



Positive Behaviour Policy

Rational

Personal and social development is of crucial importance to the development of any learner, and the objective is to encourage independence, responsibility, caring, sharing and respect. Carnaghts Primary School will endeavour to instil good citizenship, acknowledging and rewarding children's progress in this important area of personal development.

This document sets in place the principles, practices and procedures that the school has set in place in order to ensure a safe and orderly environment for all the members of our learning community. It should be considered in conjunction with our Anti Bullying, Pastoral Care and Child Protection Policies. Effective teaching and learning is dependent on positive relationships established at school and classroom level between staff and pupil and between pupils themselves. The foundation of this positive policy within school is the foundation for better learning.

At Carnaghts Primary School, we believe that there are some things which are non-negotiable in a learning and teaching environment. We call these **rights** and they provide a clear framework to actively teach children to make better choices about their behaviour. **Rights** can only be appropriately protected, however, through personal **responsibility**. Put simply, our message to **everyone** within the school environment is:

As you have a right to learn and play, you have a responsibility to behave so that others can learn and play too.

Our emphasis on **personal responsibility for behaviour choices** is at the core of our Positive Behaviour Policy.

Carnaghts Primary School is committed to inspiring the whole school community in the active pursuit of learning. We encourage a family atmosphere, where children are truly valued and the achievements and contributions of the entire school are recognised and celebrated.

Our School is committed to:

- Promoting the values of respect, teamwork, self-discipline, compassion, confidence, honesty and responsibility;
- Developing a safe and warm environment where all children are perceived as individuals, their contributions celebrated and the pursuit of excellence is encouraged
- Nurturing enthusiastic, empowered and responsible children who will develop into lifelong learners, who care about their education, their families, their local community, their world and each other.

Policy Statement

All young people, from whatever background, have a right to be valued and respected and to have their abilities and talents nurtured and developed to their full potential. We believe that every child has the right to be educated in a safe and secure environment. Unacceptable behaviour deprives children of this right. Good discipline is essential for effective teaching and learning to take place. We value the need for clear expectations, clear rules and clear procedures. In particular, we would like to instil in our pupils, good manners and respect for others, their views and property. We seek the full support and understanding of parents, underlining our shared responsibility for the pupils' education and for the trust that needs to exist for children to maximise their potential.

The emphasis on praise and reward is an essential part of our philosophy at Carnaghts Primary School. Nevertheless, sanctions are available for unacceptable behaviour and implemented as required. We hope that all will see good discipline as an understanding of, and commitment to, appropriate behaviour and that it will be internalised through rules and regulations which are recognised as being clear and fair.

The staff of Carnaghts Primary School recognise that the majority of our pupils do conform to the norms and values of the school and that indiscipline and behavioural problems come from a small minority. This policy is, therefore, intended to support this majority and will emphasise the standards of excellence which we shall expect and encourage.

Positive behaviour is achieved in two ways:

1. Prevention – Preventative strategies that encourage each pupil to develop a sense of personality and self-discipline.
2. Management – When negative behaviour occurs, we need to be able to respond positively and/or effectively.

We try to do both by employing positive behaviour strategies through a number of initiatives and school policies and using effective interventions when negative behaviour arises.

Collective responsibilities:

Governors:

Our governors oversee the management of our school and are part of the process of development and implementation of policies and procedures. They also ensure that statutory policies and procedures regarding behaviour management are followed as determined by the Department of Education.

Staff: The school staff, both teaching and non-teaching, share a collective responsibility for consistently implementing school policy on positive behaviour. This is monitored and led by the Principal and will be subject to review on a bi-annual basis.

Parents: Parents have a responsibility for ensuring that they support their children by meeting school expectations in respect of positive behaviour.

Pupils: Our pupils are expected to be responsible for their own positive behaviour and to meet the expectations set out by the school.

Policy Aims

- To nurture a whole school ethos, within which each person can feel valued.
- To encourage and develop mutual trust within the population of the whole school.
- To encourage and develop children's acceptance of and respect for those charged with the duty of care.
- To encourage and develop children's respect for one another and for each other's work, developing co-operative skills through working together.
- To encourage children to appreciate the views and opinions of others.
- To encourage self-discipline and control, giving children an opportunity to develop responsibility for their own actions.
- To encourage and develop children's respect for, and independent use of the equipment and materials of the school.
- To help children realise the importance of resolving differences and conflict through the use of non-violent means and reacting appropriately to a range of personal and social situations.

Positive Behaviour Management Strategies

In our school, we are aware of the value of adopting a praise and reward policy with good citizenship being recognised.

