

Knocknagoney Primary School and Nursery Unit

Positive Behaviour Policy

Promoting Positive Behaviour

Core Values

Knocknagoney Primary and Nursery Unit seeks to ensure that it offers a safe, caring environment for all where learning is maximised through a clear and agreed Behavioural policy which is fairly and consistently applied.

All members of the school believe that our core values are:

1. Respect
2. Equality
3. Inclusion
4. Safety
5. Learner centred
6. Diversity
7. High expectations

Governors Statement of Principles

We wish to promote good relationships to allow everyone to work together in an effective and considerate way and develop an ethos of kindness and co-operation. We aim to help children become positive, responsible and increasingly independent members of the school community.

Mission Statement

Knocknagoney Primary School promotes a creative, exciting, stimulating, nurturing , safe, happy, caring and positive environment where all members of our school community are valued, motivated, respected and encouraged to fulfil their potential. High expectations are set. We strive to equip them with skills to develop their own learning, enabling our pupils to become lifelong learners and caring, active citizens enabling them to contribute positively in society.

Our motto is "Strive , Believe , Achieve."

Strive to do your best, believe in yourself and achieve your targets and goals.

Aims

THE POSITIVE BEHAVIOUR POLICY AIMS TO:

1. Promote positive attitudes
2. Maintain an orderly & safe environment. Keeping unacceptable behaviours to a minimum
3. Create a climate conducive to:
 - Sound relationships &
 - Effective learning & teaching

Aim 1:

Everyone actively works together to promote POSITIVE ATTITUDES by:

Creating and sustaining a whole-school caring ethos which ensures everyone feels valued, respected, confident and where everyone has a strong sense of belonging.

Aim 2 :

Maintain an orderly and safe environment by developing:

- Classroom behaviour plans with the pupils negotiating the rules and protocols (or routines)
- Establishing a consistent whole-school approach to the introduction of rights, responsibilities, rules and behaviour using a common language and monitoring process coordinated by the Vice Principal.
- Encouraging an environment and providing the opportunity where pupils feel confident to talk to staff about their concerns or difficulties.

Aim 3:

Create a climate conducive to sound relationships and effective learning & teaching by :

- Clear expectations of pupils' behaviour for learning in the classroom which are shared and negotiated by pupils and teachers.
- Clear guidelines on rewards, sanctions and on choices and consequences.
- Pupils encouraged to monitor their own behaviour and evaluate their behaviour for learning skills on a regular basis.
- Staff will be role models for positive behaviour and attendance.

Our Policy will be informed and guided by current legislation and guidance.

1. Health and Safety at Work NI Order 1978
2. The Children (Northern Ireland) Order 1995
3. The Human Rights Act 1998
4. The Education (NI) Order, 1998
5. Welfare and Protection of Pupil's Education and Libraries (NI) Order 2003
6. The Education (2006 Order) (COMMENCEMENT NO. 2) ORDER (NORTHERNIRELAND) 2007
7. The Education (School Development Plans) Regulations (NI) 2010

8. Special Educational Needs and Disability Act (Northern Ireland) 2016
9. Addressing Bullying in Schools Act (NI) 2016 DE guidance
10. Pastoral Care in Schools: Promoting Positive Behaviour, DE 2001
11. Safeguarding and Child Protection in Schools. A Guide for Schools, DE 2017 ETI
12. Inspection and Self-Evaluation Framework 2017
13. Every School a Good School

Rights and Responsibilities

Every member of the school community has a right to:

1. Be valued as members of the school community
2. Be treated fairly, consistently and with respect
3. Be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon
4. Have a voice and be responded to
5. Reasonable access to the school, and to have their enquiries and concerns dealt with sympathetically and efficiently
6. Be in a pleasant, well managed and safe environment (emotionally and physically)

Responsibilities of Stake holders within the School

Governors responsibilities:

