



Positive Behaviour Policy

Saint Joseph's Primary School



Date: __October 2021__

Chair of Governors: _____

Review: _____

Contents

Mission Statement:	4
ETHOS.....	4
Guiding Principles of the Policy.....	4
Aims of our Positive Behaviour Policy:	7
Encouraging Positive Behaviour:.....	7
Code of Conduct.....	9
The Rights and Responsibilities of Everyone in Saint Joseph's Primary School.....	10
Our Staff.....	11
Our Parents/Carers/Guardians	12
Board of Governors.....	13
Rewards.....	14
Class Plan for Learning in Foundation and Key Stage 1	15
Class Plan for Learning in Key Stage 2.....	16
Levels of Unacceptable Behaviour and Relevant Sanctions	17
Care & Control of Children	20
Order of Procedures to Deal with Misconduct	20
Minor and Major Breaches of Discipline.....	21
Intervention	21
Suspension	22
Expulsion	22
Incident Forms	22
Lunchtime Supervision.....	23
Role of Parents/Guardians.....	23
Appendix 1 Resources.....	25
Appendix 2- Positive Behaviour Pupil Consultation.....	26
Appendix 3 Results of pupil survey	28
Positive Behaviour Pupil Consultation Results from 6 th October 2021	28

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

Current Legislation

- Health and Safety at work (NI) Order (1978)
- Children (NI) Order (1995)
- The Education (NI) Order (1998) - Articles 3 and 4
- Human rights Act (1998) - NI 2000
- Education (NI) Order (2003) The Education (2006 order) (Commencement No. 2) Order (Northern Ireland) 2007
- The Education (School Development Plans) Regulations (NI) 2010
- Addressing Bullying in Schools Act (NI) 2016
- Welfare and Protection of Pupil's Education and Libraries (NI) Order 2003
- Special Educational Needs and Disability (NI) Order (2005) and Act NI 2016 SENDO

DE Guidance

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

ETI

- Inspection and Self-Evaluation Framework 2017

Consultation

- This policy will be reviewed every four years or before in line with DE/EA/CCMS advice and guidance. When reviewing or editing this policy the Principal will consult with the pupils, their parents, Governors and staff both teaching and non-teaching. Consultation may be through questionnaires, online surveys, focus groups or any other appropriate method. Results of this consultation will be used to inform and guide amendments to the policy and procedures, identify CDP requirements, inform SDP and monitor and evaluate policy efficacy.

Mission Statement:

ETHOS

A statement and evaluation of the ethos of St Joseph's Primary School.

'A small school with a big heart'

'We want our school to be a place for everyone. To do some work and have some fun! Where people feel like they belong. We ask God's Holy Spirit to be active here. To make an atmosphere of joy, peace and love.'

We at St. Joseph's Primary School aim to provide a happy and caring atmosphere for the child, where they feel secure and able to fulfil their potential. We will acknowledge and celebrate their achievements and individual strengths and differences and aim to promote their self-esteem and confidence at all times.

Our purpose is to provide a solid foundation to help them to progress to adulthood through:

- Encouraging each child to be confident, independent and responsible learners through a curriculum which suits the needs of each individual.
- Promoting the development of lively and enquiring minds to acquire skills towards self learning.
- Developing respect for others in terms of religion, race and personal circumstances and
- Encouraging the children to become active and interested members of the wider community.

At Saint Joseph's Primary School we adopt a positive approach to behaviour. Every effort is made to encourage the children to see the importance of good behaviour and manners, respect and consideration of others in creating a happy, safe and secure learning environment for all.

Our positive behaviour policy is based on establishing good relationships between staff, staff and pupils and between the pupils themselves. Relationships between home and school play an essential part in the success of our behaviour policy, as parental awareness and support of the behaviour policy is vital in shaping their child's behaviour at school. Our policy incorporates:-

- Ethos and values
- Relationships and attitudes
- Policies, procedures and practices
- Internal and external support structures

Guiding Principles of the Policy

- To develop a whole school positive-behaviour approach based on a sense of community and shared values, supported and followed by the whole school community including pupils, parents, teachers, classroom assistants, ancillary staff and governors.
- To apply positive-behaviour approaches to create a caring, family atmosphere in which teaching and learning, fun and play can take place in a safe, happy & secure environment

- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. Through our teaching and the pupil's learning we aim to grow in a spirit of consideration and responsibility for themselves, their school community and environment i.e. promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property.
- To raise self-esteem and encourage good behaviour rather than to simply apply consequences for bad behaviour by providing a range of class and whole school rewards for children of all ages and abilities.
- To involve pupils in the formulation of the class and school rules, rewards and consequences and to make clear to children the distinction between minor and more serious misbehaviour and the range of consequences that will be used when infringements to the rules have occurred.
- To develop responsible attitudes and values for life as adults of the future
- To involve parents as partners in the promotion of our Positive-Behaviour approach.
- To treat problems when they occur in a caring, consistent and sympathetic manner so as to achieve an improvement in inappropriate behaviour as and when necessary.

