



Positive Behaviour Policy

Introduction

Legal Background

In line with the ***Health and Safety at Work (Northern Ireland) Order 1978*** employers within the education sector are required by law to create a safe working environment for the pupils in their charge and for any volunteers working in schools in addition to the teaching and non-teaching staff they employ.

1998 Education (NI) Order, Article 3,

‘...placed a duty on Boards of Governors to ensure that policies and procedures designed to promote good behaviour and discipline are pursued in the school.’

This was taken a further step forward in 2003 when ***The Welfare and Protection of Pupils’ Education and Libraries (NI) Order, Article 17***, made Governors’ ‘*duty of care*’ explicit and legally required them to have an active interest in all aspects of a school’s activities that promote pupil welfare.

Why do we need an Effective Positive Behaviour (and Assertive Discipline) Policy?

Good behaviour keeps pupils safe, reduces stress for teachers and contributes to a welcoming and caring environment in which pupils can develop as people and where both pupils and teachers can do their best work.

This Positive Behaviour Policy is set, as recommended by DENI Document ‘***Pastoral Care in Schools: Promoting Positive Behaviour***’ (2001) in line with the school’s Pastoral Care Policy and also incorporates the associated Anti-Bullying Policy.

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.

A climate which fosters effective learning, both within class and about the school, is at the heart of the education process. This does not come about by chance. Such a climate, or ethos, is best promoted through focusing on the creation and maintenance of good relationships: among the staff themselves, between staff and pupils, among pupils and their peers; between parents/carers and school and between the school and the community it serves. A policy designed to promote good behaviour is at the heart of building good relationships both at school and at home. The establishment of an effective Behaviour Policy is not only a legal duty but, furthermore, the cornerstone of pastoral care work and success in the classroom.

Legislation and Guidance

The school Positive Behaviour Policy will be informed by:

a) Current Legislation

- Health and Safety At Work NI Order (1978)
- The Children (NI) 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 (2006 Order) (Commencement No. 2) Order (NI) (2007)
- The Education (School Development Plans) Regulations (NI) (2010)
- Special Educational Needs and Disability Act (NI) 2016
- Addressing Bullying In Schools Act (NI) (2016)

b) DE Guidance

- Pastoral Care In Schools: Promoting Positive Behaviour (2001)
- Safeguarding and Child Protection In Schools – A Guide For Schools (2017)
- Inspection and Self-Evaluation Framework (2017)

Promotion Of Positive Behaviour

Derrychrin Primary School Positive Behaviour Policy aims to create a climate which will:

- Promote learning for all pupils.
- Ensure that teachers are enabled to teach effectively.
- Enhance pupils' self-esteem.
- Foster self-respect and respect for others.
- Encourage pupils' independence by accepting the need for self-discipline, self-control and taking responsibility for their own behaviour.
- Develop pupils' interpersonal skills and their ability to work co-operatively with others to resolve problems and potential conflict.

Duties Of Board of Governors

(Every School A Good School – DE 2017)

The Board of Governors have a legal responsibility for the school's Positive Behaviour Policy and as a body must ensure that the school fulfils its responsibilities in keeping with current legislation and Department of Education (DE) guidance.

- Ensure good behaviour and discipline policies are pursued in 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.
- Consult with the Principal and parents and take guidance from Department of Education, The Education Authority and CCMS prior to making its statement of general principles.
- Safeguard and promote the welfare of all pupils.

Duties Of Principal / Vice-Principal /SMT

(Every School A Good School – DE 2017)

School Leaders have the primary responsibility for ensuring that their school's ethos, the expectations it has for its pupils; its pastoral care arrangements and its teaching and curricular provision, support, motivate and provide pupils with the opportunities to succeed.

The Principal should:

Determine measures 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.
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- Act in accordance with the Board of Governors statement of general principles.
 - Prepare a statement of measures which form part of this policy and provide copies for parents.
 - Ensure that copies of this Positive Behaviour Policy are made available in the school foyer , upon request from the office and on the school website.
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1.0 Mission Statement

It is a legal requirement that every school has a Positive Behaviour Policy. The Derrychrin PS Positive Behaviour Policy has been agreed by staff and the Board of Governors and is available to all parents when their child/children enrol at the school.

We value and respect all our pupils equally. We wish through this policy to uphold everyone's right to be safe both physically and emotionally – this requires everyone to behave in ways which keep everyone else safe.

We recognise that each child is unique and gifted differently. Derrychrin PS aims to provide a secure, happy, caring environment which will maximise each child's potential and promote personal development. The school places equal emphasis on pastoral care and academic progress.

We believe that all pupils can be supported to fulfil their potential. We expect our pupils to work hard, to follow the school Golden Rules and School Values to co-operate fully with all staff. We expect our pupils to share responsibility within the school and to participate in its life and work, using and developing all their talents. We make it very clear to our pupils from the moment they join our school until they leave that we will not tolerate bullying in any shape or form and that there will be consequences for those who display bullying behaviours.

In Derrychrin PS, we seek to develop an ethos of mutual respect for all, by all members of the school community. Central to this aspiration is the recognition of the worth and value of each child – we aim to create a calm, safe, happy and caring community.

