

Positive Behaviour Policy



Dunclug Primary School

Date ratified by Board of Governors:

Date of Next Review: September 2021

INTRODUCTION

The Education Reform Order 1998 and Pastoral Care requirements (DENI 1999), places on each school a statutory responsibility for maintaining discipline and promoting good behaviour.

Dunclug Primary School employs a whole school approach to the promotion of positive behaviour in order to create and maintain a safe, secure and happy environment for all children and staff and ensure effective teaching and learning. All members of the school community are aware of this policy. The school also has a Code of Conduct for staff, and the behaviour of both staff and pupils should reflect the ethos of the school.

We believe that rewarding good behaviour and providing on-going positive feedback encourages and promotes respect for others and encourages good behaviour rather than merely deterring anti-social behaviour. Parental support at all levels is regarded as essential in helping the staff meet the aims of the positive behaviour policy.

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 and 4
- Human rights Act (1998) – NI 2000
- Education (NI) Order (2003)
- Special Educational Needs and Disability (NI) Order (2005) SENDO
- NI Anti-Bullying Forum www.NIABF.org.uk

Mission Statement:

At Dunclug Primary School we aim to create a caring, secure environment where all our pupils feel happy and valued. By promoting self esteem, responsibility and consideration for others we will encourage our pupils to achieve their potential in all areas of their development. Central to achieving our goals will be the co-operation and partnership between members of the whole school 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 Dunclug 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

Aims of our Positive Behaviour Policy:

This policy exists to provide a framework for supporting the aims of Dunclug 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 in which pupils are able to give of their best both in the classroom and in extra-curricular activities
- Establishing a community wherein pupils, parents, staff and governors are valued as stakeholders
- 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
- Encouraging and nurturing children to reach their full potential.
- Encouraging and developing self esteem and an awareness of the needs of others
- 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 working alongside parents to encourage our children to develop socially, academically and spiritually in preparation for a positive role in society
- Teach, through the curriculum, values and attitudes in addition to knowledge and skills
- Ensure that everyone is clear about their role when managing a child's behaviour
- Make all children aware of unacceptable behaviour
- Develop self-discipline, promote responsible behaviour and a proper regard for authority
- Allow all children equal opportunities to learn
- Allow all adults in school equal opportunities to fulfil their role
- Encourage and sustain good behaviour through positive reinforcements such as rewards
- Ensure that pupils understand the standards of behaviour expected in school and the sanctions that exist for inappropriate 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 concerning our organisation, 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 practice to support this policy

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

- Staff professional development linked to Pastoral Care/SEBD/SEN/Health and Well Being are planned for as part of the School Development Plan
- Regular consultation with staff, pupils, parents and Governors to review practices and ensure consistency in practice across the school
- PDMU 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.
- Review and implementation of Anti Bullying policy (2019/20)
- Anti- Bullying Week activities across all Key Stages (November)
- Health Promotion Initiatives (Chest, Heart and Stroke workshops, Lifeguards programme etc)
- 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 - (P3-P7 on Friday afternoon earned by adhering to School Code/ Class Rules)
- Star of the month pupil awards - Monthly Certificate of Achievement presented by Principal/special visitor
- Headteacher Awards
- Reward Charts
- Team/table prizes
- Reward Certificates/ Stickers / tokens
- Lunchtime Awards
- Playground Buddies
- High level of supervisory staff present before school/at break/ lunch in playgrounds
- School Council
- Eco Council
- Cross Community projects
- Nursery Link Up projects
- Close working relationships with SENCO (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. (SENCO /Principal)

CODE OF CONDUCT

This code of conduct has been formulated to ensure the safety and well-being of pupils and staff, and to enable the school to function efficiently as a place of learning. It covers movement, safety, treatment of others, conflict management, learning and communication.



Class rules are the responsibility of the class teacher with pupil input and collaboration.

- All members of the school community should be respectful to each other.
- All children are expected to respect their teachers, auxiliary and office staff, visitors to school and fellow pupils.
- Children are expected to be punctual.
- Children are expected to respect their own property and that belonging to others, and to take care of books and equipment.
- Children are expected to display high standards of behaviour, to be polite and good mannered and to be attentive.
- Children should walk when moving around school.
- Children should wear the full school uniform
- If a child has a grievance against another child, this should be reported to a member of staff who will deal with the matter.
- Physical violence will not be accepted, nor will retaliation. Repeated or serious incidents may lead to exclusion.
- Foul or abusive language is not acceptable.
- Children are not permitted to bring sharp or dangerous items to school.
- Physical attacks on staff will not be permitted. The Principal and Board of Governors will operate a zero tolerance policy in this regard.

