



Positive Behaviour Policy

DATE	AGREED BY BOG	POLICY REVIEWED	POLICY AMENDED	STAFF MEMBER

**“Educating For Generations,
Building Brighter Futures”**

The Governors must ensure that all aspects of school life are firmly rooted in Christian principles and that both staff and pupils are valued as individuals. It is essential therefore that pupils are given a secure well-ordered environment which will allow for their spiritual, emotional and intellectual growth. To this end the Governors aim to work with both the staff and parents for the benefits of all children in the school.

(Our Catholic Schools P.16)

It is intended therefore that our Positive Behaviour Policy will be:

- reflective of the ethos of our school as portrayed in our mission statement and our school aims.
- in keeping with government legislation relating to behaviour in schools.

POLICY FOR SCHOOL POSITIVE BEHAVIOUR

This Policy has been developed within the context of current legislation, policy and guidelines:

- ✓ Health and Safety at Work (NI) Order (1978)
- ✓ Children (NI) Order (1995)
- ✓ The Education (NI) Order (1998)– Articles 3&4
- ✓ Human Rights Act (1998)– came into force in NI in 2000
- ✓ Education (NI) Order (2003)
- ✓ Special Educational Needs & Disability (NI) Order (2005)
- ✓ Northern Ireland Anti Bullying Forum www.NIABF.org.uk
- ✓ UNCRC
- ✓ Safeguarding and Child Protection in Schools–A Guide for Schools 2017
- ✓ Anti-bullying week resources
- ✓ Anti-bullying materials
- ✓ iMatter Programme
- ✓ Pastoral Care in Schools – Promoting Positive Behaviour (DENI 2001)
- ✓ Education and Libraries (NI) Order 2003
- ✓ Regional Policy Framework on the Use of Reasonable Force/Safe Handling May 2004
- ✓ ESaGS
- ✓ NIC

This policy has been devised in conjunction with Governors, Staff, Pupils and Parents.

The Policy is part of the school's overall Pastoral Care Policy and has links with other policies such as Child Protection, Anti-Bullying, E-safety, P.D.M.U. and Special Educational Needs.

RATIONALE

Staff and Governors of Chapel Road Primary believe that positive behaviour is an essential ingredient for effective learning and teaching. We also believe that pupils and staff have the right to learn and teach in an environment which is safe, friendly, peaceful and fair. The school community has defined a very clear set of non-negotiable standards of personal behaviour, which are based on respect for everyone and their individual needs. In our determination, to provide opportunities where each individual can flourish and develop in safety, our school community places self-discipline and a sense of justice at the core.

Positive behaviour must be carefully developed and supported. Positive self-esteem promotes good behaviour, effective learning and respectful relationships. Put simply, we believe pupils learn best when they feel safe and happy in school.

The best results in terms of promoting positive behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement. We also know it is important to strike a balance between recognising positive behaviour and having appropriate consequences which are seen by all to be fair and just and applied consistently when standards are not maintained.

Through the example of adults who care for them in school and through well planned and stimulating learning opportunities, we believe that children will accept learning challenges and can learn to self-regulate their behaviour. It is the responsibility of parents and guardians to work with the us in helping to foster positive attitudes and behaviour.

MISSION STATEMENT

As a Catholic school, we work in partnership with our parents, the parish and the wider community to promote an inclusive, safe and happy learning environment where children are encouraged to achieve their full potential. The holistic needs of the school community are promoted and celebrated.

Educating for Generations

Building Brighter Futures

OUR AIMS

In developing highly motivated and positive lifelong learners we:

- Promote the Catholic ethos in all aspects of school life through faith, service, prayer and worship.
- Encourage the core Christian values of charity, honesty, respect, integrity, social justice, equality and fairness.
- Equip all children with the skills, knowledge and understanding to become lifelong learners who will contribute positively to society.
- Foster respect in themselves, others and the environment.

- Nurture an enjoyment, love and enthusiasm for learning.
- Provide a rich and varied school environment where learning is an enjoyable and active experience whilst also being educationally challenging for all.
- Promote and develop positive attitudes and dispositions to learning.
- Recognise, value and celebrate all achievements.
- Promote positive self-esteem & develop a sense of pride in themselves and their school.
- Model and foster positive relationships.
- Are committed to inclusion and respect differences.
- Adopt a positive approach to managing behaviour which promotes tolerance and understanding.
- Respect and value the contribution of everyone.
- Create an atmosphere where dreams and aspirations are achievable.

This statement and aims are central to the Pastoral Care and ethos of our school.

