

# EDENDERRY PRIMARY SCHOOL



## Positive Behaviour Policy

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# Positive Behaviour Policy

## Mission Statement

'Discipline is the system and ethos which aims to cultivate in pupils an acceptance and recognition of their responsibility for their own decisions, their actions and their consequences'.

(NAHT Council Memorandum February 1990)

In Edenderry we seek to develop an ethos of mutual respect FOR all and BY all involved in our school life.

Central to the creation of this is the recognition of the worth and value of each child.

## Aims of Positive Behaviour Policy

The aims of our whole approach to a positive behaviour policy is;

1. to create an atmosphere where effective teaching and learning can take place.
2. to establish a mutually supportive school community.
3. to develop good relationships between teachers, pupils, parents and support staff.
4. to inform parents of our policy and to encourage their co-operation and support in its implementation.
5. to enable our pupils to gain maximum benefit from their time at Edenderry.

## **THE SCHOOL GUIDELINES**

Our school Rules have been developed to protect the rights of each member of the school community and to enable each member to fulfil his/her responsibilities.

### Foundation Stage

We are kind to each other.

We look and listen when the teacher and others are speaking.

We always try our best.

We keep safe in our classroom.

### Key Stage One

We are kind and considerate to each other.

We look and listen when the teacher and others are speaking.

We always try our best.

We keep safe in our classroom.

### Key Stage Two

Be kind to others.

Always try our best.

Look after our property.

Keep the classroom tidy.

Line up properly.

### Our Playground Rule

We play safely with consideration for others.

We stop when the bell starts to ring.

When the bell stops ringing we stop and wait until we are asked to walk to our line.

### **Dining Hall Rules**

- We come in, talk and leave the canteen quietly.
- We use good manners, saying please and thank you.
- We eat using a knife and fork.
- We will try not to waste food.
- We listen and follow the adults' instructions
- We don't talk with our mouths full.

### **Assembly Rules**

- We come in quietly and sit down.
- We sit respectfully and pay attention
- We sing as well as we can
- We listen to the speaker
- We leave and return to class quietly.

No child may leave school grounds during the school day without permission of a member of the teaching staff.

## **ROLES WITHIN OUR SCHOOL POSITIVE BEHAVIOUR POLICY**

### **Role of Parents and Guardians**

Standards of behaviour should be well established in children before they come to school. The accepted 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/guardians to establish and maintain a positive relationship with the class teacher and Principal. Active co-operation with staff is absolutely essential if an acceptable standard of behaviour is to be achieved.

The co-operation of parents/guardians is sought in relation to maintaining high standards of pupil attendance, punctuality, pupil appearance, wearing the school uniform, caring for learning materials (particularly those belonging to the school) and supervision of homework.

### **Role of the Teacher**

A teacher's role is to provide education for the children in his/her care. When the teacher and pupil understand their different roles, good behaviour can be achieved. Children at different stages in education require instructions and our school rules form the framework of our expectations as teachers for the children in our care. Our rules will be clearly displayed in each classroom and commented on, at regular intervals, by the teacher.

Teachers will promote acceptable behaviour in their classroom in a positive manner having regard to the positive nature of our school behaviour policy, consulting with other senior management and the Principal if necessary.

### **Role of Principal**

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

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

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

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

The role of the Board of Governors is to maintain a positive behaviour policy for the school, which is current, being implemented, positive in nature and reflects the school's ethos.

If or when a case of unacceptable behaviour 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. Where appropriate they should support the Principal and staff.

### **Teachers' Rights**

1. To have the support of fellow teachers, Principal, Senior Management Team and Board of Governors.
2. To work in a physically comfortable and safe environment.
3. To have adequate teaching resources.
4. To be entitled to respect from pupils and parents.
5. To have a manageable workload.
6. To be given the information and time to develop professionally.
7. To discipline pupils, as necessary, in line with school policy.
8. To have the right to express views on school policy.

