

## **BELLAGHY PRIMARY SCHOOL**

### **POSITIVE BEHAVIOUR POLICY**

#### **SCHOOL ETHOS AND MISSION STATEMENT**

Bellaghy Primary School strives to provide, in partnership with parents, a broad quality education so that all the pupils can reach their full potential within a caring, secure environment promoting self-discipline, motivation and individuality.

#### **RATIONALE**

In Bellaghy Primary School, we believe that the creation and maintenance of an orderly, safe working environment is a basic pre-requisite to effective teaching and learning.

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

- Health and Safety at Work (NI) Order (2000)
- Children (NI) Order (1995)
- Human rights Act (1998)- came into force in NI in 2000
- Education (NI) Order (1998 and 2006)
- Special Educational Needs & Disability (NI) Order (2016)
- Addressing Bullying in Schools Act (NI) 2016
- Pastoral Care in Schools – Promoting Positive Behaviour (2001)

#### **This Policy supports our general school aims:**

#### **At Bellaghy Primary School, we aim to:**

- ensure that each child's introduction to formal education is a happy and caring experience where enjoyment and success are paramount.
- offer a broad, balanced curriculum which is designed to promote the social, educational, physical, moral, emotional and cultural development of each child.
- help children acquire knowledge and basic skills relevant to adult life.
- maximize the potential of each individual, to develop self-confidence, self-respect, self-discipline and to promote a spirit of tolerance towards others.
- promote a curriculum where a desire to learn is encouraged and where thinking and reasoning skills are stimulated.

## **AIM OF POSITIVE BEHAVIOUR POLICY**

This policy exists as a framework to manage behaviour within the school, so that children can have a positive learning experience within a caring, supportive and safe environment.

To achieve this aim, we at Bellaghy Primary School believe that:

- it is imperative that a whole school approach to this policy is agreed by all teaching, support staff, parents/carers, children and governors.
- good behaviour can best be achieved and sustained with the support of parents/carers, and it is the responsibility of parents/carers to work with staff in helping to foster positive attitudes and behaviour.
- an orderly working environment can effectively be achieved by promoting good behaviour, furthermore a calm classroom underpins maximum learning potential.
- each teacher determines the ethos of his/her classroom in accordance with the ethos statement of the school and within that class all children feel that they are valued, cared for, respected and of equal worth.
- prevention is better than cure and strategies to encourage good behaviour are in many instances more effective than the punishment of unacceptable behaviour.
- a well formulated and effective positive behaviour policy is central to the pastoral care policy of the school.
- procedures for dealing with breaches of discipline must be clearly understood and agreed by all concerned (governors, teaching staff, support staff, parents/carers, children) and consistently and fairly applied.
- it is the responsibility of the whole staff to ensure that school rules are adhered to – the failure of one member of staff to enforce school rules undermines the efforts of others.
- staff need to engage in appropriate staff training to keep abreast of current strategies and developments in the field of positive behaviour.
- effective links with external support agencies should be maintained.
- an acceptable standard of behaviour can be best achieved through a combination of praise and reward for acceptable behaviour and a system of sanctions to discourage unacceptable behaviour.

## **POLICY MODEL – PAUL DIX**

This policy is based on the work of Behaviour Specialist and Author Paul Dix, whose strategies can be summarised as follows. These strategies are the foundations of promoting positive behaviour in the school.

- A simple framework of rules – BE READY, BE RESPECTFUL, BE SAFE – all behaviour can be brought back to these three rules. These are taught from the early years, discussed, developed in class and in Assembly time. These three rules are displayed in each classroom and in other significant areas of the school. They are referred to by all staff relentlessly. Parents/carers should be aware of these three rules and may use them in the home setting.
- Meeting and greeting – at the start of the day, every child should be greeted e.g. how did GB go last night, how did you get on with your spellings last night? Etc.
- Making children feel valued.
- Modelling acceptable behaviour and consistently rewarding positive behaviour – capturing those precious little moments.
- Developing positive relationships at all levels – with governors, staff, children and parents/carers.
- Relentless routines throughout the school – consistency of approach by all staff.
- Individual class systems rewarding positive behaviour.
- Sharing positive behaviour with others – e.g. Star of the Week system.
- Positive notes home.
- A nurturing space within each classroom.
- Managing inappropriate behaviour effectively and in accordance with this policy.
- Consistent, calm adult responses to unacceptable behaviour.
- Scripting difficult situations if necessary (See Appendix 3).
- Removing the fame from those displaying unacceptable behaviour.
- Restorative follow-up taking place so that positive relationships can be reinstated.

