



# Positive Behaviour Policy

<b>Date:</b>	<b>Policy reviewed:</b>	<b>Policy amended:</b>	<b>Agreed by Governors</b>
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*All young people, from whatever background, have a right to be valued and respected, to be educated in a secure and caring environment, and to have their abilities and talents nurtured and developed to their full potential.*

*(DOE: Pastoral Care in Schools -Promoting Positive Behaviour)*

***The best interests of the child must be a top priority in all actions concerning child.  
(Article 3 UNCRC)***

## **STATEMENT OF PURPOSE**

The purpose of this policy is to help create a school community that is based on Christian principles and values which allow children to develop their full potential in a positive, secure and happy environment. As a Catholic school we believe that all members of our school community should work together showing mutual respect for each other. Every member of our school community has the right to work in a well ordered and calm atmosphere. Our teachers have the right to carry out their professional duties without the stress of disruptive behaviour.

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 implementation of this Positive Behaviour policy within school is the foundation for better learning.

### **Mission Statement**



**Believe, Achieve, Together**

*In partnership with parents, the church and the wider community we promote the spiritual, academic, social, emotional and physical development of all our pupils. All individuals in the school community are nurtured and encouraged to realise their full potential in a happy, inclusive and secure Catholic environment where we believe and achieve together.*

## INTRODUCTION TO BEHAVIOUR MANAGEMENT

The Principal and Staff of Glendermott Primary School and Nursery Unit believe firmly that effective learning cannot take place without a requisite standard of good behaviour. In the context of this school, good behaviour is defined as conduct which assists the school to fulfil its function, namely the full development of the potential of all its pupils. Conversely, bad behaviour would be defined as conduct which prevents this, either when an individual prevents his/her own development by behaving badly or when unacceptable conducts disrupts the development process for other members of the community.

It therefore follows that good behaviour is that which conforms to the reasonable expectations and requirements of the school and is based upon mutual respect for the needs and aspirations of all in the school and upon care for its environment.

### A POSITIVE APPROACH

Whilst this policy outlines sanctions which may be imposed as necessary, we do not see discipline within our school as a series of rules and regulations. Rather we view discipline in a *positive* way, where praise and reward are fundamental. It is our desire to cultivate in pupils an acceptance and recognition for their own decisions, their actions and consequences. We hope to train and guide children to behave in a socially acceptable way whilst in the care of teachers and others in the education process.

#### Aims

In our school we aim:

- To ensure an educational environment that is guided by our mission statement.
- To create an ethos where all partners in the school community (i.e. children, staff members and parents) feel safe, respected and valued.
- To promote and celebrate self-discipline.
- Encourage self-respect in our children and encourage them to take responsibility for their own actions
- Provide children with the capacity to live as independent, self-motivated, confident individuals.
- Provide children with a sense of ownership of the positive aspects of school life and a recognition of their role in the school
- To develop the pupils' interpersonal skills in order that they can resolve problems and conflicts amicably
- To create an environment where the children and their teachers can reach their creative and intellectual potential, without disruption.
- To have a framework in place (i.e. the Code of Discipline) to help the school run smoothly.

- To ensure that the system of rules, rewards and sanctions are implemented in a fair and consistent manner throughout the school.
- To establish an effective means of communication between pupils, teachers, parents/guardians and Board of Governors.
- To help children acquire and develop moral, ethical and spiritual values and a respect for the belief and values of others.

**As a staff our aim is to create a happy, secure environment for all our pupils, within which there is order, effective teaching and learning an agreed approach to positive behaviour management.**

**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, effectively and consistently.

## **Roles, Rights and Responsibilities**

### **Role of the Teacher**

A teacher's role is to provide education for the children in his/her care.

***'A climate which fosters effective learning, both within the classroom and about the school, is at the heart of the education process.'***

***'Promoting Positive Behaviour' p.6. DENI, 2001***

When the teacher and pupil understand their different roles, a positive well-ordered learning environment can be achieved. Children at different stages in education require instruction and guidance and our school codes form the framework of our expectations as teachers for the behaviour of the children in our care. Our codes will be clearly displayed in each classroom and commented on, at regular intervals, by the teacher.