### **Teachers' Responsibilities**

1. To provide a safe, caring and stimulating environment where meaningful learning can occur.
2. To provide a broad and balanced curriculum and to deliver it at an appropriate level.
3. To be responsible for nurturing and developing self esteem and self respect and to foster positive and fair relationships.
4. To have close liaison with parents regarding all aspects of pupils' work and behaviour.
5. To be supportive of the Principal and other teaching staff.
6. To keep updated records of planning and pupils' progress and to keep abreast of current educational thinking.
7. To carry out duties as set out in contracts.

### **SUPPORT STAFF RIGHTS**

*Support staff have a right to:*

- Be treated with respect/dignity by colleagues, parents and pupils.
- Expect opportunities for professional development.
- Be valued as part of the school team.

- Experience job satisfaction/to enjoy their work.
- Have a safe, clean, healthy environment in which to work.
- Assist in the discipline of all pupils in the school according to school procedures.
- Expect procedures to be in place for managing behaviour.

### **SUPPORT STAFF RESPONSIBILITIES**

*Support staff have a responsibility to:*

- Always behave in a professional manner.
- Assist in the provision of creating a stimulating, caring learning environment in the classroom.
- Co-operate, work with, and support the school management team and colleagues.
- Be approachable and sympathetic to pupils in difficulty.
- Have high but realistic expectations for each child and strive to cater for their needs.
- Enforce the school's behaviour policy in a fair and consistent manner.
- Acknowledge effort and achievement.
- Respect confidentiality at all times.

### **Parents' Rights**

*Parents have a right:*

1. That the school provides a caring and safe environment.
2. That their child will feel happy and valued at school.
3. That their child will seek to develop his/her full personal, academic and physical potential.
4. To receive regularly updated information on their child's academic progress and behaviour
5. To have their child's work planned, corrected and assessed on an ongoing basis

### **Parents' Responsibilities**

*Parents have a responsibility:*

1. To ensure that the child arrives punctually. dressed in correct school uniform and is well prepared for his day at school.
2. To encourage the child to work hard and always endeavour to do his best... read with their child on a regular basis and ensure that homework is monitored, completed and signed.

3. To encourage the child to show respect for his peers, teachers and other adults at school.
4. To provide a framework of discipline within the home, which equates to the standards of discipline expected at Edenderry.
5. To make all reasonable attempts to ensure attendance, good sleep patterns, hygiene and good behaviour
6. To share information about their child – medical, illness, confidentiality, changes in family circumstances, concerns about a child
7. To attend meetings to discuss their child's progress and behaviour
8. To avail of information about the school

### **Pupils' Rights**

1. To be taught all (KS1 and KS2) subjects at school.
2. A "fun" aspect to be incorporated into lessons where possible e.g. computers, educational games, practical activities, TV programmes etc.
3. To have a helpful teacher who treats everyone fairly and equally.
4. To be able to work play and learn in a calm, positive environment and not be annoyed by others e.g. bullying etc.
5. To have their individual qualities recognised and be given opportunities to shine in their own way.

### **Pupils' Responsibilities**

1. To pay attention and listen to the teacher.
2. To try to do our best work at all times.
3. To be responsible for our own property and come prepared for lessons e.g. PE kit, instruments, homeworks, etc.
4. To respect school staff, visitors and other pupils.
5. To be good mannered and well behaved.
6. To obey school rules such as behaviour around the school and in the playground.

### **REWARDS**

All school staff will reinforce good behaviour by:

- Recognising and highlighting good behaviour as it occurs
- Ensuring that children are praised for behaving well
- Reward individuals and groups for behaving well

### **Class rewards/positive reinforcement**

Teachers will choose from a selection of rewards which may include the following:

- Verbal praise
- Stickers / Stamps / Stars / Award record sheet
- Written comments
  - books
  - reports
- Work on display
  - in class
  - in corridor
  - website
- Sent to
  - another teacher
  - principal
- Giving responsibility
- Choice of activity/choice time – Golden Time

### **Whole School**

- Mention at Assembly
- Pupil of week / month
- Award of a coloured wrist band
- Extra play / Line of the week for lining up appropriately at end of break / lunch
- House Points
- Earning nights off written homework by completing previous homework satisfactorily.
- Class rewards for certain number of days of good class behaviour.
- Annual awards for endeavour

It is our ultimate desire to see children display good behaviour because they understand the true value of this in any community. To assist pupils in supporting one another and to model good behaviour Playground Friends will operate at break and lunch time in the playgrounds. The Student Council, comprising elected representatives from P4-7, provides a forum where students take ownership in the decision-making process to improve the school environment both socially and physically.