*There is an additional list of Positive Behaviour Strategies for use by staff in Appendix 2*

## **ANTI-BULLYING** (See Anti-Bullying Policy)

### SCHOOL'S DEFINITION OF BULLYING (as agreed by governors and staff)

Bullying is a repeated behaviour (which can be online) which has the intention of causing harm to another person. Bullying results in pain and distress to the victim. Bullying can be carried out by an individual or a group, and can affect an individual or a group.

While bullying is usually repeated behaviour, there are instances of one-off incidents that we may consider as bullying. When assessing a one-off incident, to make a decision on whether to classify it as bullying, the school will consider the following criteria:

- severity and significance of the incident
- evidence of pre-meditation
- impact of the incident on individuals (physical/emotional)
- impact of the incidents on wider school community
- previous relationships between those involved
- any previous incidents involving the individuals

Staff will implement sanctions for those displaying bullying behaviour in accordance with this policy.

## **USE OF REASONABLE FORCE** (See Use of Reasonable Force Policy)

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

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

- committing any offence;
- causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether that behaviour occurs during a teaching session or otherwise.”

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

## **CURRICULAR PROVISION**

1. The school uses the PATHS (Promoting Alternative Thinking Strategies) programme. This programme empowers children to develop the fundamental social and emotional learning skills which will help them to make positive choices in life. It is

designed to facilitate the development of self-control, emotional and interpersonal problem-solving skills. The programme is used throughout the school and is taught during Personal Development and Mutual Understanding (PDMU) lessons.

2. The school has a PD&MU scheme of work in place which incorporates teaching through PATHS and other issues related to behaviour.
3. School Assemblies are used frequently as a launchpad to discuss issues related to behaviour.

## **REWARDS**

A system of rewards and incentives will help to establish and maintain a climate in which children realise what constitutes acceptable behaviour. It is important that children realise that their good behaviour is acknowledged, just as incidences of unacceptable behaviour are challenged and responded to by sanctions. To this end, the weekly award 'Star of the Week' within each Key Stage not only recognises effort and academic success but pleasing behaviour.

Within each individual classroom, staff at their own discretion, can distribute stickers, tokens, prizes and words of praise for good behaviour. Frequently incidences of good behaviour are brought to the attention of the Principal for a specific reward.

Listed below are examples of reward strategies, bearing in mind, individual staff will have their own system of rewards.

- Verbal praise and smiling at children
- Verbal or written praise to parent / carer
- Sticker, badge, stamp
- Star of the Week
- Certificates
- Written comments in books
- Sending child to another teacher for praise
- Special responsibility / jobs for pupils
- PATHS' Pupil of the Day
- Award of special privileges e.g. Golden Time
- Class reward systems
- A special message home

## **GOLDEN TIME**

Each class will set aside a period of time each week for 'Golden Time.' This is a time when children can 'down tools', relax and enjoy a variety of activities e.g. play type activities, games, free play on computer, watch a movie, visit Bellaghy Play park etc.

Each child will enjoy 'Golden Time' provided he / she has behaved in an acceptable way in line with our framework – BE READY, BE RESPECTFUL, BE SAFE. Staff may reduce the amount of golden time at their discretion. Staff are mindful that if a child shows unacceptable behaviour on e.g. a Monday and Golden Time is not until Friday, this may be difficult for some children. Staff are aware that an immediate sanction is much more effective and allows restorative practice to take place immediately.

## **SANCTIONS**

Sanctions are a necessary part of our Positive Behaviour Policy. They uphold the rules, give children the security of boundaries and encourage the development of appropriate behaviour. The purpose of the sanctions is to stop the misbehaviour and to influence the child to choose a more appropriate behaviour in future.

Sanctions should be:

- fully understood and applied fairly by all staff.
- applied as soon after the offence as possible in a calm manner.
- appropriate to the offence.
- defuse rather than escalate the situation, focus on the misdemeanour, rather than the child.
- suitable to the age and maturity of the child and take into consideration any special needs or special circumstances.
- put in place as soon after the offence as possible.
- applied both in school and during out of school activities e.g. extra- curricular clubs, school trips, including residential trips.