Our positive approach to behaviour is achieved by creating a teaching and learning environment where:-

- teaching is effective and well prepared, expectations of pupils are appropriately high and the curriculum appropriately challenging
- good relationships exist between staff and pupils and pupils themselves
- work is differentiated according to pupil needs
- all work is carefully and constructively marked and pupils' work is displayed in order to celebrate success
- the student voice is heard and valued through pupil questionnaires and the student council who liaise with the senior management on general school issues
- pupil achievements in all areas of school life are recognised/praised and success rewarded
- there are effective and open lines of communication between home and school in order to work together in the best interests of the child.

We, the governors and staff of Saint Joseph's Primary School, believe that the school is a vital part of our community.

We are committed to:

- Child Centred Education.

- Working closely with parents in the education of their children.
- High academic standards.
- Developing positive and effective pastoral care systems in our school.

The staff and governors of Saint Joseph's Primary School believe:

- Positive Behaviour is essential for effective Teaching and Learning
- Pupils and staff have the right to learn and teach in an environment which is safe, friendly, peaceful and fair
- Our school community has defined a very clear set of non-negotiable standards of personal behaviour, which are based on respect for each individual in our community and their individual needs
- Our school community places self-discipline and a real sense of justice at the core in our determination to provide opportunities where each individual can flourish and develop in safety
- Positive Behaviour must be carefully developed and supported
- Appropriate high self-esteem promotes good behaviour, effective learning and positive relationships
- Promoting positive behaviour arises from emphasising children's potential, rewarding success and giving praise for effort and achievement
- We recognise 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
- It is the responsibility of parents, carers and all adults who care for the children, work with the school in helping to foster positive attitudes and behaviour

We believe that good behaviour means that everyone in school is:

- Careful and kind
- Polite and friendly
- Helpful to each other
- Quiet and hardworking
- Respectful and Tolerant

In Saint Joseph's Primary School we all follow The Golden Rules:

We work hard
We are honest
We listen
We are gentle
We are kind
We look after property

Aims of our Positive Behaviour Policy:

This policy exists to provide a framework for supporting the aims of Saint Joseph's Primary School and ensuring the happiness and learning of every individual in our community. This policy will do this through:

- Encouraging a calm, purposeful and happy atmosphere within school
- Helping our children develop into caring and thoughtful individuals who respect and value the feelings, beliefs, property and differences of others
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour
- A consistent approach to behaviour throughout the school with parental co-operation and involvement
- Helping our children develop appropriate self-esteem
- Encouraging our pupils to co-operate with one another and with the adults in school
- Help create a positive, stimulating learning environment where positive attitudes and behaviour are encouraged and rewarded
- Help to encourage our children to develop socially, academically, orally and spiritually in preparation for a positive role in society
- Ensure that everyone is clear about their role when managing a child's behaviour
- Make all children aware of unacceptable behaviour
- Allow all children equal opportunities to learn
- Allow all adults in school equal opportunities to fulfil their role
- Reward and encourage positive behaviour
- Use sanctions where appropriate in accordance with this policy to develop the skills necessary to resolve conflict and differences of opinion with sensitivity

Encouraging Positive Behaviour:

We support positive behaviour and positive environment through:

- A consistent approach by the whole school community
- Monitoring pupil attendance and taking action when required
- Whole school planning for PDMU
- Developing the voice of our children through our Student Council and ECO Council
- Appreciating and following the agreed **Code of Conduct**
- Encouraging our children to see themselves as part of a whole school community and recognising their responsibility within this
- Developing the children's skills of co-operation and discussion
- Encouraging everyone to take pride in the school environment

- Having a positive and consistent approach to playtimes and lunchtimes involving our Playground Buddies and Anti-Bullying Ambassadors.
- Creating a stimulating classroom environment
- Providing clear and positive learning experiences fairly and consistently
- Offering a broad and balanced curriculum that is well planned, prepared and stimulating
- Ensuring that all curriculum issues, methods of teaching and learning, content and differentiation are self-evaluated and planned for
- Rewarding children both in the classroom and around the school
- Having a transparent reward system for the children that is seen and applied fairly and consistently