Staff will endeavour to administer shared and consistent approaches to the ways in which they respond to children's behaviour.

At every stage, they will create opportunities for children to be explicit about problems and will encourage them to contribute to the solution. They will make time in and out of the classroom for discussion with and between the children, with a focus on social interaction and developing relationships, e.g. through Circle Time, Weekly Award and using P1 Buddies to support the new pupils.

All teachers will implement 'Golden Time' as a means of promoting positive behaviour. For P1-7 this will be on a weekly basis for a short time at the teachers' discretion.

Expected Standards

Our pupils are expected to become self-disciplined and observe a positive code of conduct which protects the safety and well-being of themselves and others in a variety of situations, e.g.

- arriving at/ departing from school in an orderly fashion
- arriving punctually at school
- walking in the corridors.
- observing proper standards of hygiene in toilet areas
- working to the best of their ability in class and observing any relevant classroom rules

- making sure that work (school or homework) is presented in a tidy, legible manner at all times
- obeying any special instructions on aspects of safety related to the practical subjects such as P.E., science or outdoor pursuits
- maintaining the social graces, including proper table manners in the Dining Hall, saying 'thank you' and 'please'
- giving a courteous reception to visitors
- keeping the school and grounds free from litter
- playing fairly at playtime with due consideration for the interests and safety of themselves and others within the permitted play areas
- avoiding all situations which might be termed bullying in various forms (gesture, language, physical, extortion or exclusion)
- being properly dressed in coat etc. before leaving the building at the end of the day
- being good ambassadors for the school on outings or visits to other places.

The Role of Parents

In Carnaghts, we recognise the importance of working in partnership with our parents to achieve the best outcome for our pupils. In endeavouring to accomplish this, our parents will:

- Receive information on the school policy on positive behaviour strategies and how these are to be carried out on a day-to-day basis
- Receive regular information on their child's progress and behaviour
- Know that their child is receiving a broad and balanced curriculum
- Be listened to and have their beliefs respected
- Know that the school is a safe and caring environment for their child
- Inform school staff of any concerns regarding their children or other children and allow the school to follow appropriate protocol.

We ask that our Parents recognise the importance of compliance with the school rules and support the school regarding the behaviour expectations of our pupils.

Enrolment in school implies acceptance of the school's Positive Behaviour Policy.

Attendance and Absence

It is important that the children attend regularly throughout the term. Parents are advised to avoid Term-Time holidays where possible. It is extremely difficult, if not impossible, for children to make up work that they have missed when they return to school, and the maintenance and development of friendships and positive social interactions can also become difficult. It is school policy not to provide work for holidays during term time. In order to complete attendance records correctly, notes explaining pupil absences must be brought to school promptly.

The school works closely with the Education Welfare officer, and parents will be informed in writing if their child's attendance is cause for concern. The school will provide support and guidance where possible.

Uniform

Parents are asked to support the school in ensuring that pupils are sent to school in uniform. Uniform creates a sense of belonging and identity within the school. It also reinforces the school's Positive Behaviour Policy – putting on the uniform reflects a sense of putting on the school code of conduct, with a willingness to follow the school rules. From a child safety

aspect, uniform allows us to identify and monitor our children quickly and effectively while on outings and field trips.

Reasonable Force / Safe Handling

Carnaghts Primary School follows the Regional Policy Framework on the use of Reasonable Force /Safe Handling. Our school is committed to ensuring that all staff and adults with responsibility for children's safety and welfare will deal professionally with all incidents involving aggressive or reckless behaviour, and only use physical intervention as a last resort in line with the Education Authority advice. If used at all, it will be in the context of a respectful, supportive relationship with the child, in order to prevent injury to the child or the member of staff.

Positive Behaviour Incentive schemes

The best and most successful approach to creating a positive ethos is to treat children positively, by praising them, offering them encouragement and acknowledging their achievements.

Rewards should:

- Be given as soon as possible
- Be small but tangible
- Never be taken back

Additionally:

Every week Assemblies include time dedicated to celebrating pupil achievements.

Positive Behaviour Incentive Scheme – 'Golden Time'

Aims-

- To recognise and reward good citizenship.
- To encourage children to take responsibility for their own behaviour and accept consequences when rules are broken.
- To acknowledge consistent application to work.

A 30-minute session each week is given to the children, in which they take part in an activity/ activities of their choice e.g. Outdoor play or board games..

Each class agree on a set of positive Golden Rules e.g.

1. be gentle
2. be kind and helpful
3. be honest
4. to work hard
5. to look after property
6. to listen to people

Lunch time supervisors can reward good behaviour with stickers, or in outstanding behaviour a Golden Award can be given.