### **Unacceptable Behaviour**

Unacceptable behaviour prevents safe working in school such behaviours will be regarded seriously and not tolerated at Edenderry Primary School

### **Reducing Unacceptable Behaviour**

We feel that children should learn from experience to expect fair and consistently applied sanctions for unacceptable behaviour and that the sanctions will make the difference between serious and minor offences apparent. We recognise that some flexibility must be allowed to take account of individual circumstances.

Staff will:

- Listen calmly to children, acknowledge their feelings and deal with any incident appropriately
- Gather information, ask the children for solutions and choose one together
- Explain the behaviour we wish to see
- Expect children to be responsible for their own behaviour
- Ensure criticism necessary will be constructive by naming the problem and the expected change in behaviour
- Keep parents informed

We aim to develop responsible behaviour through using a system of consequences. The following provides a guide of levels for unacceptable behaviours and the consequences of these.

### **Level 1**

- Out of seat
  - Shouting out
  - Not following instructions/cooperating with staff
  - Annoying others
  - Lack of courtesy/manners
  - Unkind to peers
  - Not complying with social distancing
- The staff member will speak to the child who will be reminded of the rule/appropriate behaviour and redirected to their work

### **Level 2**

- Persistent level 1 behaviour
- The pupil will be reminded of the rule/acceptable behaviour
  - Removed from group/class to work on own or in another teacher's classroom
  - Loss of Golden time or playtime- shadowing teacher on duty or Timeout to think
  - Teacher will contact parents- Note of Concern, phone call or face to face as appropriate.

### **Level 3**

- Persistent level 2 behaviours
  - Physical aggression
  - Defiance
  - Vandalism of property and the environment
  - Verbal abuse - peers/adults
  - Deliberately coughing or spitting at peers or adults
- Formal meeting with parents – Principal or vice-principal in attendance
  - Paying for damage
  - Behaviour contract
  - Modification of school day eg shortening
  - Individual Education Plan
  - Loss of privileges eg trips out of school

### **Level 4**

Persistent poor behaviour, which has not improved despite the adoption of several support strategies, may result in suspension. Cases of extreme violence will always result in a suspension.

### **Level 5**

Repeated cases of violence or other behaviour that causes extreme disruption to school life will result in permanent exclusion. The Principal or Vice Principal reserves the right to exclude pupils if necessary, in accordance with EA procedures.



## **Use of Reasonable Force and Safe Handling**

### **Defusion and De-escalation**

Reasonable force and the safe handling of pupils are only ever used as a last resort. All efforts are made to deal with incidents involving aggressive or confrontational behaviour without recourse to the use of force. Defusion and de-escalation strategies are used to prevent or reduce the impact of confrontations or aggression. They are most useful as soon as the teacher identifies early warning signs or triggers which indicate that a problem is likely to develop. Examples of such defusion strategies include:

- Interruption: the teacher interrupts the undesirable behaviour;
- Redirection: the teacher redirects the pupil to an acceptable task;
- Distraction: the teacher tries to distract the pupil's attention to something else;
- Humour; the teacher tries to lighten the situation by introducing humour;
- Ignoring; the teacher chooses to tactically ignore the behaviour;
- Slow Down approaches: the teacher talks in a slow, deliberate voice using calming gestures to manipulate the responses of the individual and to slow down the pace of the interaction.

In general terms, staff will seek to interrupt, re-direct and praise appropriate behaviour.