1. Ensure that good behaviour and discipline policies are pursued at school;
2. Make and keep under review a written statement of general principles about pupil behaviour and discipline in consultation with the principal.
3. Consider guidance from DE, EA and CCMS (as appropriate)
4. Decide and set out what aspects of discipline/behaviour should be a matter for the principal.
5. Safeguard and promote the welfare of all pupils
6. Require the prevention of bullying is specifically addressed
7. Ensure that the school has a scheme for the suspension and expulsion of pupils in accordance with legal requirements

Principal responsibilities:

1. Determine measures (rules and enforcement) which the school will take to achieve the aims outlined in the policy.
2. Act in accordance with the Board of Governors statement of general principles and any guidance given by them;
3. Prepare a written statement of these measures and provide a copy of the Positive Behaviour Policy to all stake holders.
4. Appoint a Behaviour Leader to ensure that the policy becomes embedded in the ethos and culture of the school implementing the policy consistently throughout the school, who will report back directly to the Principal and to the Governors if required.

5. It is the responsibility of the Principal to ensure the health, safety and welfare of all children in the school.
6. The Principal keeps records of all reported serious incidents of misbehaviour.
7. The Principal has the responsibility for administering the EA's Suspension & Exclusion Policy. A copy of this policy is available for reference at the school and on the website

Vice Principal responsibilities:

1. The VP will be the school Behavioural Leader who will report to the Principal and take guidance from the Principal and the Governors.
2. The VP will offer support and guidance to all teaching and non-teaching staff on behavioural issues and undertake staff training on creating a positive behavioural climate conducive to the aims laid out in the policy.
3. The VP, in consultation with the Principal, will make sure that all the pupils are aware of the general school rules regarding behaviour by introducing, maintaining and monitoring whole school strategies which encourage the aims of the policy and the ethos of the school.

Classroom teacher responsibilities:

School rules / class rules need to be set with the pupils in each class.

Teachers should be aware of the following:

- a) Keep the number of school rules to a minimum
- b) All rules should be capable of being enforced fairly and consistently
- c) Rules should be expressed in positive terms
- d) School should distinguish between rules concerned with administrative arrangements and rules reflecting the key principles
- e) Rules should be easily monitored
- f) Rules should evolve as a result of whole school consultation and debate

In addition to the school rules, each class also has its own classroom charter, which is agreed by the children and may be displayed on the wall of the classroom as appropriate. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class.

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

In the first instance, the class teacher deals with incidents him/herself in the normal manner using the strategies agreed by the class. However, if misbehaviour continues, the class teacher seeks help and advice from the senior lead for their year group. If the behaviour continues help and advice is then sought from the Vice-Principal who will consider the next step and inform the Principal.

The class teacher liaises with the LSC and external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the EA Behaviour Support Service. The class teacher will guide and monitor any Classroom Assistants within their classroom working 1:1 with a child.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child after discussion with the Vice Principal or Principal.

Parental responsibilities:

Schools should seek the endorsement and active support of parents to ensure that their child is aware of the need for positive behaviour to encourage a climate for learning that will:

- a) Promote learning for all pupils
- b) Make it easier for teachers to teach effectively
- c) Enhance the pupils' self-esteem and foster self-respect and respect for others
- d) Encourage independence by accepting the need for self-discipline, self-control and taking responsibility for their own behaviour
- e) Develop the pupils' interpersonal skills and their ability to work co-operatively with others to resolve problems and potential conflict

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the school rules in the school prospectus, at parent/carer meetings and the policies are available on the school website; we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour.

If the school needs to use reasonable sanctions in dealing with a child, parents should support the actions of the school.

If parents have any concern about behaviour, they should initially make an appointment to see the class teacher. If the concern remains, they should contact the school office and make an appointment with the senior lead for that year group. Following these steps if there is still concern an appointment can be made with the Vice-Principal who will consider the next step and inform the Principal.