Examples of current 'Good Practice' to support this policy (Including the Anti-Bullying Policy)

Some are age specific/only used by some year groups and are open to variations

- Staff professional development/training opportunities linked to Pastoral Care/SEBD/SEN/Health and Well Being etc. are planned for as part of the School Development Plan/ Staff Development Plan
- There is consultation with staff, pupils, parents and Governors to review practices and ensure coherence and consistency in practice across the school.
- PDMU (incorporating personal safety, developing self-esteem, values education, positive strategies for cooperation, community awareness etc.) is an integral Area of Study within the curriculum and is planned and systematically delivered to all pupils P1-P7
- Special assemblies/visits by speakers, charities and community groups promoting well-being, safety and resilience.
- Anti- Bullying Week activities across all Key Stages (November)
- Health Promotion Initiatives (Health Action Award, Health Week etc. Neuronimo Programme)
- PSNI workshops e.g. Cyber bullying, accident prevention, and anti-bullying strategies.
- Circle Time (developing the language of Feelings / Emotional Intelligence, Talking and Listening and Cooperation)
- Golden Time- (P4-P7 on Friday afternoon earned by adhering to School Code/ Class Rules)
- Pupil of the Week - related to whole school or classroom focus
- Study Buddies
- Pupil of the Month Certificate of Achievement - presented by Principal
- Reward Charts
- Lucky Dip/ prizes
- Reward Certificates/ Stickers / stars
- Lunchtime Awards
- Playground Buddies
- High level of supervisory staff present in playgrounds
- School Council
- Eco Council
- Close working relationships with SENCOs (Special Educational Needs Co-Ordinator) and regular review of IEPS (Individual Education Plan), SEBD (Social, Emotional, Behavioural Difficulties) issues addressed via this route and in direct liaison with Principal
- Involvement with external support agencies where deemed necessary through the appropriate channels. (SENCOs /Principal)

Code of Conduct

For a safe and happy school we are expected to.....



- Arrive at school on time
- Wear our school uniform
- Show respect to everyone in school
- Be truthful, well-mannered and kind
- Take pride in our school building
- Look after our books
- Walk sensibly and quietly in the corridors
- Keep our school litter free
- Set a good example to others
- Exercise self-control
- Line up quickly and quietly when the bell rings
- Remember we are representing our school when we are out in the community

Our Code of Conduct was drawn up in consultation with our Student Council.

It is displayed prominently around school and is articulated in a more suitable language in Foundation Stage.

The Rights and Responsibilities of Everyone in Saint Joseph's Primary School

Our Pupils

Pupil Rights	Pupil Responsibilities
<ul style="list-style-type: none"> • Be valued as members of the school community • Get help when they seek it, whether with their work or with bullying or other personal worries, and to have a sympathetic audience for their ideas and concerns • Make mistakes and learn from them • Be treated fairly, consistently and with respect • Be consulted about matters that affect them, and have their views listened to and, as far as reasonable, acted upon • Be taught in a pleasant, well-managed and safe-environment • Work and play with clearly defined and fairly administered codes of conduct • Experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met • Develop and extend their interest, talents and abilities 	<ul style="list-style-type: none"> • Come to school on time, with homework done and suitably equipped for the lessons in the day ahead • Respect the views, rights and property of others, and behave safely in and out of class • Co-operate in class with the teacher, any other adult and with their peers • Work as hard as they can in class • Abide by the school rules - Code of Conduct • Seek help if they do not understand or are in difficulties • Accept ownership for their own behaviour and learning, and to develop the skill of working independently

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 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 • To be treated with care and dignity from all members of the 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 for 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 parents any concerns they have about their child's development or progress • Expect high standards and acknowledge effort and achievement; pursue opportunities for personal and professional development • Report suspected cases of bullying or abuse to The Designated Teacher for Child Protection or in MrsCochrane's absence, Mrs Turley

	<ul style="list-style-type: none"> Follow up any complaint by a parent about bullying behaviours, and report back within one week on the action which has been taken, The Principal must be informed of any complaint
--	--

*Staff includes teachers, classroom assistants, office staff and ancillary personnel working in the school, both permanent and temporary.