The Rights and Responsibilities of Everyone at Dunclog Primary School

Our Pupils

Pupil Rights	Pupil Responsibilities
<ul style="list-style-type: none"> • Be valued as members of the school community • To have a safe, caring, stimulating and well managed environment. • To have access to a broad and balanced curriculum, suitably differentiated, delivered through a variety of teaching approaches, and to have any special learning needs identified and met • To be treated fairly, equally and consistently • To be listened to, respected and valued as an important member of the school community • To be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon • To work and play within clearly defined and fairly administered codes of conduct • To see their achievements celebrated • To have access to appropriate resources 	<ul style="list-style-type: none"> • To work and play safely. • To co-operate with their peers and all adults. • To follow instructions. • To conform to the conventions of good behaviour and abide by school rules. • To respect and care for themselves, others and the school environment. • To come to school on time, homework done, prepared for the day ahead. • To come to school prepared to learn and do their best. • To seek help if they do not understand or are in difficulties. • To behave in a way which allows teaching and learning to take place. • To accept ownership for their own behaviour and learning, and to develop the skill of working independently

Our Staff

Staff Rights	Staff Responsibilities
<ul style="list-style-type: none"> • To have a safe and pleasant environment to work in • To work in an environment where common courtesies and social conventions are respected • To have support from Principal, colleagues, parents and members of the Board of Governors. • Express their views and to contribute to policies which they are required to reflect in their work • To have adequate training and opportunities for professional development • Support and advice from senior colleagues and external bodies • Adequate and appropriate accommodation and resources • To have adequate time to prepare, plan, co-ordinate and evaluate • To be treated with care and dignity from all members of the school community 	<p>Behave in a professional manner at all times</p> <p>To create a safe, secure, happy and stimulating environment.</p> <p>To help each child develop to his/her full potential</p> <p>To be sympathetic, approachable and listen to children</p> <p>Listen to the pupils, value their contributions and respect their views</p> <p>To be well prepared and organised, making use of available resources, and setting work which is appropriately levelled and constructively marked</p> <p>Show interest and enthusiasm for their pupils' work and learning</p> <p>To recognise effort and achievement.</p> <p>To support the Principal and colleagues by working as an effective member of the team</p> <p>Be sympathetic, approachable and alert to pupils in difficulty or falling behind</p> <p>Expect high standards and acknowledge effort and achievement; pursue opportunities for personal and professional development</p> <p>Report suspected cases of bullying or abuse to The Designated Teacher for Child Protection (PB) or Deputy Designation Teacher (AB or CH)</p> <p>Follow up any complaint by a parent about bullying, and report back within one week on the action which has been taken, The Principal must be informed of any complaint</p>

*Staff includes teachers, classroom assistants, office staff and 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 • To have 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 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 • A suitably resourced school with adequate and well-maintained accommodation 	<ul style="list-style-type: none"> • To ensure that their children attend regularly and are brought to and from school on time, adequately prepared for the day ahead • Be aware of our school rules and procedures and encourage their child to abide by the • Treat all members of the school community with respect • Support and value the school and the decisions of the Principal and teaching staff • Inform the school promptly about any concerns they have about school, or any significant change in their child's medical needs or home circumstances • Encourage their children to work and play appropriately and abide by school rules and procedures • Attend meetings about their children and support the school should problems arise • Make every effort to ensure that their children wear school uniform • Show interest in their child's classwork and homework, and, where possible, provide suitable facilities for studying at home • Act as positive role models for their child in their relationship with our school

Management (Principal, Senior Leadership Team and Board of Governors)

Rights of our Management	Responsibilities of our Management
<ul style="list-style-type: none">• To be kept informed about all matters pertaining to the running of the school• 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• To be treated with dignity and respect, without prejudice	<ul style="list-style-type: none">• To support staff and parents• To work in partnership with The Principal and staff to ensure that the children receive a broad and balanced curriculum• To ensure that all policies and procedures are implemented and reviewed as appropriate• To promote the ethos of the school• To ensure that the school grounds and buildings provide a safe and secure environment for pupils and staff• To deal with issues fairly in accordance with legislation and EA guidelines

PROCEDURES

Children and staff are expected to follow the code of conduct as outlined above. Staff will follow a programme of positive reinforcement where high standards of behaviour and a respectful attitude combined with good manners will be praised and rewarded. Sustained effort and good academic performance will also be rewarded.