Levels of Intervention

In responding to unacceptable behaviour in our school, we have agreed a range of interventions which will assist in helping pupils to recognise and reflect on their behaviour, its impact on others, and will help them to change and get back on track.

We will also listen to and support and strengthen any pupil affected by this behaviour.

In each of the four levels, we have included a list of suggested strategies that can be used to respond to behavioural incidents. This list is not exhaustive but seeks to provide best practice guidance on how to achieve the required change in behaviour and to restore the well-being of all those involved and affected by this behaviour.

Monitoring and Evaluating

Monitoring and evaluating are integral parts of school life and are the responsibility of all members of staff. The principal and Board of Governors will oversee the progress we are making towards fulfilling our aims. The policy will be reviewed every 2 years and following any incident requiring a Level 3 response or above, to assess its suitability in responding and that it is “fit for purpose”.

We will collect data and maintain/review records, and monitor and evaluate the effectiveness of the policy and intervention strategies.

Introduction:

This document attempts to give examples of how we level negative behaviour and suggests possible interventions we may choose to apply at each level, if the type of behaviour occurred in our school community.

In summary-

Level 1 behaviour, generally will be led by the class teacher and shouldn't require intervention by the Principal.

Level 2 behaviour, will be led by the class teacher, however the Principal will be informed and may also intervene in the process.

Level 3 behaviour, within a primary school which could warrant external support.

Level 4 behaviour, in the most serious forms of negative behaviour rarely seen in primary school age children, but could arise have been included to insure a complete perspective of the process.

Level 1 Low Level/Inappropriate Behaviour	Appropriate Interventions may Include:
<p><i>Examples include:</i></p> <ul style="list-style-type: none"> • Unacceptable level of work, • Repeated lateness to class, • Dropping litter or similar level, • Unkind behaviour, such as name-calling, hurting another pupil, • Inappropriate language or behaviour not directed towards anyone. <p>Interventions at this level are to help pupils recognise that their behaviour is unacceptable and to help 'get them back on track'.</p> <p>Supervising Teachers/Staff will address concerns with all pupils directly involved or impacted upon. This may include bystanders and as appropriate, the group or whole class.</p> <p>Incidents occurring outside the classroom which result in yellow behaviour being issued will be reported to the class teacher.</p> <p style="text-align: center;">Appropriate records will be maintained throughout by class teacher based on own observations or those of support staff.</p>	<p>Strategies detailed below will be used by class teacher supported by Learning Support Assistants and Playground Supervisors to help pupil to consider his/her behaviour, its impact on others, to build empathy for those affected and to achieve change. The majority of one off negative behaviour incidents should be appropriately dealt with at this level in school.</p> <ul style="list-style-type: none"> • Rule reminder • Expectation Discussion • Restorative Questioning • Name on board/yellow card in classroom • Tick beside name/ red card • Whole class/group discussions if required, using Circle Time. • Reduced play time at break, subject to the proviso that the child is given sufficient time for eating his/her meal and for toileting. • Temporary loss of 'privileges' in classroom/school e.g. Leader in line, giving out pencils/books/milk. (when behaviour improves, the child will be allowed to participate in these activities again) • Reshuffling of seating arrangements to encourage a more conducive learning environment, removing distractions. • The temporary isolation of a continually disruptive pupil within his/her own or another classroom/area. • Lunch times with another class grouping or designated a set area of playground or 'attached' to a Playground supervisor.

Level 2 Intermediate Level/ Unacceptable Behaviour	Appropriate Interventions may Include:
<p><i>Examples include:</i></p> <ul style="list-style-type: none"> • Repeated incidents despite previous intervention(s) at level 1: • Deliberate physical or verbal abuse where there is clear intent to hurt or humiliate. • Bullying type behaviours which have repeatedly occurred within a recent period of time and are targeting specific pupil(s) • Inappropriate language directed towards someone. • Inappropriate behaviour towards staff/ visitor or during an educational visit off site. <p>All incidents will be reported to class teacher who will record behaviour in Class File and inform Principal.</p>	<p>Although infrequent, intermediate or unacceptable behaviour can occur from time to time in a primary school age setting. The emphasis remains however for staff to: highlight the negative behaviour the pupil is demonstrating, underline that it must not continue, make clear that the consequences will be more severe if it does continue. At this stage the focus must continue to be on restoring the child without any stigma into their class and whole school community.</p> <ul style="list-style-type: none"> • Reduced play time at break/lunchtime, subject to the proviso that the child is given sufficient time for eating his/her meal and for toileting. • Lunch times with another class grouping or designated a set area of playground or 'attached' to a Playground supervisor. • Communication with parents/carers, e.g. telephone, email/letter, face to face meeting • If bullying behaviour, meeting with pupils involved or impacted upon. • Whole class/group discussions if required, using Quality Circle Time, small group interventions • Temporary loss of 'privileges' – e.g. membership of a school team/ withdrawal of participation in social or educational activity or outing. • Letter of apology written by pupil during a period of lunch time detention. • Use of Home - School Progress/Communication Record. • Statutory Requirement to consider Code of Practice, use of Individual Education Plans/Behaviour plans, • Obtaining parental consent to planned interventions