Our Parents/Carers/Guardians

Parents' Rights	Parents' Responsibilities
<ul style="list-style-type: none"> A safe, well-managed and stimulating environment for their children Reasonable access to the school Have their concerns and enquiries dealt with efficiently and sympathetically Be informed promptly if their child is ill or has had an accident Be informed promptly if the school has a concern about their child Be well informed about their child's progress and prospects Be well informed about school rules and procedures A broad, balanced and appropriate curriculum for their child Be involved in key decisions about their child's education 	<ul style="list-style-type: none"> Ensure that their child attends school regularly and arrives on time Ensures homework is done Ensures children are suitably equipped for the lessons in the day ahead Be aware of our 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 our school Attend planned meetings with teachers and support school functions Provide the school with all the necessary background information about their child

<ul style="list-style-type: none"> • A suitably resourced school with adequate and well-maintained accommodation 	<ul style="list-style-type: none"> • Informing the school promptly about any concerns they have about school, or any • Significant change in their child's medical needs or home circumstances
---	--

Board of Governors

Rights of our Governors	Responsibilities of our Governors
<ul style="list-style-type: none"> • To be kept informed about all matters pertaining to the running of the school • To be consulted about all aspects of school life • To make decisions in good faith about the running of the school • To be kept in touch with opinions, concerns and expectations of parents, staff and children 	<ul style="list-style-type: none"> • To attend regular meetings • To make decisions about: <ul style="list-style-type: none"> - Financial management of the school - Pupil discipline - Implementation of the curriculum - Staff appointments - Community links - Grievance and disciplinary procedures • To ensure that good behaviour and discipline policies are pursued by the school • Make and keep under review a written statement of general principles about pupil behaviour and discipline, • Consult with the principal and parents before making its statement of general principles; • Consider guidance from DE, EA and CCMS • Decide and set out what aspects of discipline/behaviour should be a matter for the principal • Safeguard and promote the welfare of all pupils • Require the prevention of Bullying is specifically addressed • Ensure the school has a scheme for the suspension and expulsion of pupils in accordance to legal requirements • To work in partnership with The Principal and staff to ensure that the children receive a broad and balanced curriculum • To ensure that the school grounds and buildings provide a safe and secure environment for pupils and staff

Rewards

We at Saint Joseph's Primary School not only promote and teach positive behaviour and attitudes with our children; we also greatly value and reward them. The emphasis of this policy is on the positive and consistent reward of positive behaviour and attitudes.

We believe our children learn best when they are happy at school

Each teacher has their own system of class rewards such as:

- Stickers, stars, badges and stamps
- Pupil of the Week
- Compliment List (one pupil per week)
- A written comment on pupil's work, or in a more detailed way picking out specific points or ideas that merit commendation
- Verbal signals
- Written notes to parents
- Sending the child to another teacher or The Principal for praise
- Special responsibility for jobs
- Individual or table prizes
- Star charts
- Reward charts
- House Points/Golden time
- A quiet word, encouraging smile or approving look
- A public word of praise in front of a group, a class or the whole school
- Use of school reports to comment favourably, not only on good work and academic achievement, but on behaviour, on involvement and on general attitudes
- Notes home
- Monthly Principal Awards
- Wonderful Work Walls in the classrooms
- Team/ individual points
- Team/ individual awards- homework passes, etc
- End of school year awards
- Private praise

Every child in the school is given 30-45 minutes of Golden Time on a Monday morning – this will be used on a Friday afternoon.

Playground Buddies – in recognition of their senior position in school and to help foster self-discipline and a sense of responsibility, Year 6 and 7 pupils are encouraged to be Playground Buddies in the Year 1 – 3 play ground.

Monthly Certificates – children are nominated by their class teacher or classroom assistant to receive a monthly Principal's Certificate.

Hot Chocolate Thursday – The principal will have a hot chocolate and cookies with those children who are awarded the monthly certificates, who deserve a treat for achieving something great or just for being themselves

Class Plan for Learning in Foundation and Key Stage 1



We believe that good behaviour is about making the right choices!

Our Classroom Rules

1. We follow instructions carefully
2. We keep our hands and feet to ourselves
3. We only use nice words
4. We follow the signal for attention
5. We listen to the person who is talking

Positive Recognition/ Rewards

When we choose to keep to these rules we may receive the following rewards:

- | | |
|--------------------|--|
| 1. Praise | 5. Individual/personal Stars |
| 2. Stickers | 6. Praise from each class/principal |
| 3. Certificates | 7. A note home |
| 4. Table Stars | 8. Special Activity |
| 9. Homework Pass * | 10. Time on Computer* * As suggested by pupils |

Consequences

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...	Amber Traffic Lights
Fourth time a pupil breaks a rule...	Red Traffic Lights - lose 5 minutes Golden Time
Repeated breaking of rules...	Visit Mrs Porter on a Thursday and parents may be contacted

Class Plan for Learning in Key Stage 2



We believe that good behaviour is about making the right choices!