Where appropriate, pupils will have ownership of their own Class Codes and enter into a signed Behaviour Contract. Teachers will enforce acceptable behaviour in their class in a positive manner, having regard to the positive nature of the school policy, consulting with the Principal when necessary.

### **Rights and Responsibilities of the Teacher.**

#### **Teachers have a Right to:**

1. To educate and work in an environment relatively free from disruption.
2. To be treated with respect.
3. To voice concern about child's safety, behaviour and academic progress.
4. To appeal to a higher authority e.g. Principal, Board of Governors, Department of Education.

**In addition teachers have the right:**

5. To request support, co-operation and relevant information from parents in order to achieve the school's aims and objectives.
6. To be listened to and participate in decision making that affects their school work and that of the school in general.
7. To receive adequate training, facilities and resources appropriate to their teaching duties.
8. To full and open communication with parents.

**Teachers have a Responsibility for:**

- Supporting and implementing the school's Code of Behaviour.
- Establishing rules and routines.
- Supporting pupil well-being and developing their self-esteem and confidence.
- Creating a positive atmosphere/environment for learning.
- Being consistent in implementing the Code of Behaviour.
- Treating all children with equal respect and adopting inclusive practices.
- Ensuring opportunities for disruption are minimised.
- Informing children what is expected from them in terms of behaviour.
- In addition, teachers are responsible for:
  - Communicating with parents on issues concerning their child's learning and behaviour.
  - Having positive expectations for children.
  - Adhering to the homework policy.

### **Role of the Support Staff.**

All Support Staff in the school are valuable members of the school team and work in partnership with the Teachers and the Principal to provide a well ordered learning environment. All Support Staff will assist the Teachers in enforcing acceptable behaviour in the school in a positive manner, having regard to the positive nature of the school policy, consulting with the Teachers and Principal when necessary.

### **Rights and Responsibilities of Support Staff.**

#### **Support Staff have a Right to:**

- Expect courtesy and respect from colleagues, parents and pupils;
- Expect opportunities for professional development;
- Be valued as part of the school team;
- Assist in the discipline of all pupils in the school according to school procedures;
- Expect back-up procedures to be in place for managing behaviour;
- Have an opportunity to work to their full potential in a calm, safe environment.

#### **Support Staff have a Responsibility to:**

- Behave in a professional manner at all times;
- Be approachable, sympathetic and alert to pupils in difficulty;
- Recognise the individuality of children;
- Have high but realistic expectations for each child and strive to cater for their needs;
- Acknowledge effort and achievement;
- Assist in the provision of a safe, stimulating and caring working environment in the classroom, where all children can work effectively to the best of their ability;
- Enforce the school's behaviour policy in a fair and consistent manner;
- Co-operate and work with the school management team and colleagues;
- Pursue opportunities for personal and professional development.

**Parents:**

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

Standards of behaviour are well established in children before they come to school. Acceptable standards of behaviour may vary from home to home and family to family. Behaviour which can be tolerated at home may not always be acceptable at school because of the large numbers involved in the school community.

We believe in the principle of partnership and therefore encourage parents and guardians to establish and maintain a positive relationship with the Class Teacher and Principal.

It is essential that staff and parents work in partnership in order to achieve and maintain the standard of discipline expected by the school for the benefit of every child. The support of parents is essential in order to maintain high standards of pupil attendance, punctuality, pupil appearance, wearing of school uniform, caring for learning materials (particularly those belonging to the school) and supervision of homework.

**Parents have a Right:**

1. To communicate with teachers on matters of pupil well-being.
2. To be listened to with respect, understanding and confidentiality.
3. To receive progress reports in accordance with agreed school policies.
4. To have contact at an early stage to discuss difficulties.
5. To be consulted for disciplinary action at an early stage.
6. To appeal to a higher authority, e.g. Board of Governors, Department of Education
7. Of access to the Code of Discipline of the school and to receive information on school policy and procedure.

