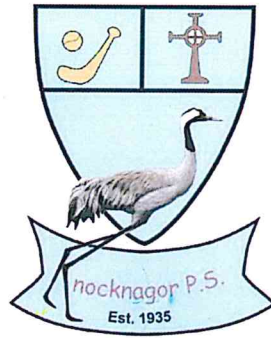


# Knocknagor Primary School



## Positive Behaviour Policy

Date: February 2022

Review Date: February 2025

Signature of Chair of BOG: *Patricia McEnally*

Signature of School Principal: *Cara Donnelly*

### Mission Statement

We, the staff of Knocknagor Primary School believe the school to be a vital part of the Catholic community. The aim within the school is to create an atmosphere of mutual respect and collective responsibility, where the children can develop a sense of self-respect and self-discipline. Pupils, parents and teachers all have an important part to play in producing such an atmosphere. The guidelines for behaviour in the school have been framed with the interests of all in mind.

Good behaviour is a necessary condition for effective teaching and learning to take place where everyone can feel safe and happy. The school has set out boundaries of acceptable behaviour, to develop patterns of rewards and sanctions, and establish constructive relationships within the school society.

We believe that our positive approach to discipline should involve

- (a) clearly defined rules and procedures.
- (b) praise.
- (c) sound relationships between teachers and pupils.
- (d) a stimulating and effective teaching and learning environment.
- (e) a system of positive rewards and sanctions.

The school discipline policy can be summarised as follows:

"All pupils are expected to behave in a responsible manner both to themselves and others, showing consideration, courtesy and respect for other people at all times".

(2) Hence the following aspects are important:

- (a) The policy has been worked out and agreed by all teachers.
- (b) It should be applied consistently and fairly.
- (c) It is expected that parents will be aware and supportive of the policy.
- (d) The services of the EWO and/or Social Services may be sought if it is thought such agencies can assist a child by supporting the parents and school.

(e) All teachers accept collective responsibility for maintaining good behaviour in their own classroom and elsewhere in the school.

(f) Non-teaching staff are aware of the discipline policy and its implications.

Pupils would be expected to develop a pride of ownership of the school with the emphasis strongly on reinforcing positive behaviour. It is accepted that good discipline, good order and a stimulating environment take time to create, yet if not consistently maintained, disappears exceedingly quickly. It is stressed that positive behaviour should be reinforced with praise, thus helping the child to believe that he/she is valued within the school society. Children will be aware of the school rules, the reason for them, and what the sanctions are for infringing them.

All parents will undoubtedly recognise that the learning process will flourish better in the positive and well-disciplined atmosphere which we aim to encourage and maintain.

This should be achieved by:

- Praising good behaviour and practice regularly.
- Using positive strategies and approaches when speaking to children.
- Developing good relationships in the classroom.
- By example and peer modelling e.g. School Council and Eco Team.
- Developing accepted routines and expectations within the classroom and indeed, the whole school community.
- Discussing the incident with child/class.
- Appropriate use of reasonable sanctions.
- Making use of resources such as Grow in Love Religious Education Programme / Bible Stories Scheme, Circle Time, Living- Learning Together Resources (CCEA) and PDMU programmes.
- Monthly awards focusing on Excellent Effort, Principal's Award, Brilliant Behaviour and Playground awards.

#### Links with Other Policies

This Policy has been developed within the context of current legislation, policy and guidelines;

- Health and Safety at Work NI Order 1978.



- The Children (Northern Ireland) Order 1995.
- The Human Rights Act 1998.
- The Education (NI) Order, 1998.
- Welfare and Protection of Pupil's Education and Libraries (NI) Order 2003.
- The Education (2006 Order) (COMMENCEMENT NO. 2) ORDER (NORTHERN IRELAND) 2007.
- The Education (School Development Plans) Regulations (NI) 2010.
- Special Educational Needs and Disability Act (Northern Ireland) 2016.
- Addressing Bullying in Schools Act (NI) 2016 DE guidance.
- Pastoral Care in Schools: Promoting Positive Behaviour, DE 2001.
- Safeguarding and Child Protection in Schools. A Guide for Schools, DE 2017 ETI.
- Inspection and Self-Evaluation Framework 2017.