1.1 Rationale

We in Derrychrin PS, believe that children who have positive attitudes to school, who have high expectations of themselves and who have a strong sense of their own self-worth are most likely to fulfil their potential and experience all the opportunities our school offers.

Good working relationships between staff, pupils and parents are the key to effective teaching, learning and discipline.

Each member of staff aspires to have knowledge of the needs, aspirations, interests, and academic progress of each pupil.

When teachers are consistent, set clear limits, pupils will comply with core values and routines.

In preparing our approach to positive behaviour we acknowledge the rights and responsibilities of all members of the school community.

This policy is shared with all staff, Governors, pupils and parents.

2.0 General Statement

In Derrychrin PS, we provide a supportive environment which adapts to the needs of pupils of all abilities and backgrounds. We aim to organise the educational provision within the school, so that each child has the opportunity to develop physically, intellectually, socially and spiritually and so develop all talents to their full potential.

We create a happy environment in which pupils can learn effectively and develop a sense of self-esteem and self-control. Our positive behaviour policy is closely linked with and supportive of our general school policy which is based on Christian values and beliefs. We encourage parents to be active partners in the education of their children, we expect parents to accept the school's Positive Behaviour policy. We shall implement our policy fairly and consistently. Should the need for pupil suspension/expulsion arise, we shall follow the procedures in place by CCMS/EANI/DE.

2.1 Policy Aims

With the help of this policy, we aim to:

- Provide a happy, safe and caring environment for everyone who attends our school - pupils, staff, governors, volunteers and visitors included;
- Raise awareness of the importance of good behaviour and how it can contribute to success;
- Ensure consistency of standards of expected behaviour throughout the school; and
- Provide an atmosphere within which staff and children feel secure and comfortable in order to make the most of their teaching and learning experiences.

2.2 Outcome of Aims

- To foster a school ethos where effective learning and teaching can take place.
- To promote and maintain good relationships within the school between pupils, teachers, ancillary staff and parents.
- To promote and maintain a mutually supportive school community.
- To promote behaviour that conforms to the reasonable expectations and requirements of the school and is based upon mutual respect for the needs and aspirations of all in the school and upon care for its environment.
- To create and maintain a safe and ordered school environment where Christian principles and values are practised.
- To prevent bullying behaviour of any kind to any member of the school community, and by any member of the school community.
- To establish close links with external support services so that provision of appropriate support can be acquired if and when needed.
- To maintain close contact with Parents/Guardians and encourage their support for the policy.
- To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions.
- To apply appropriate consequences in accordance with agreed school policy.

3.0 Statement of Principles

We the Board of Governors and Staff of Derrychrin PS believe the school to be a vital part of the community. We want our school to be a secure, safe and caring environment where each child is encouraged to grow and develop to their full potential.

Positive behaviour practices are essential for effective learning. Such practices help children develop responsible attitudes and values for life.

It is the aim in Derrychrin PS to fully develop fully the potential of all our pupils. A caring atmosphere resulting from good relationships throughout the school where children, parents and staff feel valued.

In Derrychrin PS, we believe that positive behaviour will be evident when children show respect for themselves, and the world.

The Staff and Governors of Derrychrin Primary School believe that:-

- The core values are the basis upon which we promote and encourage positive behaviour from all members of the school community.
- All staff and pupils have the right to work and/or learn within a safe and secure environment, therefore bullying behaviour of any kind to any member of our school community is completely unacceptable and will have serious consequences.
- All staff and pupils have the right to high quality teaching and learning which is part of a lifelong process. We will strive to ensure that standards of behaviour are such that this can be achieved.
- All members of the school community should endeavour to be considerate towards the learning needs of each individual and supportive of the school as a progressive learning community.
- All members of the school community will have the opportunity to have their views listened to and responded to.
- All members of the school community should endeavour to understand and accept the principles upon which the Positive Behaviour Policy is built and should strive to demonstrate commitment and adherence to all school policies.
- The ideas and principles of the policy are open to regular review in order to stay relevant and in keeping with the changing demands of the school environment.
- All school staff should aim to model positive behaviour and promote it through the active development of pupils' social and emotional behaviour skills.
- Everyone within the Derrychrin PS, Community should endeavour to be positive ambassadors for the school in all environments and settings. e.g. school trips, sports events and journeys to and from school, all events outside of school.

4.0 Rights and Responsibilities

This list of rights and responsibilities is by no means exhaustive and it has been included to make it appropriate to positive behaviour and conduct.

4.1 Teaching Staff

Teaching Staff have the right to ...	Teaching Staff have the responsibility to ...
<ul style="list-style-type: none">• Feel valued in an environment where common courtesies and social conventions are respected.• Express their views and 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.• Play a constructive role in policy making.	<ul style="list-style-type: none">• Behave in a professional manner at all times.• Promote positive behaviour.• Show interest and enthusiasm all teaching and learning.• Listen to the pupils, value their contributions and respect their views where appropriate.• Support, praise, and as appropriate, reward pupils' good behaviour.• Apply consequences fairly, consistently, proportionately and reasonably, taking account of individuals and circumstances.• Expect high standards and acknowledge effort and achievement.• Prepare and resource lessons thoroughly, taking the ability and aptitude of pupils into account.• Ensure that class work and homework are appropriately marked.• Share with parents any concerns about their child's progress and development.• Recognise the individuality of each pupil.