**Parents have Responsibility for:**

- Encouraging children to have a sense of respect for themselves and for others, including their own property and that of others.
- Ensuring children attend school regularly and punctually.
- Ensuring homework is completed and children are prepared for the school day.
- Informing the school of the reason for all absences.
- Ensuring correct uniform is worn including PE uniform.
- Keeping in touch with the school about all aspects of child's learning, progress and behaviour.
- Communicating to school/teacher any problems, which affect children's learning and or safety.
- Co-operating with teachers in incidences where their child's behaviour is causing difficulty for others.
- Being familiar with school policies, codes of behaviour etc. and supporting and implementing these policies.

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

We would expect the children who attend Glendermott Primary School and Nursery Unit to enjoy their education and to have their needs met. However, at the same time we wish to encourage children to realise that other children deserve and must enjoy the same treatment as they do. A child who is experiencing difficulty at school should inform his/her class teacher, the Principal or any other member of school staff

**Pupils have a Right to:**

1. To be educated in a safe, happy secure environment.
2. To grow intellectually, spiritually, emotionally and physically with an understanding of special needs and disability.
3. To be treated as an individual with due respect and regard for others within the school community.
4. To be listened to and to question.
5. To express their concern, beliefs and opinions.
6. To be free from all forms of abuse, whether physical, emotional, mental or sexual.
7. To receive information about topics and concerns affecting their lives (including information on the code of discipline).

**Pupils have a Responsibility for:**

- Their class work and homework.
- Knowing and complying with school and class rules.
- Their behaviour in class and in the school playground.
- Their belongings and the belongings of others.
- Respecting their school environment.
- Playing safely and fairly.
- Including others in their games.
- Helping and caring for others in the school.
- Telling a member of staff if they know another child is not being respected.

## **Role of the Principal.**

The Principal has a key role in formulating and reviewing the behaviour policy and establishing the ethos of the school. He must ensure that teachers, pupils and parents play a vital role in the life and organisation of the school.

The Principal must ensure that the codes of the school are administered fairly and consistently to all pupils. He should support his staff where appropriate and furnish the Board of Governors and the EA (if necessary) with a report on the discipline within the school or on the behaviour of an individual pupil where necessary.

The Principal must also ensure that the school behaviour policy is processed in accordance with and alongside all other relevant school policies, i.e. SEN Policy, Pastoral Care Policy, Anti-Bullying Policy and Code of Practice, etc.

## **Role of the Board of Governors.**

The Governors have legal responsibility for the school's behaviour policy and it is their role to maintain a policy for the school which is current, being implemented, positive in nature and reflective of the school ethos.

If or when a case of indiscipline should come before them they must act upon it, having considered the views of the Principal, other interested parties and any reports forwarded to them.

The Board of Governors have a responsibility to support the Principal and his teaching staff.

### **Guidelines for behaviour in the school**

Within each classroom an assertive discipline plan operates. Rules, rewards and consequences are consistent throughout the school and are displayed on classroom walls. In addition to this:

1. Each teacher will consult with pupils to draw up a list of classroom rules that are relevant for his/her particular year group. This plan will be shared with parents.
2. The classroom discipline plan will include rewards that acknowledge good behaviour, effort and achievement.
3. The plan will include consequences that will be incurred if children break the class rules.
4. A reward system will be worked, will all children having the opportunity to achieve some recognition for good behaviour/achievement within the classroom.
5. The principal will keep an Incident Log that will record incidents of bullying and general indiscipline.

In spite of our consistent attention to positive recognition there are times when pupils do not follow the rules and display forms of undesirable behaviour.

### **Undesirable Behaviour in Pupils**

- Any form of bullying
- Being unkind to peers calling out in class, interrupting others and being inattentive in class.
- Displaying a lack of interest in learning and preventing others from learning.
- Being unable or unwilling to abide by agreed standards of good manners and respect.
- Defacing or destroying other pupils' belongings or school property.
- Using inappropriate language in any context.
- Acting aggressively towards another pupil or a member of staff.

## **Behaviour Modification Policy- Praise and Reward**

At Glendermott many of the children are well behaved. There are, however, occasions when individual children exhibit behaviour which is unacceptable. As part of the approach within our Positive Behaviour policy of rewards and sanctions/consequences we use behaviour modification strategies to change individual children's behaviour. These are used by all staff.

Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs.

A major aim of the school policy is to encourage children to practise good behaviour by operating a system of praise and reward. The Glendermott scheme is based on awards through which children can be rewarded for academic and non-academic achievements, for effort and for being caring, and for all aspects of good work and behaviour.

A wide range of rewards are used to reinforce positive behaviour. The following list is not exhaustive but gives an indication of the value we hold in self-esteem and reward. These can include:

### **In Class**

- Stickers / stampers / reward charts
- Verbal praise or written comment
- Display of particularly good work in special place in classroom
- Peer praise
- Visits to another teacher or Principal
- Certificates
- Given responsibility within class
- Note sent to parents
- Prize from class teacher
- Golden Time
- Whole class rewards- marbles etc...

### **In School**

- Praise in Assembly
- Parental Contact (Parent-Teacher Interviews)
- Annual Report
- Pupil of the Week Awards
- Principal Reward Stickers
- Principal prizes
- School trips and involvement in school teams

Most children respond to this positive approach where their efforts are seen to be valued, and make considerable efforts to improve their work, and, where necessary, their behaviour.

By using a positive system of rewards, and reinforcing good behaviour we help children to feel good about themselves.

### **Unacceptable Behaviour - Sanctions/Consequences**

Sadly, there will be times when children are poorly behaved. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up. A Positive Behaviour Policy must state these boundaries firmly and clearly.

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

Normal sanctions/consequences include a verbal reprimand and reminder of expected behaviour, loss of free time such as playtimes, moving to sit alone, sending work home, writing letters of apology and loss of responsibility. A record of any such behaviour/sanction will be noted within the appropriate Key Stage Positive Behaviour programme (see below).

## **UNACCEPTABLE BEHAVIOUR**

At our school we classify unacceptable behaviour into three broad bands -

### **Level 1**

- Misbehaviour that can be effectively managed within the classroom environment by the teacher.

### **Level 2**

- More serious misbehaviour or persistence of Level 1 is not so easily managed within a classroom environment. Class/subject teacher may involve the parents, either formally or informally. Notification of other staff may take place. Referral to higher management level may also take place. After three verbal warnings a 'warning slip' will be issued.

### **Level 3**

- After three 'warning slips' have been issued a lunchtime detention will be given. Children will be asked to complete a literacy or numeracy activity during this time. Detentions will last for 20 minutes and pupils will be supervised by a teacher. A continued demonstration of disrespect towards staff or a deliberate intent not to participate in school activities will merit an afterschool detention. This will last for 1 hour. Pupils will complete handwriting activities. Very serious misbehaviour or persistence of Level 2 will lead to the formal involvement of Senior Management within the school and parents. Additionally, the involvement of outside agencies may be sought.

The following are examples of what constitutes Level 1, 2, 3 and Sanctions and Strategies may be used.

Sanctions will be constructive, applied with sensitivity and flexibility where possible, be related to the misdemeanour and will be specific to the offender and not applied to the whole group.

**Unacceptable behaviour described -**

<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>
Arguing	Persistence of Level 1	Persistent occurrence Level 2
Talking at inappropriate times	Aggressive behaviour persistent/serious (e.g. biting, kicking, hitting, nipping etc.)	Physical assault (hitting, kicking, punching, throwing items at, pulling hair) - teachers/adults/children
Distracting other pupils	Refusal to work/ general defiance	Wilful damage- property school
Disobeying instructions	Consistent non-completion of homework	Verbal abuse to teachers/staff/peers
Shouting out/ leaving seat	Refusal to engage with an adult	Stealing
Taking property of others	Bad language	Major disruption of class activity
Lying	Name calling/ teasing	Leaving school premises without permission
Not completing homework	Damaging property	Dangerous refusal to obey instructions
Not sharing		
Making unkind remarks		
Running in corridors		
Telling tales (inappropriately)		
Throwing pencils/rubbers etc in class		
Answering back		
Persistent misplacing of workbooks/worksheets etc		