Pupils responsibilities:

Every pupil has a responsibility to:

1. Be punctual, prepared and suitably equipped
2. Respect the views, rights and property of others
3. Work co-operatively with the other members of the school community
4. Contribute to and adhere to the school's underpinning values and principles
5. Cooperate and comply to the rules set out by themselves and their fellow class members within the classroom to enable a positive learning environment
6. Cooperate and comply with the whole school rules to ensure the safety and the welfare of others.

Objectives

1. Policy and procedures should promote good behaviour and discipline and draw together all aspects of pupil welfare, i.e. pastoral care, child protection, pupil behaviour, health and well-being, safety and security
2. Policy should create and maintain an ethos which promotes aspiration, achievement and respect.
3. The policy should facilitate removing barriers to learning.
4. There should be a hierarchy of rewards and sanctions that take frequency of behaviour into account.
5. The pupil voice should be acknowledged in identifying motivating rewards and sanctions.
6. Rewards and sanctions should be fully understood by all staff (teaching and non-teaching), pupils and parents. Good behaviour should be rewarded and sanctions should always be applied consistently for unacceptable behaviour including bullying and violence.
7. Pupils whose behaviour and attendance may deteriorate through events such as bereavement, abuse, or through the divorce or separation of parents should be identified and supported.
8. Pupils should act as appropriate ambassadors for the school on, for example school trips, work placements, sports events and journeys to and from school.
9. All school staff should model positive behaviour and promote it through active development of pupils' social, emotional and behavioural skills.
10. All members of the school community should understand and accept the principles on which the behaviour policy is grounded, always be considerate towards the learning needs of each individual and supportive of the school as a learning community.

Rewards

1. All rewards should provide enough incentive for the behaviour to be repeated
1. There should be a range of rewards, e.g. individual and whole class, intrinsic and extrinsic motivators
2. Non-verbal rewards might include e.g. smiling, nodding, thumbs up sign, a handshake
3. Verbal rewards might include, e.g. overt or unobtrusive acknowledgements (depending on the circumstances and age of pupil), written comments in books, stickers, house points etc.
4. Other rewards might include, e.g. a position of responsibility, celebration of work

Rewards and consequences

We praise and reward children for good behaviour in a variety of ways:

- teachers congratulate children;
- teachers give children team/group points;
- we distribute rewards to children either for consistent good work or behaviour and to acknowledge outstanding effort or acts of kindness in school;
- all children can attain a Star Pupil certificate in assembly to recognise their achievements in class;

- 'Caught' and house points reward scheme operates throughout the school 'catching' children being respectful, caring or helping others.
- Photos of the children who attain Star Pupil or win the 'Caught' prize are displayed on allocated boards in the school and shared with parents on social media (if photo permission is granted)
- Each year we decide on a aspect of behaviour to promote and focus on ,such as, respect, kindness.

Sanctions

"Sanctions...provide pupils with the security of clearly defined boundaries and, in doing so, they encourage appropriate and acceptable behaviour."

It is important to ensure that pupils are fully aware of the conditions which will lead, in all likelihood, to the imposition of sanctions.

Unacceptable behaviour Sanctions:

1. Sanctions should not be seen as punishments, instead they should focus upon achieving behavioural change. A restorative approach should be taken. They should take into account the vital importance of maintaining good relationships.
2. Sanctions should take account, as necessary, of the age and degree of maturity of the pupil and any special educational needs they may have, home background and any other relevant circumstances.
3. Sanctions should be applied as soon as possible, in a calm, measured manner.
4. They should be proportionate and separate the behaviour from the child and avoid escalating the situation.
5. Sanctions may include: a withdrawal of privileges, restriction of access to extracurricular facilities or activities for a period of time, completion of work, 'put things right', detention, referral to a senior member of staff and, in extreme cases, suspension.
6. The school employs several sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. See Appendix 1 – Behaviour Plan

Acceptable Behaviours to facilitate learning

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- We expect children to use acceptable an appropriate language
- We expect children to respect all adults and other children within the school, school property and individual's property.