Our Classroom Rules

1. We follow instructions carefully and listen to the person who is meant to be speaking
2. We keep our hands, feet and impolite words to ourselves
3. We will respect all adults and pupils in school
4. We will follow the signal for attention
5. We will be positive and concentrate on our work

Positive Recognition/ Rewards

When we choose to keep to these rules we may receive the following rewards:

- | | |
|--------------------|--|
| 1. Praise | 6. Individual/personal Stars/Treat |
| 2. Stickers | 7. Praise from each class/principal |
| 3. Certificates | 8. A note home |
| 4. Table Stars | 9. Special Activity |
| 5. Homework Pass * | 10. Time on Computer* * As suggested by pupils |

Consequences

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...	Amber Traffic Lights
Fourth time a pupil breaks a rule...	Red Traffic Lights - lose 10 minutes Golden Time
Repeated breaking of rules...	Visit Mrs Porter on a Friday and parents may be contacted

***Severe behaviour will be immediately referred to Mrs Porter**

Levels of Unacceptable Behaviour and Relevant Sanctions

It is important that teachers keep a record (diary) of incidents, particularly at Levels 2 and 3. Notable incidents should be filed in the pupil's record folder. All referrals/IEPs at Level 3/4 should be held on file and referred to on the SENCO records.

<p>Level One Behaviours</p> <p>Misbehaviour that can be effectively managed within a classroom environment by the class teacher/ classroom assistant/supervisor - (the class teacher should be informed- Principal may be informed)</p> <ul style="list-style-type: none"> • Infringement of playground and class rules/Code of Conduct. • Disregarding instructions • Speaking out of turn • Minor bad language- spontaneous swearing, sectarian, racial, insulting or rude remarks • Disrupting/distracting another child leading to incompletion of tasks • Unsafe movement around the classroom/school e.g. running in corridor. • Entering out of bounds areas such as classroom at specified times, without permission • Use of property/resources without asking • Unsafe use of property/resources causing damage. • Insensitivity to others • Not taking instructions • Telling lies/getting others into trouble • Rough play 	<p>Level One - Behaviour Modification Strategies/sanctions¹</p> <ul style="list-style-type: none"> • Verbal warning to individual/whole class • Private discussion with child • Use of 'Scripting' ² to remind pupils of what is acceptable and maintain positive tone. • Reminder of class/school rules/Code of Conduct • Self-reflection • Use of 1-10 scale of feelings and encourage self-regulation/solution based discussion • Oral apology • Repositioning of pupil • Withdrawal of pupil from situation (temporarily) • Use of quiet corner/calm box/thinking area (age dependant) • Reduction in play privileges / Golden Time etc. in line with class routines.
<p>Level Two</p> <p>More serious behaviour that is not so easily managed within a classroom environment.</p>	<p>Level Two- Behaviour Modification Strategies/sanctions</p>

¹ Guidance on Identifying and Supporting Learners with Social, Emotional and Behavioural Difficulties – NI Curriculum 2014

² See Appendix

<p>(Class Teacher/Assistant/Supervisor will notify other staff and involve Principal. Parents may be notified in writing or by phone call)</p> <p>Persistence of Level One behaviours e.g.</p> <ul style="list-style-type: none"> • Deliberate use of bad language to hurt others (includes sectarian/racial/ abuse written or verbal) • Deliberate destruction of another child's piece of work/ Persistent infringement of school rules. • Persistently not taking instructions. • Persistently telling lies/getting others into trouble/name calling <p>also</p> <ul style="list-style-type: none"> • Bullying behaviours • Answering back/ shouting/ • Refusal to work or cooperate • Stealing/intent to steal • Isolated acts of violence - kicking, hitting, thumping, biting etc. • Threatening behaviour • Working or playing in an unsafe manner • Outburst of anger but pupil regains composure 	<ul style="list-style-type: none"> • Inform parent through a phone call • Meeting with parent/s if necessary. • Principal discusses sanctions with pupil if age appropriate. • Ensure work is completed at another time. • Pupils sent in from playground to a supervised area • Stay in at break/lunch-time in a supervised area, as directed by principal • Loss of privileges - football day/golden time/stars/playtime etc. (not curriculum areas) • Written apology or self-reflection using questioning³ e.g. oral or written (no lines/extra maths) • "Time out" in the classroom or in another classroom
<p>Level Three</p> <p>Very serious misbehaviour or persistent Level Two behaviours.</p> <p>Formal involvement by the Principal and parents.</p> <p>(Additionally other outside agencies may also become involved).</p> <p>Persistence of Level Two e.g.</p> <ul style="list-style-type: none"> • Persistent bad language (includes racial/verbal abuse) /defiance/ Persistent stealing/intent to steal/ Vandalism of school building or property/ Dangerous refusal to obey instruction. 	<p>Level 3 - Behaviour Modification Strategies/sanctions</p> <ul style="list-style-type: none"> • Principal informed immediately if crisis occurs-pupil removed from situation and supervised in designated area e.g. office/interview room. Appropriate protection for staff in place • Risk assessment of location/situation