### Sanctions and Strategies -

Level 1	Level 2	Level 3
A disapproving look	Time-out/ cool-off in another room	Principal immediately informed
A signal to indicate behaviour must stop	Report to Principal	Formal discussion with Principal and pupil
A verbal rebuke	Formal appointment with parents (Principal informed prior to meeting to allow his attendance if necessary)	Formal appointment with Principal and Parents
Moved in class to another desk	Discussion with SENCO- IEP may be implemented	IEP will be implemented
Time-out/ cool-off	Entry in class record	Behaviour contract between school and child
Informal chat with parents	Daily discipline report/ withdrawal of privileges Home/school contact	Involvement of outside agencies EWO Behaviour Support Team Educational Psychology Social Services
Withdrawal of privileges/responsibilities	Break/ lunch detention	Suspension
Reminder of class rules/ school codes	Teacher may begin to record daily observations of behaviour	Expulsion
Private discussion with child	Remove child from class- place with Principal or in another class	
Discussion in groups or whole class (circle time)	Withdrawal from: Extra-curricular activities School outings School teams	
Break/lunch detention (during which time the child will complete additional work- supervised)	Behaviour modification programme- reward charts/setting targets etc..	
Apology (written or verbal)		
Redirect to another activity		
Move child to work on his/her own		
Repeat work		
Miss out on 'Golden Time' to catch up on work, write letter of apology, sorry card etc.		

### **Clarification of Terms used above:**

#### **"Time Out"**

- To a separate seat/single desk in the classroom;
- To another class (of similar age group) with work set;
- Break/lunch time with work set (providing sufficient time for eating and toileting);
- To Principal, Vice-Principal or Senior Teacher in charge;
- To a quiet area of the playground or dining hall;

The Class Teacher and/ or Principal will use discretion as to whether parents need to be informed if their child has been on "Time Out" depending on the seriousness of the misdemeanour.

#### **Lunchtime Supervision**

At lunchtime, supervision is carried out by the lunchtime Supervisory Assistants and the Classroom Assistants. The Supervisors can refer to the Class Teachers, the Vice-Principal or Principal if necessary. The Supervisory and Classroom Assistants are expected to maintain order. Usually this consists of reminding children of the standard of behaviour expected. Repeated minor problems may result in the child being asked to complete a task which usually takes the heat out of the situation. The Supervisors and Classroom Assistants will inform the staff of any children who continually misbehave. The Supervisors and Classroom Assistants must be treated with the respect expected by all adults at Glendermott P.S. Verbal or physical abuse will not be tolerated. Issues arising at break or lunch times must be reported to the teacher following the recess. If a pupil is habitually misbehaving, despite repeated and ongoing attempts to modify the behaviour, then the child will be referred to the Principal. Persistent or serious misbehaviour at lunchtime that is brought to the attention of the Principal or the Vice-Principal will result in the loss of privileges and playtimes. Parents will be informed if there is no improvement in behaviour and the child will be excluded from the premises at lunchtime for a fixed time. This will be followed, if necessary, by permanent exclusion.

### **Lunch Time Rules**

We speak quietly to those around us.

We keep our table clean.

We line up calmly.

We walk carefully through the hall.

We are polite to everyone.

We use good table manners.

### **Severe Misbehaviour or Disruption**

In the case of severe misbehaviour, the pupil may be forced to by-pass the classroom consequences and may be sent directly to the Principal. This will be at discretion of the class teacher or the adult dealing with the situation.

Major breaches of the Positive Behaviour policy include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and disruptive behaviour in class (see Level 3 Classification above).

This type of behaviour is generally rare and it is the responsibility of the Principal or the Vice-Principal who will deal with it severely, particularly if the problem keeps recurring. The standard procedure for this sort of problem follows a set pattern. Failure to improve leads automatically to the next stage with each stage recorded.

- A verbal warning by the Principal or Vice Principal as to future conduct.
- Withdrawal from the classroom for suitable period.
- Placed on a Behaviour Report Card.
- A letter to parents informing them of the problem.
- A meeting with parents, and either a warning given about the next stage unless there is an improvement in the child's behaviour.
- If the problem is severe or recurring then suspension/exclusion procedures are implemented after consultation with the Board of Governors.

Serious incidents are recorded in the Incident/Accident or Behaviour file which is located in the Principal's Office.