Level 3 Serious Complex Behaviours	Appropriate Interventions may Include:
<p><u>Examples include:</u></p> <ul style="list-style-type: none"> • Shows repeated incidents despite previous intervention(s) at level 2: • Is not compatible with the provision for the efficient education of other children with whom the child in question is being educated. • Involves serious, actual or threatened violence against another pupil or member of staff. • Puts himself/herself, other pupils, members of staff or the wider community at risk of harm or injury. • Brings the good name of the school into disrepute. • Deliberate physical harm to another person • Damage or theft of valuable property belonging to another pupil, a member of staff or the school. <p>Appropriate records will be maintained throughout this process by the class teacher and Principal.</p>	<p>At this level, it is probable that there is already a history of on-going concerns and SEN or behavioural interventions by staff and Principal. Interventions may include:</p> <ul style="list-style-type: none"> • Removing the child to a place of safety, ensuring safety of others pupils/staff • Notifying parent / guardian • Possible removal of child from school for the remainder of the day pending risk assessment • Requirement to consider Code of Practice, use of IEP/behaviour agreement • Teacher SENCO & Principal will be involved in gathering and assessing information • Liaising with/making referral to external professionals and agencies • Liaising with appropriate NEELB Children’s Services Teams, such as Behaviour Support, Education Psychology, Education Welfare • Maintaining communication with pupil’s parents/carers • Supporting staff in implementing discreet school and classroom based interventions. • Liaising with Chair of Board of Governors • As a last resort, a child may be suspended from the school. This will be done in accordance with the Department of Education and Education Authority Suspension and Expulsion Procedures.

Level 4 High Risk Behaviours	Appropriate Interventions may Include:
<p>Serious behaviour resulting in significant mental health/criminal and/or Child Protection safeguarding concerns</p> <p>Possible situations.</p> <ul style="list-style-type: none"> • behaviour resulting in serious harm to pupil(s)/staff or self, • action causing serious damage or loss of property. <p>Appropriate records will be maintained throughout.</p>	<p>Within the Primary Sector High Risk Behaviours at Level 4 are Very Rare. Interventions need to be carefully managed by Principal, SENCo and External Safeguarding Teams.</p> <p>These will include:</p> <ul style="list-style-type: none"> • Liaison with Chair of Board of Governors • Discussion with relevant multi-disciplinary agencies and acting on advice and guidance. • On-going liaison with Family Support, Safeguarding and / or medical agencies to elicit intensive support services for pupils and their families. • Liaison with appropriate Education Authority Children’s Services Teams, such as Education Psychology, Behaviour Support, Education Welfare • Working in close partnership with parents/carers. • Advising and supporting school staff. • Implementing risk management plans • Supporting staff in implementing discreet school and classroom based interventions. Peers will require significant support and monitoring • Pupil(s) may be immediately suspended from the school, pending risk assessment. School will continue to exercise its “Duty of Care” to all pupils involved. <p>Only in the most exceptional circumstances, will the school authorities consider invoking procedures for the expulsion of pupil(s). This will be done in accordance with the Department of Education’s Suspension and Expulsion Procedures and following agreement of the Education Authority.</p>

Addendum to Positive Behaviour Policy due to Covid-19.

In light of the recent pandemic and the need to ensure the health and safety of children, staff and the wider school community, additional points have been added to this Positive Behaviour Policy.

- If a child is behaving in a way that is putting another child or adult at risk, parents will be contacted and asked to collect their child from school. Parents will be asked to explain to their child that their behaviour is not acceptable. Such behaviours include coughing deliberately at another child or an adult, spitting or biting.
- If a child puts another child or adult at risk for a second time by their actions and is to understand their actions (allowances may be made for children with Special Educational Needs) the child may be suspended for a period to be decided in relation to the incidents.

Signed:

(Chairman of Board of Governors)

Signed:

(Principal)

Date: _____

February 2023

To be reviewed February 2024

