

Leaney Primary School

Positive Behaviour Policy

December 2022

In Leaney PS we aim to create a calm and caring community where teachers teach and children learn. Good behaviour keeps pupils safe, reduces stress for teachers and contributes to a welcoming and caring environment in which children can develop as people and both teachers and children can do their best work.

This policy sets out to define a code of appropriate behaviour for Leaney Primary School. The policy is based on the school's vision of a happy, secure and successful school and applies to every individual in the school.

All members of the school community have played an active part in the formulation of the policy: teaching and non teaching staff, parents, pupils and Governors.

Aims

In this whole-school Positive Behaviour Policy, the staff are seeking to create a climate within the school that will:

- Promote learning for all pupils
- Allow teachers to teach effectively
- Enhance the children's self-esteem and foster self-respect and respect for others
- Encourage the children to develop independence by accepting the need for self-discipline and self-control and taking responsibility for their own behaviour
- Develop the children's interpersonal skills and their ability to work co-operatively with others to resolve problems and potential or actual conflict; and
- Have the endorsement and active support of parents

This policy has been informed and guided by:

Current Legislation

- Health and Safety at Work NI Order 1978
- The Children (Northern Ireland) Order 1995
- The Human Rights Act 1998
- The Education (NI) Order 1998
- Welfare and Protection of Pupil's Education and Libraries (NI) Order 2003
- The Education (2006 Order) (COMMENCEMENT NO.2) ORDER (NORTHERN IRELAND) 2007

- The Education (School Development Plans) Regulations (NI) 2010
- SEN and Disability Act (Northern Ireland) 2016
- Addressing Bullying in Schools Act (NI) 2016

DE Guidance

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

Links to other policies

This policy should be read in conjunction with:

- SEN policy
- Attendance Policy
- Safe Handling Policy
- E-Safety Policy
- Safeguarding and Child Protection Policy
- Anti-Bullying Policy

Consultation

This policy has been developed and is consistent with the Education & Libraries (NI) Order 2003 and DE Circular 2003/13 – Welfare and Protection of Pupils Education and Libraries (NI) Order 2003, through a process of consultation involving the whole school community. Consultation with parents, pupils and staff were facilitated through questionnaires. Annual whole school baseline audits involve the whole school community. Data is gathered through questionnaires and results are analysed and used to inform future planning.

Duties

The Board of Governors will:

- Ensure that good behaviour and discipline policies are pursued at school;
- Safeguard and promote the welfare of all pupils;
- Require the prevention of bullying is specifically addressed;
- Ensure that the school has a scheme for the suspension and expulsion of pupils in accordance with legal requirements

The Principal will:

- Determine measures (rules and reinforcement) which the school will take to:
 1. Promote self-discipline and respect for authority amongst pupils
 2. Encourage good behaviour and respect for others
 3. Secure an acceptable standard of behaviour amongst pupils

- Act in accordance with Board of Governors statement of general principles and any guidance given by them;
- Ensure a copy of the Positive Behaviour Policy is available – website; from office

The Pastoral Co-Ordinator will:

- Ensure that the Positive Behaviour Policy is implemented fairly and consistently by all school staff;
- Advise all staff members of their roles and responsibilities in ensuring the success of this policy;
- Monitor pupil behaviour in school;
- Review this policy for its effectiveness and develop new approaches, if required, in conjunction with SLT.

School Values

We also aim to support the development of our children and ourselves as individuals by promoting the following values:

- Respect
- Honesty
- Responsibility
- Achievement
- Enthusiasm
- Independence
- Resilience
- Personal Development
- Perseverance

These values are best promoted in a hard working, pleasant atmosphere in which pupils are able to give their best, both in and out of the classroom. Children from each class who best demonstrate our school values are rewarded each month in a whole school assembly.

School Rules and Class Rules

Our school rules are guidelines for keeping the school environment safe, and for fostering tolerance and respect for ourselves and others.

School Rules agreed with School Council and staff:

1. Be helpful
2. Be caring
3. Be respectful
4. Be safe
5. Be honest

6. Be hardworking

At the beginning of each school year children will discuss and draw up their own list of Class Rules which will be agreed and displayed in the classrooms alongside the School Rules.