BASIC BELIEFS & PRINCIPLES RELATING TO BEHAVIOUR IN A CATHOLIC SCHOOL

- ✓ *Good relationships underpin good behaviour.*
- ✓ *Children are special.*
- ✓ *School staff are special.*
- ✓ *The personal qualities and values of staff are important.*
- ✓ *The home and society influence children's behaviour at school.*
- ✓ *The school cannot do it alone.*
- ✓ *Self-discipline creates the conditions for effective learning and help develop in children responsible attitudes and values for life.*

AIMS OF OUR POSITIVE BEHAVIOUR POLICY

This policy exists to provide a framework for supporting the aims of Chapel Road Primary School and ensuring the contentment and learning of every individual in our community. Through this whole-school Positive Behaviour policy, we are seeking 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, property and environment.*
- ✓ *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.*

KEY ASPECTS TO IMPROVING THE QUALITY OF PUPIL BEHAVIOUR

- ✓ A positive caring ethos.
- ✓ A consistent approach to positive behaviour management.
- ✓ Well established rules and routines.
- ✓ Strong school leadership.
- ✓ Effective planning and teaching approaches.
- ✓ A stimulating and differentiated curriculum.
- ✓ Positive relationships.
- ✓ Supportive parents/guardians.
- ✓ Effective classroom management.
- ✓ Rewards and sanctions/consequences.
- ✓ Behaviour strategies and the teaching of good behaviour.
- ✓ Staff development and support.
- ✓ Pupil support systems which promote self-esteem, self-respect, respect for others, self-discipline and responsibility.
- ✓ Communication-liaison with parents and other agencies.
- ✓ Managing pupil transition(s).
- ✓ Appropriate provision and facilities.
- ✓ Celebration of achievements.

POSITIVE BEHAVIOUR-WHAT IS IT?

The Principal and Staff firmly believe that effective teaching & learning cannot take place without an agreed and acceptable standard of positive behaviour.

Behaviour can be defined as... “the way in which one acts or conducts oneself, especially towards others”.

Therefore, in Chapel Road Primary School positive behaviour is defined as ‘acting positively towards self, others and property thus allowing the school staff and pupils to fulfil their potential in a safe and calm learning environment’.

We view inappropriate and unacceptable behaviour as the opposite of positive behaviour and therefore occurs when a person ‘acts negatively towards self, others and property thus stopping or hindering others from reaching their potential by creating a disruptive and challenging learning environment’.

It is in the interest of the whole school community to work together to develop, agree and implement a consistent and manageable approach to the promotion of positive behaviour in school. It is vital that the behaviour policy is clear, that it is well understood by staff, parents and pupils, and that it is consistently applied.

At Chapel Road Primary School, we believe it is vital that positive behaviour is rewarded through sets of rules, both in the classroom and around the school, and a reward system that is transparent to the pupils and applied consistently and fairly.

ROLES, RIGHTS AND RESPONSIBILITIES OF EVERYONE IN CHAPEL ROAD PS

It is important that everyone in the school community has a clear knowledge and understanding of their role, rights and responsibilities in relation to establishing and maintaining positive behaviour.

Pupils must be taught about the expectations for behaviour and be clear about the rules they are expected to follow. They should be involved in creating a class/school charter for expected behaviour. Any child experiencing difficulty in relation to their own or others behaviour should talk to a member of staff.

OUR PUPILS

PUPIL RIGHTS	PUPIL RESPONSIBILITIES
<ul style="list-style-type: none"> ✓ Be valued as a member of the school community ✓ Get help when he/she seeks it, whether, with class work, with bullying or other personal worries, and to have a sympathetic audience for his/her ideas and concerns ✓ Make mistakes and learn from them ✓ Be treated fairly, consistently & with respect ✓ Be consulted about matters that affect him/her, and have views listened to and, as far as is reasonable, acted upon ✓ Be taught in a 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 additional learning needs identified and met ✓ Develop & extend his/her interests, talents & abilities. 	<ul style="list-style-type: none"> ✓ Come to school on time, with homework done, and suitably equipped for lessons including PE and other extra-curricular activities ✓ 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 peers ✓ Work to the best of his/her ability ✓ Conform to the conventions of good behaviour and abide by school rules ✓ Seek help if he/she does not understand or are in difficulties ✓ Accept ownership for own behaviour and learning ✓ Develop the skill of working independently.

OUR STAFF

Teachers and support staff will work in partnership to consistently promote acceptable behaviour in a consistent and positive manner.

STAFF RIGHTS	STAFF RESPONSIBILITIES
<ul style="list-style-type: none"> ✓ Work in an environment where common courtesies and social conventions are respected ✓ Express their views and to contribute to school policies and procedures ✓ Access to opportunities for professional development ✓ Support and advice from senior colleagues and external bodies ✓ Access to adequate and appropriate accommodation and resources ✓ To be treated with care and dignity from all members of our school community 	<ul style="list-style-type: none"> ✓ 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 & acknowledge effort and achievement pursue opportunities for personal and professional development ✓ Report suspected cases of bullying to Designated Teacher for Child Protection or in their absence to Deputy Designated Teacher. The Principal must also be informed. ✓ Follow up any complaint by a parent about bullying & report back within one week on the action which has been taken. ✓ Must not use inappropriate and counter-productive sanctions such as sarcasm, mimicking the pupil, making unfavourable comparisons with siblings or criticising parents. They also include overreacting, making threats or backing the pupil into a corner, either verbally or physically. ✓ Must behave professionally at all times.