<p>also</p> <p>Violent playtime incident Repeated and deliberate incidents of bullying Major disruption of class activity</p> <ul style="list-style-type: none"> • Leaving school premises without consent • Violent hitting/kicking/fighting - aggressive violent behaviour, causing deliberate injury • Aggressively threatening behaviour towards staff/parents/ pupils • One or more of the above behaviours which cause the pupil to go into 'Crisis' Phase of The Breakwell Cycle⁴ 	<ul style="list-style-type: none"> • Principal/SENCO involved in monitoring situation from level 2 • Crisis/ anger management and de-escalation intervention • Parents contacted to meet principal along with class teacher (DTCP (Designated Teacher Child Protection)/SENCO may attend if appropriate) • Note of Concern regarding placement on SEN Code of Practice / Placement on SEN register (EBD) for Social Emotional and Behavioural reasons • Other interventions - Targets, Daily record Card etc. Nurture group, Counselling • Anger de-escalation strategies recognising the stages of 'The Breakwell Cycle'
<p>Level 4</p> <p>Where there is persistence of Level Three behaviours and the above interventions are not supporting the pupil adequately, further agency involvement may be deemed necessary.</p>	<p>Level 4 - Behaviour Modification Strategies/sanctions</p> <p>Continued Placement on SEN Register in line with Code of Practice (EBD) SEBD referral Other agencies e.g. CAMHs, EWO, Psychology, Social and Emotional Behaviour Team involvement. Suspension or exclusion following appropriate procedures</p>

Care & Control of Children

All pupils, Reception to Yr.7, are encouraged and motivated to behave well through a system of incentives and rewards, which are age and language appropriate and understood by every child. Strategies used to promote positive behaviour include:-

- Ensuring pupils follow the general rules of the school
- Pupils in each class devising a set of agreed acceptable behaviours (class rules) to encourage ownership and responsibility
- Ensuring pupils' voice is heard and valued in overall running of the school e.g. student council, pupils' questionnaires, opportunities for role play explored e.g. Circle Time, peer mediation
- Positive behaviour praised and reinforced throughout the school community e.g. Pupil of the week & Good Manners Award. Class, canteen, whole school awards
- Celebrating success and sharing learning - within their class/whole school/parents' newsletter/assembly and through the local press/school newsletter.
- Assigning roles of responsibility - positive behaviour will be rewarded by giving our pupils roles of responsibility e.g. litter busters, librarian, student council, class/playground/lunch prefects.

It is anticipated that most incidents will be dealt with informally by the class teacher in accordance with the class & school rules. However when a pupil consistently refuses to behave appropriately, sanctions may be put in place. Sanctions are necessary for two main reasons:-

- To make the particular child and others aware of the school/teacher's disapproval of unacceptable behaviour
- To protect the safety of all members of the school community and the teacher's authority

Order of Procedures to Deal with Misconduct

1. Verbal reprimand from class teacher e.g. discuss/explain to the child why their behaviour was inappropriate/remind them of the agreed classroom rules. Teachers will design their own procedures for dealing with misconduct in their classroom in accordance with their pupils' age/ability etc.

2. Minor penalty/withdrawal of privileges for a fixed period relevant to the offence i.e. time out during play time/golden time etc.

3. Referral to the Principal and a system of detention i.e. break, lunch, after school with appropriate work (parents/guardians will be contacted)

4. Parents will be consulted to discuss their child's behaviour, find a way forward and agree consistent approaches to be used at home and school.

5. Advice sought from SEELB Behaviour Support Service e.g. pupils placed on an Education Plan for behaviour.

6. Suspension/Exclusion.

Minor and Major Breaches of Discipline

Minor breaches (i.e. those which disrupt the learning environment or break classroom/school rules)

Minor breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner, with some flexibility regarding age, ability and personal circumstances as far as consequences are concerned.

Each case is treated individually. Generally children are made aware that they are responsible for their own actions and that breaking rules will lead to consequences.

Normal consequences for minor breaches of discipline include a verbal reprimand and reminder of expected behaviour, loss of free time such as playtimes, golden time, period of time out etc.

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and disruptive behaviour in the classroom, school building, canteen or playground.