Rights and Responsibilities

The role of teachers

Rights of Teachers	Responsibilities of Teachers
<p>Teachers have a right to:</p> <ul style="list-style-type: none">• Work in an environment where common courtesies and social conventions are respected;• Be treated fairly and with respect by all members of staff;• Express their views and contribute to policies which they are required to reflect in their work;• Support and advice from senior colleagues and external bodies;• Adequate and appropriate accommodation and resources.	<p>All teachers will:</p> <ul style="list-style-type: none">• Provide a challenging, interesting and relevant curriculum;• Be consistent and fair;• Behave in a professional manner at all times;• Prepare and resource lessons thoroughly, giving due account of the ability and aptitude of pupils;• Maintain high but realistic expectations of all pupils, in terms of both their work and behaviour;• Show interest and enthusiasm in pupils' work and learning;• Set tasks which ensure all pupils will achieve success in their work;• Recognise and reward positive behaviour as and when it occurs, both in and out of the classroom;• Promote positive behaviour in their classrooms;• Praise all achievement regularly;

	<ul style="list-style-type: none"> • Treat all pupils with respect and understanding as per ethos; • Liaise with SENCo and external agencies to access support and guidance on the progress of pupils who are giving concern; EA SEBD team, Educational Psychologist, CAMHS.
--	--

The role of non-teaching staff

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

The Role of All Staff (teaching and non-teaching)

All staff are duty bound to promote positive behaviour and will do so in the following ways:

- Demonstrate by example the high standards of personal and pro-social behaviour we expect of pupils;
- Develop and maintain positive relationships with all stakeholders;
- Treat all pupils fairly and with respect;
- Create a physically and emotionally safe, happy, caring and stimulating environment;
- Foster self-esteem in all pupils; explore, agree and reinforce their rights and responsibilities to others and their mutual safety needs;
- Use positive language to communicate expectations and provide feedback to pupils;
- Praise and reward pupils who are generally disruptive as soon as acceptable behaviour is observed;

The Role of Pupils

The staff in our school believe that all pupils have the right:

- To a broad and balanced curriculum at a pace and level commensurate with their learning needs;
- To be taught in a caring and stimulating environment;
- To be treated positively and fairly.

Rights of pupils	Responsibilities of Pupils
<p>Pupils have a right to:</p> <ul style="list-style-type: none">• Feel safe and secure within the school environment which promotes a rights respecting ethos;• Be valued as members of the school community and treated fairly and with respect;• Be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon;• Access to an appropriately planned education and resourced curriculum;• Be acknowledged for all effort in achievement in both classwork and homework;	<p>We expect our pupils to:</p> <ul style="list-style-type: none">• Treat all in the school community with dignity and respect and contribute positively to all aspects of school life;• Model their attitude to learning and behaviour in accordance with the school's mission statement;• Behave in a safe and responsible manner;• Report any behavioural issues which they have witnessed and intervene, if safe to do so, when an incident occurs;• Seek help from supervisors, teachers etc when

<ul style="list-style-type: none"> • Be positively affirmed for abiding by the school's code of conduct; • Have opportunities to pursue and develop interests, talents and abilities; 	<p>experiencing difficulties;</p> <ul style="list-style-type: none"> • Walk away from a situation which may entice them to respond negatively; • Accept ownership for their own behaviour and learning; • Co-operate with their teachers, support staff and fellow pupils; • Be honest and open with staff, fellow pupils and parents; • Be aware of their personal choices in relation to behaviour; • Engage in good behaviour which allows learning to take place and respects the rights of others to avail of quality experiences; • Be aware of the effects of their actions on others; • Be aware of the consequences which they must face when their behaviour does not comply with the rules of the school.
---	--

The Role of Parents

The staff in our school respect the right of parents to adequate information about their child, to be listened to and know that their children will be taught in a safe and secure environment where lessons are differentiated according to their child's learning needs.

Role of Parents	Responsibility of Parents
<p>Parents have the right to:</p> <ul style="list-style-type: none"> • Have their child educated in a safe, well-managed, caring and stimulating environment; • The provision of a broad, balanced, challenging and appropriate curriculum for their child; • Be well informed about school rules and procedures; • Be informed about their child's 	<p>Parents have a responsibility to:</p> <ul style="list-style-type: none"> • Ensure their child attends school regularly, arrives punctually at school and is collected by themselves or by a designated adult at the correct time; • Ensure their child comes to school prepared for the day ahead, with the appropriate equipment, books and

<p>physical and emotional well-being;</p> <ul style="list-style-type: none"> • Be informed regularly about their child's academic performance; • Have the children taught in a well-resourced and well-maintained classroom; • Reasonable access to the school and staff and to have their enquiries and concerns dealt with sympathetically and efficiently; • Be involved in key decisions about their child's education. 	<p>materials required for class;</p> <ul style="list-style-type: none"> • Ensure their child wears the proper school uniform; • Display an interest in their child's school work and ensure all homework is completed appropriately; • Act as positive role models for their child in their relationship with school staff; • Show an interest in their child's school work, attend meetings and school functions; • Provide the school with all necessary background information about their child, ie report any concerns they have about school, or any significant change in child's medical needs or home circumstances; • Inform school of their child's special medical needs; • Check their child's school homework diary for homework and comments from teacher and respond in school diary; • Engage with teachers via the Seesaw app; • Encourage their child to be self-disciplined and develop independence in their learning; • Meet with staff when requested; • Support all school policies.
---	---

Rewarding Positive Behaviour

We aim to focus on positive behaviour and to reward children for this. Our emphasis will be on the positive approach of encouragement and praise rather than on the more negative one of criticism and punishment.