SUPPORT FOR STAFF

To implement the Positive Behaviour Policy staff will be supported by the following:

- suitable staff development in classroom management techniques.
- suitable training for non-teaching supervisory staff.
- effective links with home/outside support agencies and the support of parents.
- early identification of learning difficulties which may present as, or lead to, behaviour problems.

OUR PARENTS/GUARDIANS

Parents/guardians need to be involved, in partnership with the school, in securing and maintaining their children's good behaviour in school. They will not, of course, expect to be informed about every trivial misdemeanour.

PARENTS/GUARDIANS RIGHTS	PARENTS/GUARDIANS RESPONSIBILITIES
<ul style="list-style-type: none"> ✓ 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 & procedures ✓ Access to 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. 	<ul style="list-style-type: none"> ✓ Ensure that their child attends school regularly and arrives in good time, with homework done, and suitably equipped for lessons including PE and other extra-curricular activities ✓ 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. ✓ Report to the school office for all enquires during the school day (9.00am-3.00pm)

<p>ROLE OF THE BOARD OF GOVERNORS</p> <p>The Board of Governors will:</p> <ul style="list-style-type: none"> ✓ ensure that good behaviour & discipline policies are pursued at the school ✓ make & keep under review, a written statement of 'general 	<p>ROLE OF THE PRINCIPAL</p> <p>The Principal will:</p> <ul style="list-style-type: none"> ✓ determine the measures (which can include rules and the means of enforcing them) which the school will take to: <ul style="list-style-type: none"> • promote among the pupils' self-discipline and respect for authority
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<p>principles' about pupil behaviour & discipline, which the principal will have regard to in determining rules & behaviour policies</p> <p>✓ before making its statement of general principles, consult the principal and the parents, and consider any guidance from CCMS, DENI and EA</p> <p>✓ 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.</p>	<ul style="list-style-type: none"> • encourage good behaviour & respect for others • secure an acceptable standard of behaviour among the pupils <p>✓ in so doing, act in accordance with the Board of Governors' statement of general principles, and any other guidance given by them</p> <p>✓ lead and support staff in the implementation of the Positive Behaviour Policy.</p>
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PATTERNS OF BEHAVIOUR

The majority of schools will find that their pupils fall into three broad behaviour categories:

1. The majority of pupils who, in the main, behave responsibly and conform to the rules and values of the school (such behaviour should be routinely recognised and praised).
2. Some pupils who are occasionally disruptive, but respond positively to the planned responses of the staff.
3. A small number of pupils who have needs which require a range of interventions at Stage 3 of the Special Educational Needs Code of Practice, including perhaps:
 - additional resources within school;
 - support from external agencies to assist pupils with learning difficulties or who need more structured behaviour management;
 - a short-term placement in an external pupil referral unit or an in-school withdrawal/learning support unit.

In addition to the above, there may be a very small number of pupils for whom none of these interventions are effective. Such pupils may have Additional/Special Educational Needs, in terms of emotional and behavioural problems. These needs will be addressed in line with The SEN Code of Practice.

DESIRABLE AND UNDESIRABLE BEHAVIOUR

Desirable behaviour is expected and positive in nature. It is promoted, recognised and celebrated whereas undesirable behaviour is the opposite. Some examples of both types of behaviour are listed below, however these are not definitive.

DESIRABLE BEHAVIOUR IN PUPILS	UNDESIRABLE BEHAVIOUR IN PUPILS
<ul style="list-style-type: none">✓ Displaying a positive attitude.✓ Engaging positively in teaching & learning.✓ Showing respect for the views, ideas and property of others.✓ Recognising that all have a right to share in & contribute to the learning.✓ Co-operating with the teacher and 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.✓ Demonstrating enthusiasm and motivation.✓ Responding positively to opportunities to act independently of the teacher and to show initiative.	<ul style="list-style-type: none">✓ 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 learning.✓ Displaying a lack of interest in learning and preventing others from learning.✓ Causing any form of disruption to learning for self and others.✓ Being unable or unwilling to abide by the accepted conventions of courtesy and good manners.✓ Defacing or destroying own or other pupils' belongings or school property.✓ Directing abusive language at other pupils or staff members.✓ Acting aggressively and/or with violence towards other pupils or staff members.

PROMOTING POSITIVE BEHAVIOUR

At Chapel Road Primary School P.S the majority of the children are well behaved. There are, however, occasions when an individual child or groups of children exhibit behaviour which is unexpected, inappropriate and/ or undesirable.

We believe it makes sense to keep the number of school rules to a minimum, and the reason for them should be clear to all concerned. It is our view that rules should be capable of being enforced, and should be enforced fairly and consistently by everyone who acts in a supervisory capacity within the school: teaching staff & Non-Teaching staff. Our Rules are expressed in positive, rather than negative, terms.

Our whole school rules use language that is age appropriate and are child friendly.

In P1-P4 we follow the Golden Rules

- ✓ We are gentle.
- ✓ We are kind and helpful.
- ✓ We listen.
- ✓ We are honest.
- ✓ We work hard.
- ✓ We look after property.