This type of behaviour is generally rare and it is the responsibility of the Principal who will deal with it following the school procedures.

Intervention

If a child violently attacks another child or adult, is in danger of hurting themselves, is out of control and does not respond to requests to calm down, then the secure holding technique is necessary.

The child should be removed from the situation as soon as possible and taken to the Principal or a member of the Senior Management Team. Parents/guardians will be notified and an incident form completed.

The Principal will work with the member of staff and parents to devise an action plan to meet that child's needs. This may include the involvement of other agencies -social services, SEELB psychology service or Behaviour Support Team, etc.

Suspension

If the problem is severe or recurring then suspension procedures are implemented. This will take the form of suspension from school for a number of days, the duration of which will be subject to the severity of the misdemeanour.

A child who gets into serious trouble at school can be suspended. The school principal can suspend a child if they have seriously broken school rules or if allowing them to stay in school would seriously harm their education or welfare, or the education or welfare of other pupils.

An initial suspension will not exceed five days, and a child can only be suspended for a maximum of 45 school days in any one school year. Parents may be asked to collect suitable work from the school and return it when it has been completed, during the suspension period.

When a child is suspended, the principal will telephone the child's parents and will provide written notification to the parent, the Chair of the Board of Governors and the Education Authority/CCMS. This letter will set out the reason for suspension and the period of suspension.

Following suspension, parents/guardians must accompany the pupil on their return to school to meet with the Principal, class teacher and in some cases the Chair of Governors and external agencies, to discuss their child's behaviour and put plans in place for their return to school and the way forward.

Expulsion

The expulsion of a pupil from a Catholic Maintained School is the most serious disciplinary action that can be applied to a pupil and the school will only do so as a last resort after trying to improve the pupil's behaviour through other means.

In considering the expulsion of a pupil, the Board of Governors will consult with parents/guardians and all relevant agencies. Procedures will follow the CCMS Scheme for the Suspension & Expulsion of Pupils (May 2002). Expulsions usually occur for the following reasons:-

- A single major incident involving gross misconduct
- As a last resort where the school has taken all reasonable steps to avoid expelling a pupil
- Where allowing the pupil to remain in school would be seriously detrimental to the education and welfare of the pupil or that of others in the school

Incident Forms

An incident form is used to record all relevant details of a misdemeanour and will be completed by the member of staff who dealt with the situation first hand.

Lunchtime Supervision

- Repeated misbehaviour will result in the child being given 'time-out', where a child may be excluded from the playground/canteen at lunchtime for a fixed time or loss of privileges.
- Ongoing/serious misdemeanours will be reported to the class teacher who will then decide if further action is required.
- Persistent or serious misbehaviour at lunchtime is brought to the attention of the Principal/Senior Management Team and parents/guardians will be informed.

Role of Parents/Guardians

Parents/Guardians can help support our Discipline Policy by...

- Recognising that an effective school behaviour policy requires close partnership between parents/guardians, teachers and children.
- Recognising the importance of an effective school behaviour policy in creating a safe learning environment for both staff and pupils.
- Discussing the school rules and classroom discipline plans with their child and being supportive of the school policy.
- Fostering and developing positive relationships between home and school.
- Remembering that staff will deal with behaviour problems in a consistent, patient and positive manner.

If discipline problems are persistent or recurring, parents/guardians will be involved at the earliest possible stage.

Training and Professional Development of Staff

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

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

Links to Other Policies

LINKS WITH OTHER POLICIES

This policy is integral to all school policies.

It has key links with policies such as Special Educational Needs, Safeguarding and Child Protection, Attendance, Safe Handling Policy, E-Safety Policy, Anti- Bullying, Health and Safety and a number of Curriculum Policies.

DEVELOPMENT, MONITORING, REVIEW AND EVALUATION OF THE POLICY, including future developments.

This policy has been drawn up in consultation with governors, staff, parents and pupils as appropriate. The school is committed to its implementation and will monitor, evaluate and update it regularly to take cognisance of future developments and changes in legislation.

The Board of Governors of Saint Joseph's Primary School will monitor and review the effectiveness of the Positive Behaviour Policy and will update it regularly in line with new initiatives and developments.

Signed: _____ **Principal** **Date:** _____

Signed: _____ **Chair of Governors** **Date:** _____

Appendix 1 Resources

1 *'Guidance on Identifying and Supporting Learners with Social Emotional and Behavioural Difficulties'* M. Breen et.al. Northern Ireland Curriculum

2- Examples of 'Scripting'-

(Agreed questioning strategy to promote consistent approach to challenging pupils about their behaviour in a non-threatening manner.)