4.2 Non-Teaching Staff

Non-Teaching Staff have the right to ...	Non-Teaching Staff have the responsibility to ...
<ul style="list-style-type: none">• Be valued as members of the school community.• Be treated fairly and with respect by pupils and all members of the teaching staff.• Have adequate facilities and resources to enable staff to perform their duties effectively.• Be well informed about school rules, routines and procedures.• Have opportunity to contribute ideas and have them taken into consideration when decisions concerning the smooth running of the school are being taken.	<ul style="list-style-type: none">• Arrive on time, well-prepared for the day ahead.• Co-operate with colleagues and teaching staff.• Act in ways which aim to secure the safety of all pupils at all times.• Share with teaching staff and Senior Management any concerns they have about pupils.• Be aware of school rules, routines and procedures.• Handle sensitive information in a confidential manner at all times.• Seek support from colleagues and Senior Management as and when required.

4.3 Pupils

Pupils have the right to ...	Pupils have the responsibility to ...
<ul style="list-style-type: none"> • Be valued as members of the school community. • Get help when they seek it whether with work, negative behaviour or other personal issues and to have a sympathetic audience for their ideas and concerns, where appropriate. • 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. • Work and play within clearly defined and fairly administered codes of conduct. • Feel safe and secure within the school environment. • Receive an appropriately planned and resourced curriculum. • Be provided with a broad balanced and appropriate curriculum • Be acknowledged for effort and achievement in their class work and homework. • Have opportunities to pursue and develop interests, talents and abilities. 	<ul style="list-style-type: none"> • Arrive at school on time, wearing the correct uniform, with homework done, and suitably equipped for the day ahead. • Respect views, rights, and property of others, and behave safely and appropriately both in and out of class. • Co-operate in school with the teacher/assistants/supervisors and their peers. • Work as hard as they can to fulfil potential. • Conform to the conventions of good behaviour and abide by class charters and school code of conduct/school values/school rules/school routines. • Accept ownership for their own behaviour and learning. • Co-operate and abide by any processes set in place to improve their own or others' behaviour. • Ask for help when experiencing difficulties.

4.4 Parents/Carers

Parents/Carers have the right to ...	Parents/Carers have the responsibility to ...
<ul style="list-style-type: none">• A safe, caring, well-managed and stimulating environment for their child/children's education.• Reasonable access to the school and to have their enquiries and concerns dealt with sympathetically and efficiently as far as is reasonable.• Be well informed about their child's progress and prospects.• Be well informed about the school's rules, routines and procedures.• Be involved in key decisions regarding their child's education.• Be provided with a broad balanced and appropriate curriculum for their child.• Be informed about their child's physical and emotional wellbeing.• Be regularly informed about their child's learning and academic performance.• Their child will be taught in a well-resourced and well-maintained classroom.	<ul style="list-style-type: none">• Ensure their child attends school regularly and arrives on time, wearing the correct uniform, with homework done, and suitably equipped for the day ahead.• Be aware of school rules, routines and procedures and encourage their child to abide by them.• Show interest in their child's work and where possible provide support at home.• Act as positive role models for their child in their relationship with school.• Attend planned meetings with teachers.• Support school policies.• Provide school with any background information which may affect their child's ability to perform well at school.• Encourage independence in their child.

5.0 Promotion of Positive Behaviour

- Highlight the child/children doing the right thing and making the right choice. Acknowledge it publicly and privately.
- Separate the behaviour from the child; identify the unacceptable behaviour (e.g. running in the corridor is unsafe.)
- Teacher will use their own discretion when reprimanding children.
- Try to resolve conflicts promptly; monitor any potential prolonged grudges/resentments.
- Help children make good choices; (Use 'First...Then...'; 'When...Then...'; 'If...Then...')
- Empathize with pupils, listen to all sides; give your time; show concern; be fair; be flexible;

6.0 Managing Negative Behaviour

At Derrychrin PS we believe that unacceptable behaviour should be dealt with fairly and consistently by a range of strategies and consequences related to the behaviour.

There may be occasions when a consequence is necessary to focus a child's thinking and to demonstrate to others that certain behaviour has been unacceptable.

Appropriate consequences will be applied according to the nature of the offence; the age of the child and any pattern of negative behaviour displayed by the child.

It must be noted that an isolated incident will not be dealt with in the same manner as a continuation of persistent, unacceptable behaviour.

At Derrychrin PS we recognise that some children have additional needs which have behavioural implications. For this small minority of pupils, positive behaviour strategies/implications will, on occasions will be applied by the teacher in consultation with the SENCO / Principal and if necessary appropriate external agencies.

Pupils presenting with additional needs may require a phased induction/reduced timetable to meet their needs in order to access the curriculum.