Unacceptable Behaviours which block learning

- If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the follows through with the appropriate consequence as listed on the plan.

(Appendix 1)

- If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. Strategies that can be used include:

- Removal from the classroom of the child, if an assistant is available, to an area where the child can calm down such as the library or the sensory room.
- A change of activity which will help to de-escalate the situation – again only possible if there is an assistant.
- A “brain break” or “gym break” for a few moments with the whole class that will de-escalate the behaviour
- The teacher will try to avoid these outbreaks through careful lesson planning, good classroom management and monitoring of the pupils so that stressful and potentially negative behaviour does not disrupt the learning.

Whole School strategies applied within each Key Stage

1.Nursery, Foundation Stage (P1-P2) and lower KS1 (P3)

- Pupils will be following the DINA Incredible Years Programme which runs from Nursery through to Primary 3. The class teacher follows The Incredible Years Dina Dinosaur's Social Skills and Problem-Solving Curriculum School (Dinosaur School). It is delivered two or three times a week and incorporates circle time lessons, small group practice activities and promotion of skills throughout the school day. This strengthens children's social and emotional skills, such as understanding and communicating feelings, using effective problem-solving strategies, managing anger, practicing friendship and conversational skills and behaving appropriately in the classroom. This introduces the class rules and provides continuity in behaviour management throughout these early stages. This programme focuses on promoting positive behaviour through clear rules and expectations thus enhancing children's social, emotional and academic competencies.
- The Nursery Unit follows the overall school policy promoting a positive approach but in addition to this a lot of tactical ignoring, re-directing, offering choices to encourage the behaviour required and proximal praise is used. Rule reminders are used to reinforce the desired behaviour, if this continues, we speak to the parent/carer and together plan for that individual child through a positive behaviour system. If a child hits, as in the Foundation Stage, we have a time out area. A child will go there for 3-5 minutes initially according to their age but will remain there until they have been completely calm for two minutes.

Following time out the adult does not talk to them about their behaviour and the child is not encouraged to say sorry for what they have done but they re-engage with the activity and their first positive behaviour is praised. If a child needs time away from the nursery environment, we use the nursery quiet room which has reading books and sensory toys to create a quiet, calm space. These strategies work alongside the DINA programme and it is used to reinforce the Nursery rules and model how we should behave.

In Nursery examples of behaviours which we consider extremely serious are racist remarks, inappropriate touching, biting other people, threatening behaviours, including persistent swearing, spitting and persistently hurting others. Our actions towards these will reflect the severity of the incident but the staff team will manage the behaviour without being blameful or punishing the child.

Our intervention MAY include some of the following:

- Asking the child to sit in the Time Out area to calm down
 - Removing the child from the situation – either to the Quiet room or the Nursery cloakroom area
 - Restraining or holding them if they are a danger to themselves or others
 - Seeking support from the Vice Principal and Principal
 - In certain circumstances we may phone the parents/carers and request they collect their child
 - Serious incidents may result in a meeting with the Principal/teacher/parents to discuss the way forward.
 - Occasionally a shortened day may be more appropriate in order that the child's experience of nursery is a positive one.
- Other strategies used in Primary 1 and 2 may include:
 - i. Use of individual star charts to reward following of class rules and effort in work.
 - ii. Use of table cubes for working together as a group/team to keep class rules. A table captain is appointed on a weekly basis to put cubes in box and count. The table with the most cubes gets first choice for “golden time activities” held every Friday afternoon.

Key Stage 1 and Key Stage 2 (P3-P7)

- Use of Classroom Traffic Lights

P4 to P7 classrooms use traffic lights to reinforce and promote positive behaviour within the classroom, this supports and reinforce school rules and classroom rules. On display in the room are three large traffic lights with symbols representing individual children (names are not used) on them. Pupils all begin on the green light however should they show undesirable behaviour their symbol is moved to the amber light.

Examples of such behaviours.