## DEGREES OF INDISCIPLINE

It is important to recognise that some misbehaviours / misdemeanours are more serious than others. The frequency of occurrence also has a bearing on the sanction imposed. This policy also recognises the importance of staff professional judgement.

In Bellaghy Primary School, the degrees of discipline have been divided into three stages as follows:

	BEHAVIOUR	SANCTION
STAGE 1	<p><u>Examples</u></p> <p>Consistent talking when asked not to</p> <p>Dropping litter</p> <p>Telling lies</p> <p>Pushing in the line</p> <p>Borrowing without permission</p> <p>Distracting others</p> <p>Showing indifference to work</p> <p>Interruption when someone else is speaking</p> <p>Unacceptable language</p> <p>Poor attitude</p>	<p>These misdemeanours will be dealt with at staff member's discretion.</p> <p>This may be a shortened golden time.</p> <p>Advice will be given by staff member as to how to modify behaviour</p>
STAGE 2	Persistent repetition from Stage 1	<p>Parent/Carer informed</p> <p>Child meets with Principal</p> <p>Explanation Form completed in consultation with child – See Appendix 1</p> <p>Withdrawal of playground time (eg 10 minutes at breaktime / lunchtime – length of time at Principal's discretion)</p>
STAGE 3	<p>Persistent repetition from Stage 2</p> <p><u>Other examples</u></p> <p>Truancy</p> <p>Leaving school without permission</p> <p>Vandalism to school property</p> <p>Outright refusal to obey staff</p> <p>Assault</p> <p>Aggressive Behaviour</p>	<p>Governor Consultation with Parent/Carer which may result in:</p> <p>Daily Report Card for a certain amount of time</p> <p>Withdrawal of fun activity e.g. swimming, attendance at an after school club, a school trip, a residential trip</p> <p>Suspension</p> <p>Expulsion</p>

Professional advice from Education Authority (EA) may be sought at any time but particularly at Stage 3.

The school reserves the right to suspend or expel a child. The procedure will follow the guidelines issued by Education Authority and Department of Education.

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

During non-classroom time, support staff must report any incidents to teaching staff/Principal who will fully investigate the incident, then follow the above procedure.

### **RECORDING OF INCIDENTS OF INDISCIPLINE**

Stage 2 and Stage 3 incidents are recorded. Records will be disposed of in accordance with the EA Disposal Policy.

### **PUPILS WITH SPECIAL EDUCATIONAL NEEDS (SEBW)**

A minority of children on the Special Needs Register may have a Social, Emotional, Behaviour or Well Being Need (SEBW) which make it challenging for them to always abide by the rules and conventions of the school successfully. To this end, SEN children with SEBW may require movement breaks and a specific reward system to help them manage their behaviour. These children have access to the classroom calming/sensory area when required. These children may also require a 'safe' place.

These children will have a Personal Behaviour Plan in place with targets to address their need. It may be necessary to develop a Risk Reduction Plan for children with SEN (SEBW).

Although these children will be subject to the same rewards and sanctions as all other children, there may be times when their special needs requires additional strategies to be employed.

Daily records are maintained by staff for SEN (SEBW) children.

In the event of a school residential trip, a meeting with staff, governors and parents of SEN (SEBW) child may take place.

Suspension/expulsion is a sanction that these children may be subject to in accordance with the hierarchy of sanctions. However, as with all children, we will seek to try every practicable means to avoid exclusion and maintain placement in the school. Advice from EA may be sought.

### **LINKS WITH OTHER SCHOOL POLICIES**

Bellaghy Primary School's Positive Behaviour Policy is one of a number of initiatives undertaken by the staff of the school, to ensure that each pupil is secure and happy and is

able to function at their optimum level, both physically and academically. Other policies which impact on this one are as follows:

- Health and Safety Policy
- Pastoral Care Policy
- Child Protection Policy
- Special Needs Policy
- Anti-Bullying Policy
- Use of Reasonable Force Policy

It is the aim of our school that the implementation of the above policies and the attitudes they engender, will help to develop a more child centred school where the needs and concerns of the pupils are paramount and the school can function free from serious disruption and indiscipline.