7.0 Acceptable and Unacceptable Behaviours

It is appreciated that some rules may be very general in nature and difficult to understand how they manifest themselves in the daily running of the school. This section may help parents and pupils to know what type of actions are classified as 'Positive Behaviour'. The following is a list of what the staff, pupils and parents of Derrychrin PS deem as acceptable and unacceptable behaviour. (The list will be reviewed regularly.) Appropriate action to deal with such behaviour will be taken immediately.

Code of Conduct for pupils

Pupils should not perceive the school rules as limitations on their freedom, but rather as guidelines for keeping the whole school community and environment safe, for fostering tolerance and respect for others and their own self-discipline.

7.1 Acceptable and Unacceptable Behaviour List – (examples)

Acceptable	Unacceptable
<ul style="list-style-type: none">• Treat others fairly and with respect.• Helping other pupils.• Admitting any mistakes.• Being a good listener.• Following instructions.• Hardworking and always doing your best.• Full preparation and participation all lessons.• Respect others' views and opinions.• Showing an awareness of safety for self and others.• Inclusion of others• Be always punctual.• Respect the environment.• Respect school property.• Play fairly and being a good sport.• Respect everyone's rights and authority.• Co-operate with staff at all times.• Always considerate and courteous e.g. <i>Saying 'Please' and 'Thank You'.</i> <i>Opening doors for people.</i>• Always co-operative• Always Friendly• Being Honest• Being trustworthy• Being responsible• Caring to everyone• Sharing and showing kindness.• Displaying our core school values.	<ul style="list-style-type: none">• Treating others unfairly.• Intimidation.• Name calling.• Being dishonest and telling lies.• Shouting at others and other types of verbal aggression.• Displaying a poor attitude to staff and peers.• Expressing bad temper.• Talking behind people's backs.• Physical violence and aggression.• Poor negative attitude and application to learning and activities.• Being unprepared for lessons/activities.• Negative attitude and participation to learning.• Inappropriate language.• Rough play.• Inappropriate physical contact.• Huffing/sulking.• Disrupting others.• Truancy.• Threatening behaviour.• Displaying bullying behaviours.• Damage to property.• Theft of property.• Discrimination.• Vandalism

7.2 Bicycles/Scooters on school grounds

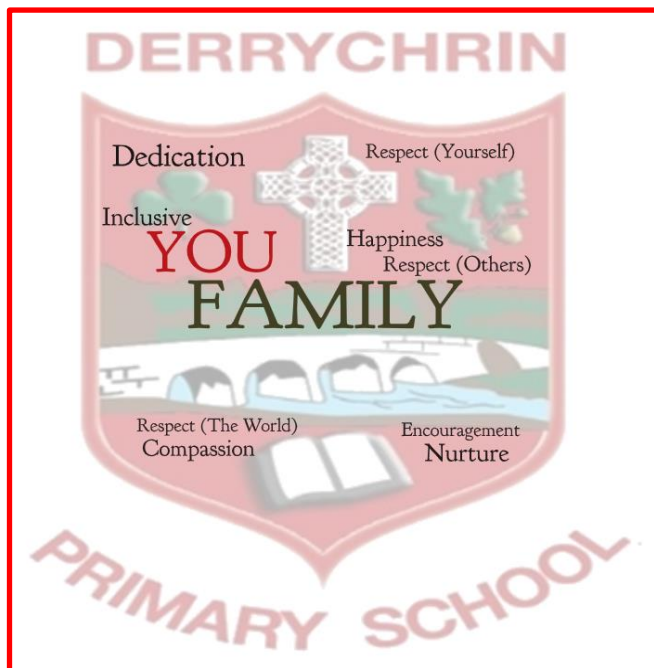
- Bicycles/Scooters should be used on school grounds in a safe and correct manner. It is also part of Road Safety Cycling Proficiency/SUSTRANS NI training

8.0 School Values

A values-based education shall create a positive learning environment that will enhance academic achievement and develop social and relationship skills that will last throughout our children's lives. It will support the development of the whole child as a reflective learner within a happy, safe and nurturing environment.

The core values are strongly connected to Derrychrin PS that will serve to inspire and anchor the whole school community. They will be visible and tangible with a meaningful purpose in the context of school life and personal lives. Individual thoughts, choices, behaviours and actions in any given situation will be underpinned by our core values. It will create a unified school community where everyone feels a deep sense of belonging and purpose.

Our school crest encompasses our school identity as it reflects key elements of the school, the school community, and the history of the school. The connection of the four key components namely our core school values, mission statement, school motto and school crest, will piece together the jigsaw of a happy and successful school.



9.0 Golden Rules - Whole School

 A yellow poster titled 'Golden Rules' with six horizontal sections. Each section contains a rule and a small illustration: 'We are gentle' (a teddy bear), 'We are kind and helpful' (two children), 'We listen' (two children), 'We are honest' (two children), 'We work hard' (two children), and 'We look after property' (two children). The poster is signed 'Ponding Press' at the bottom.	<p>We are Gentle- We don't Hurt others. We are kind and helpful- We don't hurt anybody's feelings. We Listen -WE don't interrupt. We are honest- We don't cover up the truth. We work hard- We don't waste our own or others time. We look after property- We don't waste or damage things.</p>
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9.1 Class Charters

Class Charters are used to manage behaviour in the classroom. Each teacher will consult with their class to allow ownership of their own Class Charter and we will continue to have agreed individual Class Charters instead of one set of rules for all classes throughout the school. As the ethos and values of the school is evident in every class these charters all help maintain the high expectations we have in school, whilst using language appropriate to the children's age.