- talking back,

- continually disrupting other pupils
- refusal of work
- continually not bringing in homework
- not obeying class rules
- not obeying school rules
- verbally arguing with pupils or staff in the playground.

Pupils will remain on the amber light until they have carried out a consequence, this may be loss of green game, completion of work at break time, loss of 10 minutes golden time, no football at break etc. Once a suitable consequence has been carried out the pupil returns to green, if a teacher feels a pupil is making effort to improve behaviour for example concentrating and completing work after initial warning they may be put back on green without a consequence.

Use of Red Light

The red light is for extreme behaviours or continual breaking of the rules: whole school and class rules. Such behaviours include hitting, kicking, swearing, extremely rude to adults etc. The same policy applies that pupils must complete consequences to return to amber or green such as lunch detention, loss of privilege, loss of all golden time etc. If a teacher feels the pupil has learnt the suitable behaviours, they may be returned straight to green but in extreme cases may need more than 1 consequence and therefore need to go to amber and then green.

It is the aim of the traffic light system to promote positive behaviours and pupils should be on the amber/ red light for as little time as possible, consequences should be as immediate as possible to the incident to allow pupils to return to the green light quickly. All pupils should begin each week on the green light and where possible be returned to green at the end of each day.

Examples of other strategies/ rewards that are used in classes :

- Use of individual star charts to reward following of class rules and effort in work.
- Use of counters/ marble jar, e.g. table cubes, for working together as a group/team to keep class rules.
- Do jo points

Bullying

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

(See Anti-Bullying Policy)

Safe Handling and Reasonable Force

All members of staff are aware of the regulations regarding the use of force by an adult. Staff only intervene physically to restrain children or to prevent injury to another child or adult, or if a child is in danger of hurting him/herself. The actions taken are in line with government guidelines on the restraint of children.

(See Safe Handling and use of Reasonable Force Policy)

Suspension and exclusion

The Board of Governors has adopted the EA policy for suspension and exclusion.

(See the EA Suspension and Exclusion Policy).

Links with other policies

Our Behavioural Policy links to other policies including:

- SEN Policy
- Attendance Policy
- Safe Handling and use of Reasonable Force Policy
- E-safety Policy
- Safeguarding and Child Protection Policy
- Anti-bullying Policy
- Suspension and Exclusion Policy

These are all available to read on our website at www.knocknagoney.co.uk

Positive Behaviour Policy and the SEN Policy

Close working links need to be maintained between the Positive Behaviour Policy and the SEN Policy to ensure that early intervention takes place when a pupil's behaviour is acting as a barrier to the learning.

School staff will work closely with parents and, if required, with appropriate outside agencies to support the care and welfare of pupils.

Using the stages of the SEN Code of Practice, individual needs are identified and met, through interventions such as:

- IEP's (PLP)
- Individual Behavioural Charts
- Post-incident de-briefing and use of restorative practices
- Sensory room breaks

All staff will be aware of the need to make reasonable adjustments to sanctions within their professional judgement, or in liaison with SENCo / Vice Principal / Principal as required, in order to support and promote positive behaviour of children with Special Educational Needs.

SEN pupils will still need to be aware that there are sanctions in place and that they are not exempt from the sanctions within the classroom or the school, however, the implication and timeframe of these may differ and the individual needs of the child will be considered.

Monitoring

The Principal monitors the effectiveness of this policy on a regular basis. He/she also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Vice Principal and the Principal record those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident.

Risk Assessments, PLP (Personal Learning Plans) and IBC (Individual Behavioural Charts) are all used to support pupils who are displaying negative behaviours in a bid to alter them and support the child.

Review

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the Department of Education introduces new regulations, or if the governing body receives recommendations on how the policy might be improved. Regular consultation between the Principal, the Behaviour Leader (VP) and the staff will be used as a means of informing and updating current policy.

The Governors will receive an evidence based annual report on how effectively the policy is delivering its outcomes.