## Suspensions and Expulsions

Only the Principal has the authority to suspend a pupil, in accordance with the procedures set out by the C.C.M.S. The decision to expel a pupil can only be applied to pupils who have already been suspended.

Procedures followed will be those set out by C.C.M.S.

The use of Reasonable Force to Restrain or Control Pupils  
(see separate policy)

### Stepped Consequences

Reminder



Verbal Counsel



Second verbal counsel

(This may be recorded in incident log book/ child's homework diary/ phone call to parent/note sent home)

Consequence applied.



Parent invited to meet teacher to agree improvement plan. (Principal/V. P may be involved at teacher's discretion).



Vice-principal informed who will put the child on a daily report and inform parents via phone or letter.



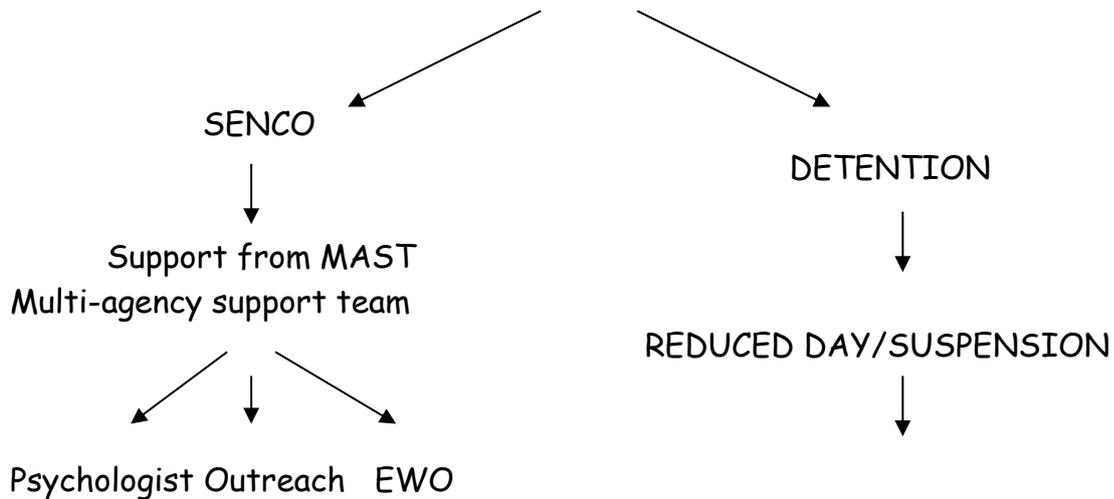
Principal informed who will meet with child/teacher/VP as necessary, formally recorded, parents informed of this via phone or letter.



Principal meets with parents.

*The agreed stepped consequences offer a sliding scale of intervention in the pupil's behaviour requiring the pupil to take more responsibility for his/her own actions.*

*\*Please note, if a pupil puts himself/herself or others at risk, staff can fast-track the stages by notifying the Principal/Vice-Principal and contacting the child's parents without delay.*



## PROCEDURES

### Possible Sanctions

#### Level 1

- A signal
- A verbal rebuke
- Moved in class to another desk
- Time-out chair/cool-off
- Informal chat with parents
- Withdrawal of privileges/responsibilities
- Reminder of Class Rules
- Private discussion with child
- Break detention
- Letter home
- Worksheet
- Apology

#### Level 2

- Time-out/cool-off in another room
- Sent to another teacher
- Informal chat to parents
- Formal appointment with parents
- Report to higher level
- Withdrawal from extra-curricular activities
- Entry in report book
- Home/school report sheet
- Break/lunch detention
- Restitution
- Daily report

#### Level 3

- Principal/Vice-Principal informed immediately
- Formal chat with Principal/Vice-Principal and pupil
- Formal appointment with Principal and parents

Class Teacher



Vice Principal



Principal

Action plan agreed  
Afterschool detention  
Suspension  
Expulsion  
Behaviour Contract  
Involvement of other agencies e.g.  
EWO/BMT/Educational Psychology/Social  
Services/CCMS



# Glendermott Primary School

## Pupil's Observation Sheet

Name of Pupil:

<b>TIME</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
Morning Session					
Break-Time					
Mid-Day Session					
Lunch-Time					
Afternoon Session					
Principal's Comments					
Parents' Comments					

### **Incident Book**

This is used to record significant disciplinary measures taken by a member of staff against a child. Exclusion must always be recorded. This book is not for minor incidents in day to day classroom management but for serious occurrences of challenging behaviour. This book is kept in the Principal's office.