9.2 Rules and routines to four key school settings.

The rules for each of the four key school settings are introduced whole school via assemblies. Teachers reinforce this to each year-group over a four-week period as part of PDMU lessons. At all times the safety of pupils is paramount and is implicit in all the rules and routines.

The four key settings are:

- **Moving Around School –‘Good Walking, No Talking’**
- **Classrooms**
- **Dining Hall**
- **Playground**

Show Me 5 is a strategy used at whole school level to gain pupil attention. This is followed by:

1. Good Looking
2. Good Listening
3. Good Sitting

<p style="text-align: center;"><u>Dinner Hall Lunch Rules</u></p> <p>We want to be safe in the Dining Hall, so:</p> <ul style="list-style-type: none"> • We form an orderly line at the serving area. • We sit safely on our seats and remain there until fully finished dinner or lunch. • We always walk quietly and carefully. • We handle all equipment safely and correctly. • We use the routine to ask permission to go to toilet. <p>We want to be happy and enjoy our food so:</p> <ul style="list-style-type: none"> • We show good tables manners. • We talk quietly to those around us. • We eat our own food and let others enjoy their meal. • We avoid sharing food with others. <p>When we finish our food:</p> <ul style="list-style-type: none"> • We tidy our table and return used plate and cutlery to appropriate area. • We put all rubbish /food waste in the correct bins. • We leave our lunch boxes in class trolley. • We walk to our lines quietly and leave hall safely. 	<p style="text-align: center;"><u>Dinner Hall Routines</u></p> <ol style="list-style-type: none"> 1. Children arrive & leave at designated times. 2. Class teachers ensure each class walks to canteen hatch to receive dinner. 3. Lunch children remain seated & supervisors will ensure rubbish put away in correct bins. 4. 'Grace After Meals' Prayer 5. On signal 'GO' children stand lines quietly at their seats. Teacher calls each year to line up. <ul style="list-style-type: none"> ➤ P1, P4, P5 beside dinner hatch. ➤ P2, P3, P7 beside PE store. ➤ P6 middle line of hall. 6. Lunch boxes left in class trolley. 7. Walk carefully along corridor to playground. 8. Lunch boxes brought to classrooms -Pupil jobs
<p style="text-align: center;"><u>Playground Rules and Routines</u></p> <ol style="list-style-type: none"> 1. We will follow the playground timetable and play in our designated areas. 2. We will always play safely and carefully. 3. We will be kind and helpful to each other. 4. We will use the toilet before going to the playground. 5. We will respond immediately to the bell and line up carefully on 'GO' signal. 6. We will respect the playground environment. 7. We will show respect to all supervisors. 8. We will respect everyone's games. 9. We will show respect for our playground equipment. 10. We always tell an adult if we feel worried. 	<p style="text-align: center;"><u>Moving Around School</u></p> <ol style="list-style-type: none"> 1. Always follow teacher directions. 2. Each class will have line leader & line ender. 3. We walk quietly & carefully at all times; 4. We walk on the left-hand side of corridor. 5. Give way or hold the door for all adults. 6. Older year groups/children always give way to younger year groups/children; 7. Always wipe your feet when entering the school. 8. If the fire bell rings, we walk safely and calmly when exiting the building.

BREAK/DINNER TIME RULES DURING INCLEMENT WEATHER

- Children must eat all their dinner or lunch in dining hall prior to returning to class.
- All children will be supervised in their classrooms.
- Pupils must obey and respect the supervisors on duty at all times.
- Pupils remain in their classrooms unless they have permission to leave.

10.0 Incident File

Whilst this is a Positive Behaviour Policy where desirable behaviour is praised and rewarded, pupils must also be aware that negative behaviour and poor choices carry consequences and sanctions.

The Incident File is a consistent method of monitoring any negative behaviour at any point during the school day, or indeed any behaviour which negatively affects the school experience of other members of the learning community, which continues into school. Whilst non-teaching staff have the authority to refer serious incidents these folders are maintained by class teachers and will be retained throughout a child's life in school.

This will ensure that any serious incidents are kept on file for future reference and can be produced in any event where it is necessary to involve parents or external agencies.

11.0 Positive Reinforcement and Rewards

The adult staff will make every effort to promote, support and reinforce positive behaviour and a sense of achievement. Therefore, a range of strategies will be used to encourage a positive constructive attitude. We believe that the use of encouragement and praise is vitally important in shaping children's behaviour. Our aim is to acknowledge good behaviour of all children. Positive praise and reward are much more common in Derrychrin PS than any sanction.

Effective rewards should:

- Promote self-esteem and confidence.
- Motivate pupils to achieve.
- Encourage pupils to take responsibility for themselves and for others as well as property. Be appropriate to meet individual needs.

Reward Systems to Promote Positive Behaviour

We feel that using a positive system of rewards will increase children's self-esteem and thus help them to achieve more. Encouragement can be given in many ways. Reward systems are developed in consultation with pupils and can be on whole school, Key Stage, Class or individual basis.