### **POLICY CONSULTATION**

This Policy has been drawn up in consultation with all pupils. There has been a period of consultation for parents, where their views were sought.

### **MONITORING AND REVIEW OF POLICY**

The Policy will be monitored by the Principal in consultation with the Pastoral Care Co-Ordinator and reviewed annually by the Board of Governors.

*Policy Review – September 24*

**APPENDIX 1 – EXPLANATION CARD SAMPLE**

**DISCIPLINE PROCEDURE – CHILD’S EXPLANATION FORM**

NAME:	CLASS:
WHAT RULE DID I BREAK?	
WHY I DID IT?	
WHAT I SHOULD DO TO FIX IT? HOW CAN I MAKE SURE THIS DOES NOT HAPPEN AGAIN?	
TEACHER COMMENTS (INCLUDING SANCTION)	
SIGNED:	DATE:
SIGNED: (Parent / Carer)	DATE:
<b><i>PLEASE RETURN THIS FROM TO SCHOOL – THANK-YOU!</i></b>	

## APPENDIX 2

### POSITIVE BEHAVIOUR STRATEGIES TO BE USED BY STAFF

Listed below are a range of strategies which are proven to have been effective in positive behaviour management. Many of these strategies reflect what is recommended by Paul Dix (as above).

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

### **APPENDIX 3**

#### **SCRIPTED RESPONSES TO INAPPROPRIATE BEHAVIOUR**

I am going to speak to you later about what you have done and what will happen next.

I am going to walk away to give you a chance to calm down/think about what you have done.

I don't think I have enough information to make a decision right now.

You need to understand that every choice you make has a consequence. If you choose to do this ..., this will happen... I will leave you to make your decision.

Do you remember yesterday you helped me to (eg tidy up)? That is the boy/girl I want to see today, that is the boy/girl you can be all the time.

I don't like your behaviour. Your behaviour is disruptive, damaging and dangerous. I don't like your behaviour but I believe you can be a success.

I am not leaving. I care what happens.

What do you think the poor choices were that caught my attention?

What do you think you could do to avoid this happening again?  
It is not like you to ....

#### **SUGGESTED COMPLETE SCRIPT**

I noticed you are .... (speak of the inappropriate behaviour)

It was our rule about ... (being ready, being respectful, being safe) that you broke.

As a consequence of this behaviour, I would like you to ... (immediated sanctions are the best). (Could be a caution or a last chance – depending on the child's history of behaviour)

Do you remember last week when you... (refer to something positive)

This is the boy/girl I need to see today.

What can we do to make things better?

Thank-you for listening.

- |  |
|--|
| <ol style="list-style-type: none"><li>1. REMINDER OF THE RULES</li><li>2. CAUTION</li><li>3. LAST CHANCE</li><li>4. TIME OUT</li><li>5. REPAIR</li></ol> |
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## **RESTORATIVE QUESTIONS FOR FOLLOW-UP AFTER THE BEHAVIOUR**

(maybe not all questions)

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did you make people feel?
5. Who has been affected?
6. How can we make things right?
7. How can we do things differently in the future?

## **ASSERTIVE SENTENCES**

I need to see you ... (listening carefully to me)

I expect ... (to see your desk tidy in one minute)

I know you will ... (help Adam to clean up this mess.)

Thank you for ... (letting go of Kyra's ha), now lwt's walk and talk.

I have heard what you said, now you must ...

We will ... (have a better day tomorrow.)

