in extreme cases, suspension, or expulsion following suspension.

Occasionally a pupil may be asked to leave the class for misbehaviour. In such circumstances the teacher should indicate exactly where the pupil is to go; this should be somewhere where there will be supervision. Unless it is for a very short period (normally no more than 10 minutes) the teacher should set work to be done.

Parents need to be involved, in partnership with the school, in securing and maintaining their children's good behaviour in school, although they will not, of course, expect to be informed about every trivial misdemeanour. Schools must therefore decide the level of poor behaviour, or the degree of seriousness of a particular incident, which will warrant notifying parents of the matter, including the sanction which has been imposed and the reason for it, and/or arranging a meeting to discuss the pupil's behaviour

## **Policy review**

The effectiveness and application of the positive behaviour policy will be considered by the pastoral team, on an annual basis. The objective will be to determine whether the approaches and procedures advocated are being successful in encouraging positive attitudes on the part of the pupils, keeping unacceptable behaviour to a minimum and creating a climate within the school which is conducive to sound relationships and effective learning and teaching. A succinct report on the findings will be submitted to the Board of Governors, to inform their consideration of how they are fulfilling their own responsibilities in this regard.

Where weaknesses are found, a review will be conducted. All of the staff, teaching and non-teaching, and the pupils and Governors, will contribute to this review. Pupils will be consulted through the School Councils or in Circle Time or PDMU lessons. Where significant changes are contemplated, parents will also be consulted, and, in any event, will be consulted every 3 years.

### **Associated Policies**

Child Protection and Safeguarding Policy  
Pastoral Care Policy  
Anti- Bullying Policy  
ICT Policy including online safety  
PDMU Policy