This is done through:

- A preventative curriculum which develops respect and empathy for others. This is specifically addressed during Religion and PDMU lessons, however it is also integral within the whole curriculum and ethos of our Catholic School.
- Promoting the core School Values and the Golden Rules

12.0 Hierarchy of Rewards and Sanctions

Rewards and Sanctions are key to the successful operation of this policy. Each class operates a Class Charter which is agreed in conjunction with the pupils at the outset of the school year. Pupils are made aware that some behaviours are acceptable and some are not. Through this Positive Behaviour Policy they will be rewarded for their desirable behaviours and disciplined for negative behaviour based on the principle of CHOICE.

Pupils are taught from an early stage that they must take responsibility for their own behaviour and are made aware that they have the CHOICE to behave in a positive or negative fashion. Positive behaviour will carry a reward and negative behaviour will carry a consequence; which one they opt for is their CHOICE.

At all levels (classroom, playground, dinner hall, school trips, etc) rewards and sanctions are distributed within a hierarchy and are delivered as consistently and appropriately as possible with the reward/sanction being matched as appropriately as possible to the behaviour displayed.

12.1 Hierarchy of Rewards

The following table has been created as a guide for staff, parents and pupils. It provides details as to what a pupil should expect as a reward of their behaviour.

Behaviour Displayed (In no particular order)	Likely Rewards (In no particular order)
<ul style="list-style-type: none"> • Treat others fairly and with respect. • Helping other pupils. • Admitting any mistakes. • Being a good listener. • Following instructions. • Hardworking and always doing your best. • Full preparation and participation all lessons. • Respect others' views and opinions. • Showing an awareness of safety for self and others. • Inclusion of others • Be always punctual. • Respect the environment. • Respect school property. • Play fairly and being a good sport. • Respect everyone's rights and authority. • Co-operate with staff at all times. • Always considerate and courteous e.g. <i>Saying 'Please' and 'Thank You'.</i> <i>Opening doors for people.</i> • Always co-operative • Always Friendly • Being Honest • Being trustworthy • Being responsible • Caring to everyone • Sharing and showing kindness. • Displaying our core school values. 	<ul style="list-style-type: none"> • Verbal praise by teacher and non-teaching staff – individual, group, class and whole school. • Non-verbal rewards including e.g., smiling, nodding or thumbs up. • A written comment on a child's work. • Display of work. • Display of achievements/celebration of talents. • Incidental prizes issued. • A public praise of work in front of the class, other classes or at whole school assembly • A visit to another member of staff, SMT or Principal to share positive behaviour. • End of Year Pupil Profile report to comment on positive contribution displayed throughout the academic year and in school life. • Pupils allocated roles of responsibility. (class, key stage and whole school). • Individual/ whole class reward systems - Class Dojo points system. • Newsletters and school website news celebrating achievements of pupils. • Use of stickers, stars, smiley faces or small material rewards. • Positive Home-School diaries/correspondence. • Homework Pass • School Values/Take 5 certificates - monthly assembly • Extra outdoor play • Golden Time • Class treats – each class has their own appropriate whole class reward system. <p style="text-align: right;"><u>This is not an exhaustive list.</u></p>

12.2 Hierarchy of Sanctions

While we shall always try to encourage positive behaviour, it is also necessary to have sanctions in place to deal with unacceptable behaviours. Sanctions too are an integral part of a school's positive behaviour policy.

Sanctions should not be seen as punishments but instead should focus upon achieving behavioural change.

Sanctions should consider the vital importance of maintain good relationships.

Sanctions should make a child aware unacceptable behaviour.

Sanctions should be proportionate, separate the behaviour from the child and avoid escalating any situation. They should not be applied to entire classes or groups of pupils when responsible parties have not been identified.

Sanctions should be applied in a measured manner and avoid degrading pupils or causing public humiliation.

In applying sanctions, the following guidelines will operate.

Sanctions will-

- Be understood by all staff (teaching and non-teaching), pupils and parents.
- Be reflective, restorative and display ability to repair with a focus upon achieving behavioural change.
- Be applied with sensitivity, flexibility and discrimination, in a calm and measured manner as soon after the offence as possible.
- In each case the sanction should be related to the misdemeanour.
- Be specific to the offender and not applied to whole groups (there may be unusual and specific exceptions to this, for example if a group of children run inappropriately in school building, the group may be asked to walk back).
- Take account, as necessary, of the age and degree of maturity of the pupil and any special needs they may have and any other relevant circumstances.

OUTLINE OF CONSEQUENCES OF UNACCEPTABLE BEHAVIOUR

Unacceptable behaviour bands Level 1 to Level 3

The following tables have been created as a guide for staff, parents and pupils. It provides details as to what a pupil should expect as a consequence of their behaviour.