In P5-P7 we follow the 5 Bs

- ✓ Be respectful.
- ✓ Be kind and gentle.
- ✓ Be safe.
- ✓ Be responsible and helpful.
- ✓ Be the best you can be.

These rules will be displayed throughout the school and reinforced by staff daily.

To promote Positive Behaviour, we use a range of strategies and approaches that encourages and reward acceptable behaviour. Sanctions and consequences are also in place to address undesirable behaviour.

Should a child present with regular episodes of inappropriate, disruptive or undesirable behaviour and where strategies have failed to modify behaviour then this behaviour will be investigated and explored further. (see section PATTERNS OF BEHAVIOUR)

REWARDS

In Chapel Road Primary School, a system of rewards and incentives, are applied with consistency by all staff. This helps to establish and maintain a climate in which pupils appreciate what constitutes desirable/acceptable behaviour and positive attitudes. The fact that behaviour and attitudes of this nature are regularly celebrated within the school reinforces this point.

We believe that all pupils have a need for positive affirmation and it is important that pupils realise that their good behaviour is noted and acknowledged. We also believe that instances or episodes of undesirable/unacceptable behaviour should be challenged and responded to by applying sanctions/consequences.

Most children respond to this positive approach where their efforts are seen to be valued, and make considerable efforts to improve their work, and, where necessary, their behaviour. By using a positive system of rewards, and reinforcing good behaviour we help children to feel good about themselves. They want to repeat the positive behaviour so as to experience praise and recognition again.

Each teacher will have their own system of class rewards which may include the following:

- ✓ Non-verbal rewards such as smiling, nodding, the thumbs-up sign or a handshake
- ✓ Verbal praise
- ✓ Verbal or written praise to parents about their child
- ✓ A simple word of thanks
- ✓ Sticker, badges or stamps
- ✓ Star of the Week
- ✓ Principal stickers/awards
- ✓ Certificates
- ✓ Written comments in books
- ✓ Sending the child to another teacher, Vice Principal or Principal for praise.
- ✓ Special responsibility jobs for pupils e.g. table captain

- ✓ Award of special privileges e.g. extra playtime
- ✓ Star Charts
- ✓ Individual or Group Prizes
- ✓ Positions of responsibility in the class/school
- ✓ Praise in assembly
- ✓ Additional play time
- ✓ Annual report home
- ✓ Golden time
- ✓ Display good work
- ✓ Photograph on the website
- ✓ Peer praise
- ✓ Homework pass.

MANAGING UNDESIRABLE/UNACCEPTABLE BEHAVIOUR (SEE ALSO APPENDIX 1)

Sometimes a small minority of pupils will resort to undesirable behaviour and need to be reminded where the boundaries for desirable behaviour lie.

Our Positive Behaviour Policy must state these boundaries firmly and clearly. The pupils will be aware of the expectations for behaviour and the sanctions/consequences of not following these rules. The pupils should be in no doubt as to why they are facing consequences and what would have constituted a more desirable 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 should also be encouraged to develop a more positive attitude and appreciate the benefits of doing so to others and also to themselves.

It is important to recognise that some misbehaviours are more serious than others. The frequency of occurrence also has a bearing on the sanctions imposed. All misbehaviours are disruptive in nature to both pupils and staff.

SANCTIONS/CONSEQUENCES

Sanctions/consequences are an integral part of a school's Positive Behaviour Policy. They help to uphold the rules and procedures, they provide pupils with the security of clearly-defined boundaries and, in doing so, they encourage appropriate and desirable behaviour. It is important to ensure that pupils are fully aware of the conditions which will lead, in all likelihood, to the imposition of sanctions/consequences. Some pupils need daily reminders or prompt cards to help them regulate their behaviour.

Sanctions/Consequences should:

- ✓ be fully understood by all staff (teaching and Non-Teaching), pupils and parents.
- ✓ be applied by the staff in a fair and consistent manner.
- ✓ be applied as soon after the offence as possible, not impulsively, but in a calm and measured manner.
- ✓ be proportionate to the offence.
- ✓ defuse, rather than escalate, the situation.
- ✓ focus on the misdemeanour, rather than the pupil.
- ✓ allow the pupil to apologise, and encourage a more positive attitude in future.
- ✓ take account of the age and degree of maturity of the pupil also any Additional/Special Educational Need he/she may have including any other relevant circumstances.

Sanctions should not:

- ✗ 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.

Normal sanctions/consequences include a verbal reprimand and reminder of expected behaviour, loss of free time such as playtimes, moving to sit alone, sending work home, writing letters of apology and loss of responsibility. (SEE APPENDIX 1 FOR EXAMPLES)

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 undesirable 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.

Parents will be involved at the earliest possible stage, if problems are persistent or recurring. Children may also be placed on a weekly report system to monitor their behaviour with parents' support.

Staff will always encourage children to take responsibility for their actions and draw the child's attention to the fact that undesirable behaviour usually has a negative consequence on another person, the class, the school environment or themselves. Where possible, staff will try to link the sanction/consequence to the behaviour.