### Links with Other Policies

This Policy is integral to all school policies. It has key links with policies such as:

- Special Educational Needs and Inclusion.
- Safeguarding & Child Protection.
- Anti-Bullying.
- Attendance Policy.
- Pastoral Care.
- Online Safety/ Acceptable Use of the Internet.

### Rights and Responsibilities

#### Rights

**Pupils have the right-**

- To be educated in a safe and stimulating environment.
- To be treated with respect.
- To be valued members of the school community.

**Staff have the right -**

- To work in a pleasant environment.
- To be respected by pupils, other staff and parents.
- To be involved in decision making within the school.

**Parents have the right -**

- To have their child educated to the highest possible standard.
- To be informed of their child's progress.
- To consult teaching staff on concerns.

**Governors have the right -**

- To be kept informed of policies and procedures.

### **Responsibilities**

**Governors have a responsibility to -**

- Ensure the Positive Behaviour Policy is in place and up-to-date.
- Ensure that the school is safe for pupils, adults and all members of the school community.
- Review the effectiveness of strategies promoted in the policy.
- Support the Principal in following the guidelines agreed in the policy.

**Principal has a responsibility to -**

- Ensure this policy is implemented throughout the school.
- Facilitate any staff development in relation to behaviour management.
- Have high expectations for good behaviour.
- Monitor whole school behaviour.

**Pupils have a responsibility to -**

- Obey the rules of the school, respecting the rights of others to be safe.
- Allow an atmosphere in which they and others can learn.
- Come to school equipped and ready to learn

**Staff have a responsibility to -**

- Deliver the Northern Ireland Curriculum.
- Maintain a disciplined atmosphere enabling all pupils to achieve their full potential.

Parents have a responsibility to -

- Ensure their child attends school, informing the school of the reason for any absence.
- Ensure their child is prepared for school and that all homework is completed.
- Ensure their child wears the correct school uniform and adheres to the General Appearance guidelines as stated in the school prospectus.

### Knocknagor Primary School Golden Rules

- We are gentle.
- We are kind and helpful.
- We work hard.
- We look after property.
- We are honest.
- We listen.

### General Rules and Procedures

The school expects each child to behave as follows:

#### 1. In the corridor

- Walk at all times.
- Treat all adults with respect.
- Step back and make way for any adult you meet in the school.
- Hold doors open if appropriate.
- Put all litter and scraps in the bins.
- Keep the classroom areas free from litter and tidy.

#### 2. In the playground

- Line up quietly and no pushing.
- Walk in straight, quiet lines to and from the playground / mobile.
- No rough play.
- No physical fighting.
- No hitting back. Report any incident to supervising adult.

#### 3. Toilets

- Toilets are not meeting places and must be left immediately after use.
- Taps should always be turned off after use.
- Used paper towels should always be put in the bin.



4. Messages

- No personal messages / notes may be sent during class.
- Knock the door and enter.
- Go up to the class teacher and speak politely.

5. Lunch Time

- Children will listen to and cooperate with their supervisors at all times.
- There will be no rough play in the playground.
- No physical fighting.
- No hitting back. Report any incident to supervising adult.
- When sent outside to play children will remain there until the end of morning play, break and lunch time.
- Play sensibly with apparatus.

6. Non -Teaching Staff

- All Staff Members will be addressed by their full name.

7. Classroom

- Each teacher will display the Golden Rules in their classroom.
- Classrooms will be kept neat and tidy at all times. Teachers will promote/encourage pupils to have a pride in their classroom environment to make sure it is a place of positive learning.
- Each child will (under the direction of the teacher) be encouraged to keep under their desks tidy at all times.