LEVEL ONE – Low Level		
<ul style="list-style-type: none">If the pupil is displaying low level behaviour or a first-time occurrence. This can be effectively managed at the time in the immediate environment by a member of staff normally the class teacher.Staff should NEVER ignore low level misbehaviour.Regarding minor cases of unacceptable behaviour, immediate verbal checking or a look of disapproval may suffice.The adult will explain the inappropriateness of the behaviour in relation to the Golden Rules/School ValuesReminders of good choices and restorative questioning will be used.Identify possible consequences if the unacceptable behaviour continues (eg: loss of Golden Time, loss of other privileges or repeated or extra work)Encourage reparation to be made, if appropriate.Monitor the situation carefully.The adult who has initially dealt with the behaviour should be prepared to intervene with a higher response level if the situation persists or deteriorates. (In cases where behaviour is outside the classroom the class teacher should be informed at this point). <p>ANY PERSISTENCE OF LOW-LEVEL BEHAVIOURS WOULD MOVE INTO THE MODERATE LEVEL</p>		
Behaviours	Sanctions	
Fidgeting / fiddling Telling tales Dropping litter Noisy e.g., talking/shouting out Failing to keep on task. Unkind remarks Bad language (one off) Time wasting Being dishonest Running in school Pushing in line Borrowing without permission Leaving work area untidy Not following instructions Not co-operating with staff Interrupting teachers Lack of courtesy/manners	Eye contact. Verbal reminders. Withdrawing attention. Repeat activity properly. Reward others. Related sanction e.g. completing work, cleaning up mess.	Traffic Light System 1 Verbal Reminder 2 Verbal Reminders 1 Final Verbal Reminder

LEVEL TWO – Moderate Level

- If the pupil is displaying persistent low-level behaviour and / or the behaviour is considered moderate level, he/she may be placed on the **COP (A Record of Concern should be discussed with the SENCO and Parents/carers will need to be informed of this decision)**. The following interventions should be applied as appropriate:
- In order to encourage the pupil to change his / her behaviour, he / she will be formally reminded of the harm his / her behaviour is causing and of the negative consequences (Expectation Discussion: A non-confrontational script requiring the pupil to commit to behaving appropriately and taking greater responsibility for subsequent behaviour).
- Worth a Re-Think: This process helps pupils to develop more appropriate responses to a range of situations through reflecting on happenings, thoughts, feelings, behaviour and consequences.
- The 3 R's Behaviour Reflection: encourages the pupil to reflect on his/her negative behaviour; identify how to rectify the situation and act accordingly. This sheet should be signed by a parent and a copy retained in school This discussion may inform a behaviour plan.
- A home-school behaviour record should be used as appropriate (eg: positive home-school diary).
- Mood management and anger management strategies may be introduced to the pupil as appropriate.

ANY PERSISTENCE OF MODERATE-LEVEL BEHAVIOURS WOULD MOVE INTO THE SERIOUS LEVEL

Behaviours	Sanctions	
Consistently shouting out Poor effort Distracting others Unprepared for work (continuously) Fighting (Physical) Bad language (persistent) Rough play Stealing Disregarding supervisors Threatening/aggressive behaviour Refusal to cooperate. Vandalism – graffiti etc Forms of discrimination Breaches of online safety Repeated incidents of any moderate behaviours – Principal informed.	Referred to Principal/SMT Time Out from class supervised by member of SMT/Principal Extra work Time Out from break/lunch time Loss of privileges Involve SENCO Record of Concern / PLP Weekly behaviour report.	The 3 R's Behaviour Reflection

LEVEL THREE – Serious Level

- If the pupil is displaying persistent serious behaviour and / or the behaviour is considered persistent moderate level.
- Pupil may have many additional needs and risk factors presenting.
- Senior Management will be consulted, and the support of external agencies will be sought.
- Monitoring by key member of staff.
- Development of mood management and / or anger management strategies.
- Behaviour Management Programmes, including Individual Behaviour Plan and target setting with incentives and consequences.
- Individualized strength and emotional wellbeing building programmes eg: play therapy or EA SEBD Support.
- A risk assessment will be carried out for behaviour which could endanger the pupil themselves or others.
- If deemed necessary by the Principal/SMT, the school will refer to CCMS regulations on suspension and expulsion.

Behaviours	Sanctions	
Serious assault Vandalism of property and environment Serious physical/verbal threats made to staff. Racism Bullying Drugs/solvents Violent outbursts- verbal/physical Leaving school without permission Defiance Offensive gestures	Isolation from peers for the rest of lesson. Parents' meeting with Principal. Involve external agencies. Exclusion from After School Clubs, School Trips or from representing the school. Exclusion- either fixed term or permanent	Contact Parents/Carers

13.0 Safeguarding

Safeguarding messages are embedded through PDMU curriculum, school assemblies, staying safe messages and the preventative curriculum, ie. The proactive promotion of positive emotional health and wellbeing of pupils within the school community. This is achieved through the promotion of social skills, interpersonal skills and in offering early intervention when pupils experience emotional difficulties.