Minor breaches of discipline generally dealt with by the class teacher in a caring, supportive and fair manner, with some flexibility regarding age of the child, as far as sanctions and consequences are concerned. Incidents will be recorded (at teacher's discretion) in the Class Incident File.

CHAPEL ROAD PRIMARY SCHOOL AGREED CONSEQUENCES

FOUNDATION STAGE CONSEQUENCES (P1 & P2)

The following steps will be taken when a pupil chooses not to follow the rules;

- ✓ First time a pupil breaks a rule...Positive Reminder about expected behaviour...follow up with proximal praise.... catch him/her following rule...praise efforts.... sticker at the end.*
- ✓ Second time a pupil breaks a rule...Verbal Warning ...'if you continue to ... you will have to...'* state what will happen if he/she continues with the behaviour.... observe.... praise efforts if behaviour is modified
- ✓ If pupils continue with unacceptable behaviour...Short time (3-4 minutes) on the 'THINKING CHAIR' to think about the behaviour-discussion with the staff member.... ask for an apology and back to work/play*

✓ Next step... Five minutes away from the group, shadow adult or miss playtime outside

✓ If behaviour persists..... Contact with parents/ guardian*

Severe Clause: Remove from class and send to Senior Teacher or Principal

In the FS some children may need visual cues and adult support to regulate their behaviour.

All physical behaviour towards self or others should be recorded and reported to the principal and parents on the same day.

Children may also be placed on a weekly report system to monitor their behaviour with parents' support.

In extreme cases, procedures for suspension, or expulsion following suspension will be implemented.

KEY STAGE 1 CONSEQUENCES (P3 & P4)

If I choose to break a rule the following steps will be taken;

First time a pupil breaks a rule... Reminder (attention drawn to rule)

Second time a pupil breaks a rule... Verbal Warning

Third time a pupil breaks a rule... Two-five minutes away from the group or task

Fourth time a pupil breaks a rule... shadow the adult or miss playtime to write a report on his/her behaviour

Fifth time a pupil breaks a rule... Contact with parents/guardian

Severe Clause: Remove from class and send to Senior Teacher or Principal

In the KS1 some children may need visual cues and adult support to regulate their behaviour.

All physical behaviour towards self or others should be recorded and reported to the principal and parents on the same day.

Children may also be placed on a weekly report system to monitor their behaviour with parents' support.

In extreme cases, procedures for suspension, or expulsion following suspension will be implemented.

KEY STAGE 2 CONSEQUENCES (P5, P6 & P7)

If I choose to break a rule the following steps will be taken;

First time a pupil breaks a rule... Reminder (attention drawn to rule)

Second time a pupil breaks a rule... Verbal Warning

Third time a pupil breaks a rule... Work away from the group or task

Fourth time a pupil breaks a rule... Minutes off break or lunchtime (reflection)-to write a report on his/her behaviour

Fifth time a pupil breaks a rule... Contact with parents/guardian

Severe Clause: Remove from class and send to Senior Teacher or Principal

All physical behaviour towards self or others should be recorded and reported to the principal and parents on the same day.

Children may also be placed on a weekly report system to monitor their behaviour with parents' support.

In extreme cases, procedures for suspension, or expulsion following suspension will be implemented.

SUPERVISION AT BREAK/LUNCH TIMES

- ✓ Staff on supervision will pay **close attention** to the children as they move around & play.
- ✓ Staff should agree areas of the playground they will supervise on a daily basis. Close supervision will help to spot incidents as they occur or prevent incidents including accidents. Should an incident or accident take place these will be recorded.
- ✓ Staff will be aware of pupils who need additional supervision and be particularly alert to the behaviour of these pupils.
- ✓ Staff on supervision duty will follow all procedures in this policy to promote positive behaviour and maintain good order at all times.
- ✓ Classroom Assistants have individual record books to record incidents-teaching staff are informed and the record is signed.
- ✓ Classroom Assistants will inform the staff, of any children who continually misbehave.
- ✓ If a pupil is habitually misbehaving, despite repeated and ongoing attempts to modify the behaviour, then the child will be referred to the VP/principal.
- ✓ The VP/principal will adopt sanctions/consequences in accordance with this policy.
- ✓ Parents will be informed if there is no improvement in behaviour and the child will be excluded firstly from the playground/activity and then reintegrated using a phased timetable.
- ✓ Should the behaviour return then the child will be excluded from the playground for morning break and the premises at lunchtime for a fixed time.
- ✓ Pupils will NOT be 'stood out' whilst in the playground however, a short period of reflection on the bench or talking to the adult may help to modify behaviour.
- ✓ Staff on supervision will use the agreed script to investigate any incidents that are brought to their attention.
- ✓ Staff must bring pupils to the VP/Principal immediately if pupils become aggressive and/or argumentative and are not willing to listen. When doing so staff should not enter into any more conversation with the pupil/pupils. It is hoped that this 'cooling off' period will be helpful in resolving the issue.
- ✓ Staff will also bring positive behaviour to the attention of the teaching staff and Principal so that this can be recognised and celebrated.
- ✓ Playtimes should be a time of relaxation and fun for everyone.