### Sanctions

All parents will undoubtedly recognise that the learning process will flourish better in the positive and well-disciplined atmosphere which we aim to encourage and maintain. However, there are occasions whenever unacceptable behaviour emerges. This cannot be tolerated under any circumstances because it is not in the best interests of that child nor the rest of the children.

Sanctions adopted will take account, not only of the "incident", but the individual circumstances.

Sanctions will -

- Be understood by all staff (teaching and non-teaching), pupils and parents.
- Be constructive, and restorative, with a focus upon achieving behavioural change.

- Be applied with sensitivity, flexibility and discrimination, in a calm and measured manner as soon after the offence as possible.
- In each case the sanction should be related to the misdemeanour.
- Be specific to the offender and not applied to whole groups (there may be unusual and specific exceptions to this, for example if a group of children run inappropriately through doors at break time, the group may be asked to walk back).
- Take account, as necessary, of the age and degree of maturity of the pupil and any special needs they may have and any other relevant circumstances.

### Outline of consequences of undesired behaviour

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

#### **Level 1**

Misbehaviour that has been assessed and is perceived to be minor or a first-time occurrence. This can be effectively managed at the time in the immediate environment by a member of staff normally the class teacher.

- Staff should NEVER ignore low level misbehaviour.
- Regarding minor cases of unacceptable behaviour, immediate verbal checking or a look of disapproval may suffice.
- The adult will explain the inappropriateness of the behaviour in relation to the Golden Rules Restorative questioning will be used.
- Think Time Discussion: For repeated level 1 offences. Completing this encourages the pupil to reflect on his/her negative behaviour; identify how to rectify the situation and act accordingly.
- Identify possible consequences if the unacceptable behaviour continues (e.g.: loss of Golden Time, loss of other privileges or repeated or extra work where presentation or content is clearly below the child's potential.)
- Encourage reparation to be made, if appropriate.
- Monitor the situation carefully.
- The adult who has initially dealt with the behaviour should be prepared to intervene with a higher response level if the situation persists or deteriorates. (In cases where behaviour is outside the classroom the class teacher should be informed at this point).

#### **Level 2**

If the pupil is proving somewhat resistant to change and / or the behaviour is considered more severe, he/she may be placed on the COP (A Record of Concern should be discussed with the SENCO and Parents/carers will need to be informed of this decision). The following interventions should be applied as appropriate:



- In order to encourage the pupil to change his / her behaviour, he / she will be formally reminded of the harm his / her behaviour is causing and of the negative consequences (Expectation Discussion: A non-confrontational script requiring the pupil to commit to behaving appropriately and taking greater responsibility for subsequent behaviour).
- Worth a Re-Think: This process helps pupils to develop more appropriate responses to a range of situations through reflecting on happenings, thoughts, feelings, behaviour and consequences.
- Think Time Discussion: Completing this encourages the pupil to reflect on his/her negative behaviour; identify how to rectify the situation and act accordingly. This sheet should be signed by a parent and a copy retained in school. This discussion may inform a behaviour plan.
- A home-school behaviour record should be used as appropriate (eg: positive home-school diary).
- Mood management and anger management strategies may be introduced to the pupil as appropriate.
- Reflection Form will be sent home to be completed by pupil, and signed by parent and returned to the principal the following day. Should a child receive 2 personal reflections in a month, then the principal will contact the parent/carer, inviting them to attend a meeting to discuss their child's behaviour.

### Level 3

Following assessment, if the unacceptable behaviour is more complex and/or resistant to change. Pupil may have many additional needs and risk factors presenting.

- The SENCO and support of outside agencies will be sought.
- Monitoring by key member of staff.
- Development of mood management and / or anger management strategies.
- Behaviour Management Programmes, including Individual Behaviour Plan (support and strengthening) and target setting with incentives and consequences.
- Individualised strength and emotional well-being building programmes eg: play therapy or EA SEBD Support. A risk assessment will be carried out for behaviour which could endanger the pupil themselves or others.
- If deemed necessary by key members of staff, the school will refer to CCMS regulations on suspension and expulsion.