14.0 Links to other Policies

The Positive Behaviour Policy should be considered in the context of other school policies including:

- SEN Policy
- Anti-Bullying Policy
- Pastoral Care Policy
- Use of Reasonable Force / Safe Handling Policy
- E-Safety Policy
- Safeguarding / Child Protection Policy
- Attendance Policy
- Health and Safety Policy
- Critical Incident Policy
- Teaching and Learning Policy

15.0 Formal Disciplinary Sanctions

Withdrawal from Class by Principal/Vice-Principal

This sanction is applied for offences that warrant a serious sanction, but do not warrant suspension from school. The pupil is withdrawn from daily class routine to complete work set by their teacher. It will be employed to give pupils a chance to reflect upon their actions and attitudes. Parents are informed about the withdrawal and it is emphasised that continued unsatisfactory behaviour will have more serious consequences.

Debarment

The school will debar children whose behaviour is so poor that other children are in need of protection from them or because a child is involved in constant and/or serious disruption.

Debarment means that the child will be sent home, at the earliest opportunity for collection by the child's parent(s), or by someone designated by them to collect their son/daughter. The responsibility for care is thereby returned to the parent(s) for the remainder of the school day. In normal circumstances we would expect the child to return to school the following day.

Formal Oral Warning

A Formal Oral Warning is given to a pupil (where appropriate) by the Principal/Vice-Principal/SMT in the presence of his/her parents and will form the first stage of formal disciplinary proceedings. It will normally be given alongside other sanctions

Formal Written Warning

A Formal Written Warning is given to a pupil, where appropriate, by the Principal (or Vice-Principal if standing in for the Principal), in the presence of his/her parents and forms a stage before suspension. It will normally be given alongside other sanctions

Suspension

For very serious misconduct or repeated misconduct where other sanctions have not been effective, the Principal (or Vice-Principal if standing in for the Principal), may suspend a pupil from school. Suspensions vary in length from one to five days. A pupil will not be suspended for more than 45 days in any one school year.

There are circumstances when a pupil may be suspended for precautionary or investigative reasons. Under these circumstances, suspension will not be recorded as a disciplinary sanction unless it is warranted.

Expulsion

It is envisaged that the permanent expulsion of a pupil by the Principal would only happen as a result of repeated suspensions or the most serious breach of school discipline.

16.0 Consistency of Approach

To ensure consistency of application, regular meetings are held between; Supervisors, Classroom Assistants, Class Teachers, the Vice-Principal, the Principal, and the Leadership Team.

The procedures are regularly discussed and kept under regular review.

17.0 Training and Professional Development of Staff

The school will provide training and development for the teaching staff relevant to pupil behaviour management issues through:-

- Induction training for new staff;
- Guidance and support materials;
- Appropriate training tailored to specific needs and priorities.

18.0 Monitoring and Reviewing Procedures

In line with guidelines set out in DENI publication '**Pastoral Care: Promoting Positive Behaviour**' it is necessary to review this policy regularly. The Board of Governors will review the policy on a biannual cycle.

We will consult with all stakeholders as to its progress and make any amendments necessary.

As a school we wish to regularly consult with all stakeholders and ask for their participation in regularly reviewing this policy and or Anti Bullying Policy. There are a number of consultation methodologies that we can use:

- Questionnaires/online surveys
- Focus groups and/or whole school baseline audits
- Face to face discussion

We will use a variety of these over time to meet our requirements.

Pupil feedback and participation will be carried out through School Council Meetings.

Conclusion

We acknowledge that sustaining good behaviour creates a need for continuous assessment of the effectiveness of approaches to positive behaviour management. We will regularly review and make changes to our Positive Behaviour Policy, encouraging innovation and flexibility in interacting with our pupils. It is hoped through the adoption of this Positive Behaviour Policy, with the whole school community working together, we will provide a safe, happy, secure and structured atmosphere for effective learning.

Signed: _____ **BoG Chairperson**

Signed: _____ **Principal**

Approved by Governors: **March 2024**

Next Review: **March 2027**

Appendix 1

Positive Behaviour Policy and Links with Outside Agencies

In attempting to cater for all pupils it is sometimes necessary to call on the support of other professional support agencies from outside the school.

Working closely with the school in maintaining good home / school links is the local Education Welfare Officer who can be contacted by a designated person especially at those times where child protection issues are involved. The designated teachers for child protection are Mr O'Neill and Miss McVey

At times some pupils may develop emotional or behavioural difficulties and may not respond to the range of strategies employed by the school. This may necessitate referral to the local Psychology office initially followed by referral to the Behaviour Support Service for individual support for that pupil or staff training for the whole school.

Appendix 2

Positive Behaviour Policy and Special Needs

Derrychrin Primary School caters for a wide range of children. School is made as inclusive as possible to meet the needs of all children.

It is the school's intention to assist in any way pupils who may experience emotional or behavioural difficulties. Children who have learning and / or behavioural difficulties are considered under the Code of Practice.

Within the Special Needs Policy all teachers are aware of the role they play in assessing targeting and drawing up an individual plan for a pupil depending on what stage of the Code of Practice this pupil is at.

When it becomes evident that further help will be required the SENCO will make a Stage 3 referral to the local Educational Psychologist requesting outside support.

As the approach to behaviour is positive, bullying is not tolerated, and all teachers are aware of the steps to take if incidents of bullying are detected having regard both for victim and bully. These steps are contained in the school anti-bullying policy.

Appendix 3: The 3R's Behaviour Reflection Forms