The number of questions, vocabulary used etc. will vary with a pupil's age and ability to process self-reflection.

In order.....

1 Tell me what happened?

2 What were you thinking that led you to behave in that way?

3 Who/what has been affected by what you have done?

3 Other self-reflection techniques include - **Behaviour Reflection Sheets**

"Restorative Questioning"- "Northern Ireland Anti-Bullying Forum (NIABF) file *'Effective Responses to Bullying Behaviour'*

4- 'The Breakwell Cycle' - taken from *"Coping with Aggressive Behaviour"* Glynnis Breakwell (1997)

Appendix 2- Positive Behaviour Pupil Consultation



For a safe and happy school we are expected to...

	Agree	Disagree
<input type="checkbox"/> Arrive to school on time	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Wear our school uniform	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Show respect to everyone in school	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Be truthful well-mannered and kind	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Take pride in our school building	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Look after our books	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Walk sensibly and quietly in the corridors	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Keep our school litter free	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Set a good example to others	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Exercise self-control	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Line up quickly and quietly when the bell rings	<input type="checkbox"/>	<input type="checkbox"/>

Can you suggest some good Classroom Rules?

What rewards are there already in our school and your class when you keep the rules or do something great?

Can you suggest any other rewards in class or for school?

What sanctions do you think should be in place for poor behaviour choices?

Tick any of the below if you think they would be sensible sanctions in our school:

- One reminder of the classroom or school rule
- A change of seat in class
- Complete work at lunch or sent home to do
- Timeout from playground
- Removal of 5/10 minutes of *Golden Time* if in RED in traffic lights
- Phone call home
- Letter home
- Send to another teacher for Timeout
- Send to Mrs Porter

☐
☐
☐
☐
☐
☐
☐
☐
☐

Thank-you for your help!

Appendix 3 Results of pupil survey

Positive Behaviour Pupil Consultation Results from 6th October 2021



For a safe and happy school we are expected to...

17 children completed the survey

	Agree	Disagree	Result
<input type="checkbox"/> Arrive to school on time	100% for each one		
<input type="checkbox"/> Wear our school uniform			
<input type="checkbox"/> Show respect to everyone in school			
<input type="checkbox"/> Be truthful well-mannered and kind			
<input type="checkbox"/> Take pride in our school building			
<input type="checkbox"/> Look after our books			
<input type="checkbox"/> Walk sensibly and quietly in the corridors			
<input type="checkbox"/> Keep our school litter free			
<input type="checkbox"/> Set a good example to others			
<input type="checkbox"/> Exercise self-control			
<input type="checkbox"/> Line up quickly and quietly when the bell rings			

Can you suggest some good Classroom Rules?

No talking when the teacher is speaking, Do what you are told x2, listen x2, lots more golden time, arrive at school on time, wear uniform, exercise self control, be respectful to everyone x4, concentrate, behave during lessons, don't talk over people, no running, no shouting x2, be nice, be happy, be kind, put hand up, take care of each other x2, include everyone, no bad talk, keep class tidy x4, be helpful, no hitting, no climbing, do your best x2

What rewards are there already in our school and your class when you keep the rules or do something great?

Pupil of the week x14, pupil of the month x 11, homework pass x6, star charts x 4, show off good work to others x 2, take pictures on Seesaw, hot chocolate and biscuits with Mrs Porter x6, stamps on books x2

Can you suggest any other rewards in class or for school?

Homework pass, extra golden time x4, a no rules day, an electronic day x2, wear own clothes day, school trips, prize from treat box x6, star charts, go on computer, pupil of the day x2, parties, ice cream van x2, extra PE, pupil of the year x2

What sanctions do you think should be in place for poor behaviour choices?

Time out x5, time off golden time x9, school trips to the best in each class, chat to their parents x4, move seats in class, do extra work x2, send to Mrs Porter, write a say sorry note

Tick any of the below if you think they would be sensible sanctions in our school:

- | | |
|--|-----------|
| ➤ One reminder of the classroom or school rule | 16 pupils |
| ➤ A change of seat in class | 14 pupils |
| | |
| ➤ Complete work at lunch or sent home to do | 6 pupils |
| ➤ Timeout from playground | 12 pupils |
| ➤ Removal of 5/10 minutes of Golden Time if in RED in traffic lights | 12 pupils |
| ➤ Phone call home | 8 pupils |
| | |
| ➤ Letter home | 7 pupils |
| ➤ Send to another teacher for Timeout | 10 pupils |
| ➤ Send to Mrs Porter | 11 pupils |

Thank-you for your help!