Such rewards might include:

- Verbal praise to given to the child, individually or in front of the class
- A written comment on a piece of work
- A small token such as a sticker or badge given by the teacher
- Public recognition of success eg. in assembly
- A visit to another class or the Principal.
- Public written acknowledgement eg. a certificate
- Prizes which reflect endeavor
- Every child in the school is given 30 minutes of Golden Time on a Monday morning – this will be used on a Friday afternoon.
- Use of school reports to comment on a favourable year's work and progress
- Monthly Certificates – children are nominated by their class teacher or classroom assistant to receive a monthly Principal's Certificate
- 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 play ground.
- Star of the Month award or Headteacher Award

As children grow and mature, they need to discover the boundaries of acceptable behaviour.

If a child's behaviour hinders or disrupts the school fulfilling its aims, the following procedures will be followed:

- Children are made aware that they are responsible for their own actions and the consequences that follow.
- Cases are treated individually; teachers will use their professional judgement when dealing with a situation, taking into account the age and maturity of the child.
- Teachers will endeavour to find reasons for the unacceptable behaviour
- Complete witness statement forms when appropriate*
- Impose sanction in line with staff guidelines (hierarchy appropriate to behaviour)
- Consult with the parents
- Agree a programme of ameliorative action

* Written witness statements will at times be completed when incidents are being investigated. These are for internal school use and will not be released to parents. Pupils will be asked to complete these independently and without pressure. Staff members/attending adults who are witnesses will also be asked to complete written statements.

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.

***We are intending to use The Behaviour Module on SIMS.NET and will revise this policy when implemented.**

Class Plan for Learning at Dunclug Primary School



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

Our Classroom Rules

1. We follow instructions carefully
2. We keep our hands, feet and impolite words to ourselves
3. We will respect all adults and pupils in school
4. We listen to whoever is talking
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 | 5. Headteacher Award |
| 2. Stickers | 6 Star of the Month Award |
| 3. Certificates | 7. A note home |
| 4. Team Points | 8. Special activity |

Consequences

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

1st time a pupil breaks a rule...	Reminder (attention drawn to rule)
2nd time a pupil breaks a rule...	Verbal Warning
3rd time a pupil breaks a rule...	Amber Traffic Lights - lose 10 mins Golden Time
4th time a pupil breaks a rule...	Red Traffic Lights - lose 20 minutes Golden Time
Repeated breaking of rules...	See Mr Beacom and parents will be contacted

***Severe behaviour will be immediately referred to Mr Beacom**

Staff guidance in levels of Unacceptable Behaviour and Relevant Sanctions



The following are examples of inappropriate behaviours at different levels. These lists are not comprehensive and are subject to the professional judgement of the teaching staff.

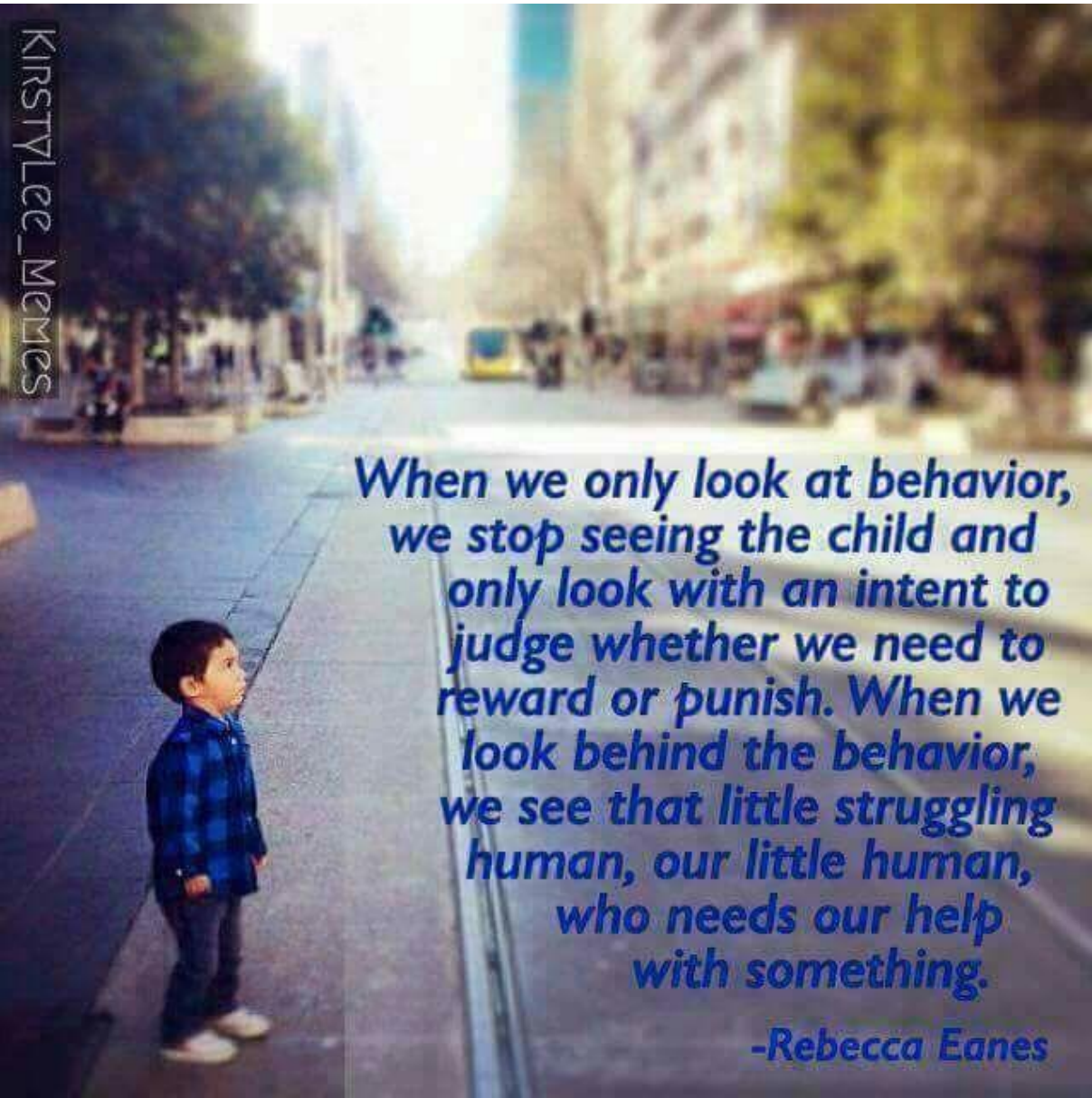
Pupil Voice: The school pupil council helped review and edit our Positive Behaviour Policy. The School Council members discussed and levelled all the behaviours.