POSITIVE BEHAVIOUR MANAGEMENT

We believe that the consistent implementation of a Positive Behaviour Policy by all staff can have a significant and sustained effect on the promotion of good relationships and positive attitudes and the prevention of undesirable behaviour. However, we recognise that even with the greatest commitment to promoting positive attitudes and the most effective teachers, instances of difficult and disruptive behaviour will arise from time to time.

We use the following range of strategies to manage behaviour on a daily basis:

- ✓ **Positive Feedback**- Acknowledge/Approve/Affirm: Acknowledging (notice and describe the behaviour), approve it (say why it is good) and affirm (apply a positive label to the pupil) e.g. "Thank you for tidying up so quickly- you are a great helper!"
- ✓ **Positive Correction**- tell the pupils what you want them to do i.e. not what you don't want them to do e.g. "Please walk" instead of "stop running." Avoid saying, "don't" or "stop".
- ✓ **Positive Repetition**- when you give a direction, ask someone who knows what to do to repeat it rather than focusing on the one who doesn't- praise the children who carry out the instruction.
- ✓ **Non-Verbal Cues**- hands up, thumbs up, smiling, nodding, the "look".
- ✓ **Give Take-Up Time**- give a clear specific direction in a non-confrontational way, move away from the pupil with a clear expectation that the pupil will comply.
- ✓ **Re-direction**- repeat direction without being side-tracked. Use thanks and take-up time, do not stand over pupils in a confrontational way.
- ✓ **Tactically Ignore**- ignore any secondary behaviour if the pupil is compliant with the primary behaviour request e.g. if the pupil begins the task (primary behaviour) when asked, ignore any annoying secondary behaviours such as huffing and muttering.
- ✓ **Proximal Praise**-notice the expected behaviour in another child/children and point it out- praise the other children/children for following the instruction/rule
- ✓ **'Catch him/her Being Good'**-make a special effort to look for any signs of positive behaviour and praise-over the top praising for following the rules
- ✓ **Physical Proximity**- move closer to a disruptive pupil-talk quietly, calmly
- ✓ **Distraction/ Diversion**- give an alternative task or activity to a disruptive pupil without highlighting the inappropriate behaviour.
- ✓ **Clear Expectations**- e.g. "When we go back in to the classroom after break, I will give a point to those who go straight back to their task."
- ✓ **Where?/What?**- "Where should you be?" (In my seat) What should you be doing? (My work).
- ✓ **Choices**- "Put your (e.g. toy) on my desk or in your bag- which are you going to do?"
- ✓ **Broken Record**- Calmly repeat the request or rule or consequence; avoid being drawn into an argument, stay neutral.
- ✓ **Private Reprimand**- a quiet word rather than a public confrontation.

- ✓ **Repair & Rebuild**- as soon as possible after a reprimand, find an opportunity to say something positive about the pupil, “**Catch them being good**”.

PROCEDURES FOR DEALING WITH SERIOUS BREACHES OF THE POSITIVE BEHAVIOUR POLICY

Major breaches of the Positive Behaviour Policy will include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and disruptive behaviour in class (see Level 3 Serious Disruption in Appendix 1).

This type of behaviour is generally rare and it is the responsibility of the Principal or the Vice-Principal to address it and deal with it severely, particularly if the problem keeps recurring. The standard procedure for this sort of problem follows a set pattern. Failure to improve leads automatically to the next stage with each stage recorded.

- ✓ A verbal warning by the Principal or Vice Principal
- ✓ Withdrawal from the classroom for suitable period
- ✓ Placed on a Behaviour Report Card
- ✓ A letter to parents informing them of the problem
- ✓ A meeting with parents, and either a warning given about the next stage unless there is an improvement in the child’s behaviour
- ✓ If the problem is severe or recurring, then suspension of the pupil
- ✓ Exclusion procedures are implemented after consultation with the Board of Governors.

SUSPENSION/EXPULSION OF PUPILS

The school reserves the right to Suspend or Expel a pupil following consultation with the BOG and using guidance set out by CCMS/DENI.

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

BEHAVIOUR RECORDS

- ✓ Staff will record incidents of behavioural concerns using agreed format.

Class Incident Record (EXAMPLE)

Pupil	Class	Date	Incident	Level	Action taken	Principal informed?
			Eg disruptive in class constant rattling and fidgeting/ignored request to stop	1	Verbal reminder	no

- ✓ The principal/VP will record incidents that are brought to her attention.
- ✓ Any follow-up action will be noted and addressed/reviewed.
- ✓ Suspension and Exclusion must always be recorded.

PROCEDURE FOR REPORTING CONCERNS ABOUT BEHAVIOUR

1. I HAVE A CONCERN ABOUT THE BEHAVIOUR OF A CHILD OR THE BEHAVIOUR MANAGEMENT OF A CHILD IN SCHOOL.
2. I CAN TALK TO THE CLASS TEACHER.
3. IF I AM STILL CONCERNED I CAN TALK TO THE VP.
4. IF I AM STILL CONCERNED I CAN TALK TO THE PRINCIPAL.
5. IF I AM STILL CONCERNED I CAN WRITE TO THE BOARD OF GOVERNORS.