**APPENDIX 4**  
**RIGHTS AND RESPONSIBILITIES**

**The Rights and Responsibilities of Pupils (in relation to this policy)**

Pupil Rights	Pupil Responsibilities
<ul style="list-style-type: none"> <li>☺ Be valued as members of the school community;</li> <li>☺ 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;</li> <li>☺ Make mistakes and learn from them;</li> <li>☺ Be treated fairly, consistently and with respect;</li> <li>☺ Be consulted about matters that affect them and have their views listened to and as far as is reasonable, acted upon;</li> <li>☺ Be taught in a pleasant, well-managed and safe environment;</li> <li>☺ Work and play within clearly defined and fairly administered codes of conduct;</li> <li>☺ Experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met;</li> <li>☺ Develop and extend their interests, talents and abilities;</li> <li>☺ Feel safe and happy in school and on trips</li> <li>☺ Feel safe on line at school</li> <li>☺ Feel respected by the whole school community</li> </ul>	<ul style="list-style-type: none"> <li>☺ Come to school on time wearing uniform, with homework done, and suitably equipped for the lessons in the day ahead;</li> <li>☺ Respect the views, rights and property of others</li> <li>☺ Respect others' rights in class and out of class and behave safely at all times;</li> <li>☺ Co-operate in class with the teacher and with their peers;</li> <li>☺ Work as hard as they can in class and be the best they can be;</li> <li>☺ Conform to the conventions of good behaviour and abide by school rules;</li> <li>☺ Seek help if they do not understand or are in difficulties;</li> <li>☺ Accept ownership for their own behaviour and learning and to develop the skill of working independently;</li> <li>☺ Act responsibility in school, on trips and online.</li> </ul>

## The Rights and Responsibilities of Staff (in relation to this policy)

Staff Rights	Staff Responsibilities
<ul style="list-style-type: none"> <li>☺ Work in a positive environment</li>   <li>☺ Express their views and contribute to policies;</li>   <li>☺ Receive support and advice from senior colleagues and external bodies;</li>   <li>☺ Work within appropriate accommodation with adequate resources;</li>   <li>☺ Be treated with care and dignity from all members of our school community;</li>   <li>☺ Feel safe and respected in their work place</li> </ul>	<ul style="list-style-type: none"> <li>☺ Behave in a professional manner at all times;</li>   <li>☺ Ensure that lessons are well prepared, making use of available resources and that homework is appropriately set and constructively marked;</li>   <li>☺ Show interest and enthusiasm for their pupils' learning;</li>   <li>☺ Listen to the pupils, value their contributions and respect their views;</li>   <li>☺ Be sympathetic, approachable and alert to pupils in difficulty or falling behind;</li>   <li>☺ Respect all members of the school community</li>   <li>☺ Identify and seek to meet pupils' special educational needs through the SEN Code of Practice;</li>   <li>☺ Share with the parents any concerns they have about their child's progress or development;</li>   <li>☺ Expect high standards and acknowledge effort and achievement;</li>   <li>☺ Report suspected cases of bullying to Designated Teacher for Child Protection or in their absence to Deputy Designated Teacher for Child Protection. (The Principal must also be informed)</li>   <li>☺ Follow up any complaint by a parent about bullying, and follow the procedure as outlined in our Anti-Bullying policy.</li> </ul>

## The Rights and Responsibilities of Parents (in relation to this policy)

Parent/ Carer Rights	Parent/ Carer Responsibilities
<ul style="list-style-type: none"> <li>☺ Access a safe, well-managed and stimulating environment for their child's education;</li> <li>☺ Have reasonable access to the school, and to have their enquiries and concerns dealt with sympathetically and efficiently in a respectful manner;</li> <li>☺ Be informed promptly if their child is ill or has an accident which school First Aiders think requires further investigation;</li> <li>☺ Be informed if the school has concerns about their child;</li> <li>☺ Be informed about their child's progress and prospects;</li> <li>☺ Be informed about school rules and procedures;</li> <li>☺ Be provided with a broad, balanced and appropriate curriculum for their child;</li> <li>☺ Be involved in key decisions about their child's education;</li> <li>☺ Have access to suitably resourced school with adequate and well-maintained accommodation.</li> </ul>	<ul style="list-style-type: none"> <li>☺ Ensure that their child attends school regularly and arrives in good time, with homework done, and suitably equipped for the lessons in the day ahead;</li> <li>☺ Be aware of school rules, Be ready, be respectful, be safe and encourage their child to abide by them.</li> <li>☺ Show interest in their child's classwork and homework, where possible, provide suitable facilities for studying at home;</li> <li>☺ Act as a positive role model for their child in their relationship with the school treating other parents, pupils and members of staff in a respectful manner;</li> <li>☺ Attend planned meetings with teachers and support school functions;</li> <li>☺ Provide the school with all the necessary background information about their child, including telling the school promptly about any concerns they have about school, or any significant change in their child's medical needs or home circumstances.</li> <li>☺ Be aware and monitor their child's on line activity, including messaging and</li> </ul>