Children can be encouraged and rewarded in many ways. This may take the form of a whole school approach or developed individually by teachers in their own classroom.

Effective rewards should;

- Encourage children to take responsibility both for themselves and for others as well as property
- Be fair and consistent
- Promote self esteem

We feel that encouragement can be given in many ways:

- Stickers, badges, stampers
- Certificates
- Behaviour Charts
- Reward charts for general behaviour/attainment
- Child given opportunity to show work to other class and teacher/Head of Key Stage/Principal
- Table of the week/star of the week award
- Verbal praise
- Individual reward chart (for children with specific needs)
- House points
- Golden Time
- A written comment on child's work
- Positive body language from teacher
- Parents informed of good behaviour
- Values badges monthly

Strategies To Promote Positive Behaviour

The staff will use the following strategies to promote positive behaviour among all pupils:

- Display and teach them class rules when inappropriate behaviour occurs;

- Use Circle Time and PDMU to enhance pupils' self-esteem, provide opportunities for pupils to voice their feelings and develop skills to manage their feelings, become more 'self-aware' and take responsibility for their own behaviour.
- Use school meetings as a forum for pupils to voice their concerns, discuss issues which affect them and what could be changed or improved in school;
- Praise pupils with behavioural issues in front of others when they display pleasing behaviours;
- Use PDMU lessons to reinforce the need for appropriate pro-social behaviours and empathy for others;
- Encourage pupils to promote good behaviour among their peers;
- Report child to his/her teacher for his/her good behaviour;
- Incorporate personal and social education programmes which promote pupils' consideration and respect for others, enhance their self-respect, confidence and self-esteem and, through suitably challenging classroom approaches, provide opportunities for them to develop their assertiveness and self-protection skills;
- Invite outside agencies such as The Diana Award to deliver anti-bullying workshops for pupils;
- Early intervention programmes, including suitable incentives to encourage good behaviour;
- The provision of appropriate staff development and effective links with the relevant external support agencies;
- Engage positively with parents and encourage their support in promoting good behaviour in schools;
- Provide a copy of school's Positive Behaviour Policy to parents on school's website.

House System

Children in Years 4-7 are assigned a House- Puma, Panther, Jaguar or Leopard. A child can receive a House point for various reasons e.g. showing good behaviour, good work, personal achievements etc. Each term a special event such as House quiz/games takes place where each House can work together to earn extra points.

The House points are tallied and announced in weekly assembly where the winning House receives a small trophy. At the end of the school year the overall winning House is awarded a cup.

Anti-Bullying Ambassadors

In our school we have 11 children who are Anti-Bullying Ambassadors, trained by the Diana Award Programme.

The Diana Award's Anti-Bullying Ambassador Programme trains young people to identify and tackle bullying issues within school. The young people are given skills and confidence to be able to tackle bullying issues in the playground and also change the attitude surrounding bullying.

Sanctions

The general standard of behaviour is the collective responsibility of the whole school staff. Every time a child displays unacceptable behaviour they must be challenged or it will be seen as being condoned.

As with rewards for positive behaviour, it is vitally important that we deal with any unacceptable behaviour in an agreed and consistent way.

We acknowledge that the response will depend upon the severity of the incident and the circumstances of the child. We recognise that ongoing communication with parents is an important part of the process.

Sanctions used in school

After a verbal warning the following sanctions may be applied:

- Time out from favourite activity after a specified number of warnings (providing this does not interfere with the child accessing the whole curriculum)
- Stay in for part of break or lunch to finish work under supervision by teacher/Classroom Assistant
- Extra work given
- Time out in another teacher's classroom
- Referral to Key Stage Head
- Removal of privileges e.g. participation in an extra-curricular activity for one week
- Referral to Vice Principal
- Referral to Principal

We do not give out whole class punishments for individual misbehaviours.