Within the term "Undesired behaviour" is a hierarchy of seriousness which has been agreed by all teaching staff.

On the first level, examples would include;

- not staying in seat.
- Fidgeting
- Teasing
- telling tales
- pushing
- interrupting the teacher
- name calling
- sulking

Second level behaviours include:

- arguing back
- throwing things
- hitting
- cheekiness or answering back
- poor manners to staff or peers
- being dishonest
- destroying own/others' work
- not completing classwork to the expected standard
- not completing homework on time or to a satisfactory standard

Behaviours on the third level in the hierarchy of seriousness include:

- kicking
- fighting
- swearing at or verbal abuse towards staff or peers
- spitting
- biting
- stealing
- physical abuse towards staff or peers
- defiance
- offensive gestures
- bullying
- running out of school

The frequency of occurrence also has a bearing on the sanctions imposed. In some cases, it is the repeated and persistent nature of low level disruption which can cause it to be more serious. Each class teacher will keep a Behaviour Log to record lapses in expected and appropriate behaviour and sanctions given. If deemed beneficial, a pupil may be asked to complete a Reflection Sheet which provides the opportunity for the pupil to reflect on their behaviour.

## Policy Review

Policy Review Monitoring the effectiveness of the Positive Behaviour policy is the responsibility of all the members of the school. In line with current SDP requirements guidance and with specific relation to promoting the health & well-being, child protection, attendance, good behaviour and discipline of pupils, this positive behaviour policy will be reviewed with staff on an annual basis through considering its effectiveness and application.

Continuing Professional Development (CPD). The school will continue to provide all the necessary training and development for both the teaching and nonteaching staff relevant to behaviour management issues through the following methods

- Provide Induction training for all new / temporary members of staff.
- Provide all staff with relevant guidance and support materials
- Arrange appropriate training needs tailored to specific needs and priorities.



## Appendix 1

### Promoting Positive Behaviour at Knocknagor Primary School Personal Reflection Form

Pupil's Name: \_\_\_\_\_ Class: \_\_\_\_\_

Date: \_\_\_\_\_

Tick the rule you have broken:

- We are gentle.
- We are kind and helpful.
- We work hard.
- We look after property.
- We listen.
- We are honest.

Draw or write what happened:

What could you have done differently to avoid it from happening?

Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

(Please sign and return this form to the Principal tomorrow)



### COVID Related Addendum to the Positive Behaviour Policy

- Children must follow the altered routines for arrival or departure.
- Children must follow school instructions on hygiene, such as handwashing and sanitising.
- Children must follow instructions to socialise within an identified bubble at school.
- Children will have explained to them the expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching their mouth, nose and eyes with hands.
- Children will tell an adult if they are experiencing symptoms of coronavirus or are unwell and parents will be contacted.
- Equipment, where possible, will not be shared.
- Children must use the toilet facilities in line with identified routines and expectations in order to keep them and other children safe.
- As a means to prevent flagrant abuse of the COVID -19 risks, the school will sanction, up to and including exclusion, pupils who wilfully refuse to adhere to arrangements of social distancing and / or deliberately put other pupils or staff at risk, by for example coughing or spitting. These rules will be shared with children by their class teacher.
- It is important that parents/ carers support the school and help their children to learn the necessary safety precautions such as, hand washing etc.

#### Pupil's working from home.

- If interacting with other pupils or staff online, students should always be kind and respectful to each other and respectful and obedient to staff, remembering at all times that that staff are not 'friends' with, or peers to, pupils.
- Students should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online or any other platform will be taken very seriously. This is also the case of for any online bullying towards other pupils or peer-on-peer abuse that is disclosed to the school during this time.