INCIDENT/ACCIDENT RECORD

This is used to record:

- ✓ Any incidents/accidents involving a child, or anyone employed in school which results in personal injury or damage to property.
- ✓ Loss, theft, or damage to property.
- ✓ Any other incidents or matters of a serious nature.

These incidents are ones which may give rise to disciplinary or legal action. Incident/Accident forms are used to record all details.

STRATEGIES STAFF WILL USE FOR DEALING WITH DIFFICULT SITUATIONS/INCIDENTS

In dealing with difficult situations adults need to make professional judgements based on their experiences and the knowledge of the individual pupil.

Listed below are some points to remember and some strategies which may be useful in managing difficult situations.

- ✓ Stay calm and use a quiet voice.
- ✓ De-escalate the situation—remove the audience or direct the pupil away from the group for a short period to give a “cooling off” time and a time for reflection.
- ✓ Focus on the behaviour not the child—use neutral language and keep it to a minimum
- ✓ Avoid invading personal space unless necessary to keep child safe
- ✓ Avoid prolonged eye contact.
- ✓ State expectations clearly.
- ✓ Remind pupil of the consequences.
- ✓ Reinforce the desirable behaviour.
- ✓ State what will happen next.
- ✓ Record appropriately.

INTERVENTION (see also Policy for Use of Reasonable Force/Safe Handling)

Chapel Road Primary School actively promotes the use of positive behaviour management strategies, thus reducing the need for any form of physical intervention. However, emergency situations may arise when this is unavoidable and necessary. Such situations may be:

- ✓ When the health, safety and well-being of an individual, or group is endangered by the action of another person or persons.
- ✓ Where an individual is endangering his or herself.
- ✓ Where there is a developing risk of injury or significant risk to property.

The Education (NI) Order 1998 (part II Article 4 (1)) states;

“A member of the staff of a grant aided school may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely:

- ✓ Committing any offence.
- ✓ Causing and injury to, or damage to the property of, any person (including the person himself); or
- ✓ Engaging in any behavioural prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether the behaviour occurs during a teaching session or otherwise.”

Based on this legal framework the working definition of “reasonable force” is the minimum force necessary to prevent a pupil from physically harming himself/herself or others or seriously damaging property, but used in a manner which attempts to preserve the dignity of all concerned.

Under Duty of Care, staff may use a physical intervention and when they do so, they should be clear that the action was;

- ✓ In the child’s best interest.
- ✓ Necessary.
- ✓ Reasonable and proportionate.
- ✓ Last resort (where possible).

In the event of contact, as a last resort, becoming necessary, the procedure and guidance, as outlined in the Department of Education Circular ‘The Regional Policy Framework on Reasonable Force / Safe Handling’ (May 2004) will be followed. Guidance issued in D.E.N.I. Circular 1999/9 – Use of Reasonable Force to Restrain or Control Pupils will also be adhered to.

The child will be removed from the situation as soon as possible and taken to a member of the Senior Leadership Team who will take immediate action to involve parents.

An incident form will be filled in and the situation discussed with the Principal or Vice Principal. The Principal or Vice Principal will work with the member of staff and parents to devise a Behaviour Plan to meet that child’s needs. This may include the involvement of other agencies – Social Services, Educational Psychology Service etc

EDUCATIONAL TRIPS/VISITS- (see EDUCATIONAL TRIPS/VISITS Policy)

The same rules regarding behaviour are in place for pupils when off site on trips/other event. Other additional rules specific to the type of trip may also be set out by the principal and staff. A Risk Assessment is completed for all trips and for children who require individual risk assessments.

BULLYING- (see Anti-Bullying Policy)

At Chapel Road Primary School, we take our responsibility to create a secure and caring environment for everyone present, very seriously.

Under no circumstances will bullying be tolerated.

Our Anti-Bullying Policy is adhered to at all times.

LINKS WITH OTHER POLICIES

This Policy is integral to all school policies. It has key links with policies such as:

- ✓ Pastoral Care
- ✓ Special Educational Needs
- ✓ Child Protection
- ✓ Anti-Bullying
- ✓ Attendance
- ✓ Drugs Policy
- ✓ Health & Safety
- ✓ Personal Development and Mutual Understanding Policy
- ✓ Relationships and Sexuality Education
- ✓ Health and Safety Policy (including First Aid)
- ✓ Fire Safety Procedures
- ✓ Attendance
- ✓ E-safety
- ✓ Use of Reasonable Force/Safe Handling
- ✓ Educational Trips/Visits

LINK TO SPECIAL EDUCATIONAL NEEDS CODE OF PRACTICE

Social Emotional and Behavioural Difficulties (SEBD) is one of the categories of Special Educational Needs in the 1998-2005 Code of Practice. A pupil may be placed on the SEN Code of Practice for SEBD when a class teacher recognises a behavioural difficulty and where normal classroom management strategies have not been effective.

It is our intention to assist in pupils who may experience emotional or behavioural difficulties in our school.