Agreed Procedures for Dealing with Unacceptable Behaviour

Step 1

1. Discussion/verbal warning by teacher
2. Refer to agreed sanctions (See page 11)
3. Referral to Key Stage Head
4. Referral to Vice Principal
5. Referral to Principal

Serious misbehaviours will not be tolerated and may result in immediate movement to any of Steps 2-5

Step 2 Unresolved Problems

1. Parent/Teacher meeting to find a shared solution.
2. Principal/Parent/Teacher meeting. If it is deemed necessary to contact the parents on a regular basis about a child's behaviour, consent should be sought for Step 3.

Step 3

1. Advice from, or referral to, Education Authority North Eastern region Psychology Department.
2. Whilst awaiting outside assistance, should the problem re-occur, the details may be brought to the Chairperson of the Board of Governors and consent would be sought to remove the child from the school for a specified period of time not to exceed five school days in line with EA policy.
In normal circumstances, the warnings will not exceed three before leading to suspension and possible exclusion.

In extreme circumstances the school has the right to recommend the expulsion of a pupil to the Education Authority.

Communication and Partnership with Parents

We recognise that parents/carers are a vital link in promoting positive behaviour and should be fully informed about their child's behaviour. Every effort is made to ensure that there is good communication between home and school. Should a child's behaviour be cause for concern, their parents will be contacted and the matter discussed. Face to face meetings and written communications through the home/school diary, Seesaw and official letters will be utilised depending on the nature of the behaviour of the child.

Lunchtime Behaviour

Supervisory Assistants play an important role in ensuring consistency in behaviour around the school. They have a responsibility to follow guidelines and ensure a consistent approach in school:

- To promote positive behaviour during playtime and lunchtime
- To inform either the class teacher or Principal/Vice Principal of any incident that may affect the behaviour in class

The following stages should be adhered to when a child misbehaves during break, lunchtime and outdoor play sessions:

Stage 1

If school rules are broken, the child is given a verbal warning. If the child disregards the verbal warning proceed to Stage 2

Serious misbehaviours will not be tolerated and may result in immediate movement to Stage 3

Stage 2

Time out is given for up to 10 minutes, depending on the age of the child, and the child will stand under the covered area in the front playground and at the classroom windows in the back playground. If the child misbehaves again, they will go back to time out and will be reported to their class teacher at the end of lunchtime. Any further removal of privileges e.g. being banned from ball games should be approved with the class teacher.

Stage 3

Any fighting, physical attack, bullying or other serious misbehaviours are reported initially to the class teacher and sanctions (see page 11) in line with this policy will then be applied.

N.B. fighting also includes “hitting back” and “hitting to defend”. Leane Primary does not condone violence of any kind.

Guidelines on Intervening in Fights/Disputes

Through the implementation of this policy we expect fighting to be an extremely rare occurrence. However, if a child does lose his/her temper and become involved in a fight it will be taken extremely seriously. If a member of staff witnesses a fight they must remember:

- To send a reliable child for additional help if necessary
- Verbally separate the children involved-tell them to stop in an assertive voice

- Standing between the children may be appropriate to stop the fight
- Intervening and physically preventing a child from hurting him/herself or anyone else (see Board Guidelines on The Use of Reasonable Force)

Confiscation of items

If a child brings inappropriate belongings to school, a teacher can ask the child to give him or her the item. The item will be returned to the child at the end of the school day unless it is of danger to the child and others. If the child refuses, the teacher should not force a handover or search the pupil or his or her belongings. The child can be disciplined under normal procedures for refusal to comply with a reasonable request. Teachers do, however have power to conduct a search of belongings without consent where they have reasonable grounds for suspecting that a pupil is in possession of dangerous substances or has a knife or other weapon. In this instance, when a child's property is confiscated, the teacher will give the child's parent opportunity to collect the confiscated item.

For specific information regarding mobile phones, see Mobile Phone Policy.

Removing Barriers To Learning

Close working links need to be maintained between the Positive Behaviour Policy and SEN Policy to ensure that early intervention takes place when a pupil's behaviour is acting as a barrier to learning. School staff work closely together and when external support is needed, with appropriate outside agencies to support the care and welfare of pupils eg. EA SEBD Team, Educational Psychologist, CAMHS, Family Support Hub.

Using the stages of the SEN Code of Practice, individual needs are identified and met, through interventions such as IEP's (PLP) as well as post-incident de-briefing and use of restorative practices.

Children with behavioural and emotional difficulties can also be referred to our school counsellor for support sessions for as long as is necessary.

Staff Training

All staff will be made aware of any relevant and appropriate training that is available.

Review

This policy will be regularly monitored and reviewed every 3 years and will be updated where necessary in keeping with new DENI initiatives and legislation.