Parents, Governors, pupils and school staff will be consulted annually through questionnaires, the results of which will be published and used to inform and update the current policy.

Continuing Professional Development (CPD)

Internal arrangements will be made for good practice to be identified and shared among staff. These will be coordinated and lead by the Behavioural Leader (Vice Principal) who will take responsibility for identifying training needs and ensure that the aims and values of the policy are communicated to all staff including new staff members and substitute teachers.

Policy updated: June 2020

Date of review: September 2023

Appendix

5 level behaviour Plan

The following lists are subject to professional judgement.

SEN pupils will follow these guidelines, however the consequences will be dependent upon the needs and statement of the individual child as stated in the section 'Positive Behaviour Policy and the SEN Policy'

Table 1 – examples of inappropriate behaviours

<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Level 4</u>	<u>Level 5</u>
Distracting other pupils in class	Teasing peers	Hitting back (low impact)/ Reacting to a provoked fight / incident.	Initiating a fight through loss of temper/ causing intentional harm to another pupil.	Planned deliberate attack on another pupil
Shouting out	Breaking classroom rules on more than 1 occasion	Swearing/ using inappropriate language to other pupils and staff members.	Offensive language to staff/ extremely rude to staff members on more than 1 occasion.	Targeted attack on a member of staff
Low level disruptive behaviour	Breaking school rules when in assembly, dinner hall, playground.	Refusing to do what an adult tells them.	Damage to school property through loss of temper	Leaving the school grounds without permission
Not completing work set	Rough Play	Hurting another child by hitting, pushing etc.	Stealing	Continual theft
Failing to follow instructions given	Verbally arguing with a staff member	Planned verbal making fun of or calling other pupils names.	Running from the classroom / putting themselves in danger.	Intentional destruction to school property
Talking back	Repetitive Level 1 behaviours with no change/ improvement.	Repetitive Level 2 behaviours with no change/improvement.	Throwing items in the classroom	Repetitive Level 4 behaviours with no change/improvement.
			Repetitive Level 3 behaviours with no change/improvement.	

Table 2 - This table shows examples of possible consequences for each level of behaviour.

They are subject to the profession judgement of the teaching staff, vice principal and the principal. They do not relate in a particular order to the above table. The sanction is at the discretion of the teacher and is dependent of the child and the situation. Several may be applied if deemed necessary. The school's first response is to try to support the child in understanding that their behaviour is inappropriate and to ascertain any other reasons for their reactions.

Level 1	Level 2	Level 3	Level 4	Level 5
Adult warning	Adult warning	Moved to red light*	Removed from playground if fighting while outside.	Removed from class up to 3 days with either principal or VP. In extreme cases this may be increased.
Rule reminder	Rule reminder	Reward chart implemented	Removed from classroom for a whole day to VP.	Reduced timetable
Move to a different seat in the classroom	Move to a different seat in the classroom	Missed break and lunch if necessary (outside play) - 1 day.	Missed break and lunch- for an agreed number of days/sessions.	Afterschool detention with parent support
	Moved to amber light*	Missed treat – golden time etc.	Not allowed on school trips	Parents Informed and meeting with VP/principal arranged.
	Missed break time if necessary (outside play)	Behaviour reported to VP/ VP to speak with pupil if necessary. **	Parents Informed and meeting with VP/principal arranged.	EA Suspension / Expulsion Policy applied and parents, Governors and EA informed.
	Missed treat – golden time etc.	Parent informed where necessary	EA Behavioural support team accessed where necessary. LSc	
	Behaviour reported Head of Key Stage Group.	Removal from classroom to SLT member for an agreed short period of time.	Behaviour reported to principal / principal to speak with pupil if necessary.	
	If necessary Head of KS group will speak to pupil.	Not allowed to attend after school clubs/sporting tournaments.		

*see section in policy with reference to using traffic lights in the classroom to manage and reward positive behaviour.

** anti bullying policy implemented if required.