Level 1	Level 2	Level 3	Level 4	Level 5
a) Not staying in seat b) Fidgeting with the intent to distract c) Interrupting Teacher d) Shouting out e) Sulking f) Inappropriate questions g) Hiding work h) Over exuberance in playground without intent i) Dropping litter	a) Poor/cheeky attitude b) Answering back c) Teasing others d) Rudeness to peers e) Spitting on ground f) Non completion of homework g) Disruptive behaviour in class h) Name calling	a) Defiance b) Offensive gestures to peers c) Hitting back d) Destroying another child's work e) Persistent teasing f) Lying g) Persistent disruption of class h) Swearing/using inappropriate language i) Causing physical injury through rough play	a) Physical attack on another pupil e.g. through loss of temper b) Initiating a fight c) Offensive gestures to staff d) Use of language that is deemed offensive/not age appropriate e) Spitting on another child f) Vandalism g) Stealing h) Verbal abuse i) Deliberate damage to property j) Refusal to work	a) Hitting a teacher b) Swearing at staff c) Physical abuse of staff d) Running out of school e) Deliberate, unprovoked or premeditated attack on another pupil f) Extortion g) Possessing/using illegal substances h) Stealing from staff

The following are examples of sanctions relating to the hierarchy of inappropriate behaviours. These are not comprehensive and are subject to the professional judgement of the teaching staff.

Pupil Voice: The school pupil council discussed and levelled all the sanctions

Level 1	Level 2	Level 3	Level 4	Level 5
a) Teacher look b) Teacher hand sign c) Rule reminder d) Teacher warning e) Verbal reprimand f) Moved to a different place in class	a) Teacher warning b) Moved to a different place in class c) Verbal reprimand d) Minor related sanction eg completing work, cleaning up mess e) Extra work f) One break time detention	a) Verbal reprimand by teacher b) Related sanction c) Extra work d) One full day detention (break and lunch) e) Consultation with parents f) Supervised withdrawal from class	a) Verbal reprimand by Principal b) Supervised withdrawal from class (if appropriate) c) Parents informed d) Agreed sanction eg extra work, letter of apology e) Two+, full day detentions	a) Parents informed b) Immediate referral to Principal c) One week detention d) Suspension e) Expulsion

A young boy in a blue plaid shirt stands on a city sidewalk, looking towards the background where the Eiffel Tower is visible. The background is a blurred city street with trees and buildings.

**When we only look at behavior,
we stop seeing the child and
only look with an intent to
judge whether we need to
reward or punish. When we
look behind the behavior,
we see that little struggling
human, our little human,
who needs our help
with something.**

-Rebecca Eanes

Appendices

1 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.

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?

4 Can you tell me how ----- has been affected by your behaviour?

2 Other self-reflection techniques include – Behaviour Reflection Sheets

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