### **Incident/Accident File**

This is used to record:

- Any incidents involving a child, or anyone employed in school which results in personal injury or damage to property;
- Loss, theft, or damage to property;
- Any other incidents or matters of a serious nature;

These incidents are ones which may give rise to disciplinary or legal action.

Incident/Accident forms are used to record all details and are available from the Principal.

### **Preventative Strategies**

See sanctions/consequences table above and Positive Behaviour policy procedures.

### **Intervention (see also Policy for Use of Reasonable Force & Safe Handling)**

Glendermott Primary School actively promotes the use of positive behaviour management strategies, thus reducing the need for any form of physical intervention. However, emergency situations may arise when this is unavoidable and necessary. Such situations may be:

- When the health, safety and well-being of an individual, or group is endangered by the action of another person or persons
- Where an individual is endangering his or herself
- Where there is a developing risk of injury or significant risk to property

In the event of contact, as a last resort, becoming necessary, the procedure and guidance, as outlined in the Department of Education Circular 'The Regional Policy Framework on Reasonable Force / Safe Handling' (May 2004) will be followed. Guidance issued in D.E.N.I. Circular 1999/9 - Use of Reasonable Force to Restrain or Control Pupils will also be adhered to.

The child will be removed from the situation as soon as possible and taken to a member of the Senior Management Team who will take immediate action to involve parents. An incident form will be filled in and the situation discussed with the Principal or Vice Principal. The Principal or Vice Principal will work with the member of staff and parents to devise an Action Plan to meet that child's needs. This may include the involvement of other agencies - social services, psychological service etc.

### **Educational Visits**

Pupils on school visits will be expected to abide by the aims of our school Behaviour Policy and school rules re. behaviour. In addition, the Principal and staff will reserve the right to implement any rules which they deem necessary to ensure the safety and welfare of pupils and staff and achieve the aims and purpose of the visit.

## **Definition of Bullying**

Bullying behaviour is behaviour by one or more pupils carried out intentionally to hurt, harm or adversely affect the rights and needs of another or others. The term bullying refers to a range of harmful behaviour, both physical and psychological. The list of bullying behaviours is non-exhaustive although bullying behaviour usually has the following four features:

- It is repetitive and persistent.
- It is intentionally harmful.
- It involves an imbalance of power, leaving someone feeling helpless to prevent it or put a stop to it.

It may involve: (this is not an exhaustive list)

- Causing deliberate physical injury;
- Threatening behaviour;
- Offensive name calling;
- Taunting or disparaging remarks;
- Spreading malicious rumour or gossip;
- Extortion of money or property;
- Preventing another taking part in activities;
- Wilful damage of another's property.

Bullying is in contravention to children's rights to all forms of violence, both physical and mental. It also infringes their right to education and to freedom from torture and inhumane and degrading treatment under the Human Rights Act 1998. It can make the victim's life miserable.

At Glendermott Primary School and Nursery Unit we take our responsibility to create a secure and caring environment for everyone present, very seriously.

## **Under no circumstances will bullying be tolerated.**

Our Anti-Bullying Policy will be followed at all times.

- Bullying, of any kind, is unacceptable.
- Staff will always take the report (from pupils or parents) seriously and deal with it accordingly.
- Staff will offer concrete help, advice, support and feedback to the victim and their family.
- Staff will encourage the pupil displaying bullying behaviour to think about their actions and the effect they have on their victim.
- Staff will remember that both the pupil being targeted and the pupil displaying bullying behaviour have needs which need to be addressed by the school.

## **LINKS WITH OTHER PARTIES**

### **Positive Behaviour Policy and Parental Links**

The support and co-operation of parents is a very important element in achieving the aims of our positive discipline policy. Parents need to be aware of how important the school feel in their role and responsibility in helping us achieve these aims.