Within our Special Educational Needs policy all teachers are aware of the role they play in assessing, targeting and drawing up an individual plan (IEP) for a pupil, depending on what stage of the Code of Practice the pupil is at.

When it becomes evident that further help will be required, the Special Educational Needs CO-ordinator (SENCO) will make a Stage 3 referral to the local Educational Psychology Office requesting outside support.

PARENTAL LINKS

The support and co-operation of parents are very important elements in achieving the aims of our Positive Behaviour Policy. Parents need to be aware of how important the school views their role and responsibility in helping to achieve these aims.

Opportunities to build parental involvement will take many forms, e.g. through the promotion of our rewards system, questionnaires, Individual Education Plans, reports, informal notes in books, school trips and face-to-face meetings at formal parent's meetings. Close communication between school and home should ensure that the needs of the child are paramount and are addressed quickly and efficiently.

OUTSIDE AGENCY LINKS

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 e.g. the Educational Psychologist, the Behaviour Support Team, the Education and Welfare Officer, Social Services, the Inclusion and Diversity Team.

MONITORING AND EVALUATION

Monitoring the effectiveness of the Positive Behaviour Policy is the responsibility of the Pastoral Care Co-ordinator in conjunction with the Principal.

POLICY REVIEW

This policy will be reviewed biannually or earlier if considered necessary to meet changes in school circumstances and/or CCMS/EA/DENI guidelines and/or new legislation.

This Positive Behaviour Policy will be reviewed in consultation with all key stakeholders. It will also be available from the school office and on the school web-site

www.chapelroadps.co.uk

APPENDIX 1

Level of disruption	Examples of UNDESIRABLE BEHAVIOUR (may include the following-however this is not definite):	Sanctions/Consequences
<p><u>Level 1</u> <u>MILDY</u> <u>DISRUPTIVE</u> Misbehaviour that can be effectively managed within the classroom environment by the teacher</p>	<p>Arguing Boisterous behaviour Talking at inappropriate times/interrupting Distracting peers Disobeying instructions Shouting out/leaving seat-not on task Incidents of taking property off others Not being honest Telling tales inappropriately Undesirable language (one off) Making unkind remarks Running in corridors Disrupting whole school sessions such as assemblies-distracting others Throwing objects such as pencils/rubbers Writing on school books/property Answering back to adults Dropping litter</p>	<p>Reminder of desirable behaviour Proximal praise Verbal warning Move pupil to another class/supervised area for an agreed time Informal chat with parents Withdrawal of privileges/responsibilities Discussion with principal and pupil including a member of Senior Leadership Team Circle time Break/lunch time reflection time Apology either verbally or written Pupil records written report on his/her misbehaviour Completion of work at home Miss some or all of 'Golden Time'</p>
<p><u>Level 2</u> <u>MODERATELY</u> <u>DISRUPTIVE</u> More serious misbehaviour or persistence of Level 1 that is not so easily managed within a classroom environment. Class teacher</p>	<p>Persistence of Level 1 type behaviours Threatening/Aggressive behaviour-persistent/serious such as biting/kicking/hitting/nipping Refusal to work/general defiance Disrespecting adults Showing no effort towards class work Stealing Consistent non-completion of homework including reading and spellings Refusal to engage with an adult</p>	<p>Period of reflection/time out in another classroom/supervised area Pupil record events in relation to behaviour/choices made Discussion between class teacher and pupil Report to principal Formal appointment between parents and teacher (principal informed prior to appointment) Discussion with Special Needs Co-ordinator</p>

<p>may involve the parents, either formally or informally. Notification of other staff may take place. Referral to the Principal may also take place if appropriate.</p>	<p>Undesirable language/rude noises/gestures Persistent name calling Damaging property</p>	<p>Records kept of all incidents – signed and dated Withdrawal of privileges Home/school contract Break/lunch time reflection time Daily observations of behaviour by teachers and support staff in class and playground Restoration of privileges as deemed appropriate Replacement of damaged/stolen/lost property Withdrawal from extra-curricular activities/school teams/residential (Risk Assessment) Behaviour Modification Programme specific to child</p>
<p><u>Level 3</u> <u>SERIOUSLY</u> <u>DISRUPTIVE</u> Very serious misbehaviour or persistence of L2 behaviour. This will result in the formal involvement of the Principal along with parental involvement. Additionally, involvement of outside agencies may be sought.</p>	<p>Persistence of level 2 type behaviours Physical assault – staff/peers Vandalism – wilful damage – school/property/graffiti Verbal abuse to staff/peers Use of or in possession of drugs/solvents Violent outbursts Stealing – intent and persistent Continuous disruption during teaching & learning time Persistent disruption at break times Abusive/threatening behaviour Subtle/overt bullying Leaving school premises without permission Dangerous refusal to obey instructions</p>	<p>Principal informed immediately Formal discussion with principal and pupil including a member of Senior Leadership Team (SLT) Formal appointment with Principal & parents including a member of SLT Possible referral to Behaviour Support Agency Behaviour contract between child, home and school drawn up Involvement of other agencies to address issues/concerns Counselling Suspension Expulsion</p>