Opportunities to build parental involvement will take many forms eg through the promotion of our rewards system, written communications, reports, informal notes in books by their child receiving certificates or prizes in class or at assembly, trips and face to face meeting at formal parents' meetings.

For those pupils who experience emotional or behavioural difficulties the school will use the Code of Practice for managing this issue. The SENCO will work closely with the class teacher to assess the nature of the difficulty, draw up an action plan with relevant targets and liaise closely either in an informal manner in the early stages ie Stage 1 or in a more formal meeting if the difficulties remain unresolved.

At all times through this process close communication between school and home should ensure that the needs of the child are paramount and are addressed quickly and efficiently.

## **POSITIVE BEHAVIOUR POLICY AND SPECIAL NEEDS**

It is our intention to assist in any way pupils who may experience emotional or behavioural difficulties in our school.

Within our Special Needs Policy all teachers are aware of the role they play in assessing, targeting and drawing up an individual plan for a pupil depending on what stage of the Code of Practice the pupil is at.

When it becomes evident that further help will be required the SENCO will make a Stage 3 referral to the local Educational Psychology Office requesting outside support.

## **POSITIVE BEHAVIOUR POLICY AND LINKS WITH OUTSIDE AGENCIES**

In attempting to cater for all pupils it is sometimes necessary to call on the support of other professional support agencies from outside the school.

Working closely with the school in maintaining good home/school links is our local Education Welfare Office who can be contacted by our designated Child Protection Teacher, especially if child protection issues are involved.

At times some pupils may develop emotional or behavioural difficulties and may not respond to the range of strategies employed by the school. This may necessitate referral to our local Psychology Office initially followed by referral to the Behaviour Management Team for individual support for that pupil or staff training for the whole school. The school also has access by referral to a counselling service within the EA Pupil Personal Development Team.

### **Professional development**

The development of the school's Positive Behaviour Policy is continually on going, and opportunities to attend professional development courses regarding issues connected with the policy will be afforded to teachers, assistants and supervisors as they become available from external agencies and / or are developed from within the school.

### **Policy review**

Review of this policy document is continuous in the light of guidance and advice from statutory bodies and legal requirements. It will be updated as required. Responsibility for this lies with the co-ordinator in consultation with principal, staff, parents and the Board of Governors. Policy reviewed and updated March 2021 next review Spring 2024

## SCHOOL RULES

### Movement

Pupils should:

- Line up quickly and quietly.
- Move in an orderly fashion on the left hand side with regard to their own and others safety in classrooms and corridors.
- Enter and leave canteen calmly.
- Use stairs safely.
- Walk inside at all times.

### Learning

Pupils will be encouraged to:

- Give their best at all times.
- Present work of an acceptable standard as determined by the teachers.
- Complete and present homework when required.
- Have a note to explain non-presentation of work or problems relating to punctuality and attendance

### Communication

Pupils should:

- Raise a hand if they wish to speak
- Show courtesy when someone else is speaking
- Speak respectfully to adults and peers alike.

### Respect

Pupils should:

- Respect the property of others
- Take care of books, equipment and all aspects of school property
- Be polite, kind, thoughtful and considerate to everyone.
- Play in a way that does not annoy or intimidate others

Children should behave well coming from and going to school and on excursions and trips. At these times children represent the school and the school's good reputation is dependent on them.

At all times the safety of children is paramount and this is implicit in all our rules.

## Appendix 1

### SAMPLE HOME/SCHOOL CONTRACT

Dear Parent(s)/Guardians(s),

Please talk to your child and remind him/her of the importance of keeping the following rule/rules:

Behaving in class.

Homework

Behaving in playground /in canteen.

Application to work

Obedience

Listening and paying attention.

Having respect for all members of the school community.

Having respect for school property, their own belongings and those of other pupils.

Teacher's signature: \_\_\_\_\_

I have talked to my child about the above rules.

Signed: \_\_\_\_\_ Parent/ Guardian

I promise to try and keep the class rules.

Signed: \_\_\_\_\_ Student