If, however, these strategies do not succeed in defusing the situation, the teacher will seek to de-escalate the situation and will draw from the following approaches:

- keep the emotional temperature as low as possible and address the pupils calmly and quietly;
- use the pupil's first name frequently;
- maintain eye contact with the pupil, but avoiding staring as this may be perceived as being confrontational;
- avoid any sudden gestures or movements which might be interpreted as aggressive;
- do not humiliate or exact public retribution from the pupil and, if possible, enable him/her to withdraw graciously without losing face;
- identify in advance reliable members of the class who may be sent to summon help;
- Assertive 'I' messages – speak in terms of 'I' or 'me' to describe how the behaviour is having an impact and describe the unacceptable behaviour in a non-blameful way, assigning concrete, tangible effects of the behaviour. For example: "If you shout at me or keep interrupting me, I can't do my job properly, and that is unfair to the other pupils in the class, and we all get annoyed."
- Broken Record Technique – continually repeat the initial instruction/request;
- Active Listening – listen specifically to what the pupil is saying and respond in a way that shows that his concerns are being taken seriously; and
- Acknowledge the Anger – try to empathise with the pupil and show that genuine efforts are being made to resolve the problem.

### **Reasonable Force and Safe Handling**

The responsibility of staff in dealing with a potentially aggressive pupil is always to safeguard the other pupils and themselves, and also to consider the safety of the offending pupil. It may be necessary to use reasonable force/safe handling on a pupil, in order to protect all concerned, including the pupil himself/herself, and to avoid damage to school property.

All members of staff are aware of the Regional Policy on Reasonable Force and Safe Handling and comply with its guidelines and are aware that reasonable force is only ever used as a last resort in order to safeguard all involved. Parents will be informed immediately in the event that Reasonable Force is deemed necessary and appropriate and that all other strategies have been exhausted.

In the event that Reasonable Force is used, the details are will be recorded effectively by all involved and both pupil and staff will have the opportunity to be de-briefed.

### **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 officer who can be contacted by a designated person, especially at those times where child protection issues are involved. The designated teachers for child protection are Mr Kirkland and Mrs Watson.

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, in consultation with parents, necessitate referral to the Behaviour Support Team or CAMHS for individual support for a pupil, RISE or PPDS for individual or class support or staff training for the whole school. Referral to our The Educational Psychology office may also occur.

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

The support and co-operation of parents is a very important element in achieving our aims in our positive behaviour policy. Parents need to be aware of their shared responsibility towards meeting these aims.

The school has the right to expect that parents will give their full support in dealing with their child's behaviour and staff will undertake to inform parents about poor behaviour at an early stage.

Opportunities to build parental involvement are promoted through our rewards system e.g. written communication (reports, letters, newsheets, books etc.), by their child achieving certificates or prizes, trips, face to face meetings at formal Parents' evenings and arranged interviews.

It is hoped that with school and home working in such close contact any difficulties arising can be tackled as early as possible leading to a resolution of the problems and the continuation of their child's education at Edenderry.

### **Mobile phone use**

While we appreciate a parent's right to allow their child to bring a mobile phone to school, we would like to draw your attention to the following points:

Pupils are not allowed to use personal mobile devices/phones in school. Any phone found to be in use on the school premises will be placed in the school safe and must be retrieved by the child's parent.

Should your child need to make an emergency phone call he/she should contact a member of staff who will make the call for your child. If you need to contact your child, please phone the school office.

### **Child Protection Issues**

Please talk to your child about who is entitled to use his/her mobile number, as text messages can be used to bully pupils. Your child should not allow others to programme the phone numbers of unknown individuals into the phone.

### **Positive Behaviour Policy and Special Needs**

At Edenderry Primary we cater for a wide range of children. It is our desire to make school as inclusive as possible and meet the needs of all children.

It is our intention to assist in any way pupils who may experience emotional or behavioural difficulties in our school. Children who have learning and/or behavioural difficulties are considered under the Code of Practice.

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 this pupil is at.

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

As our approach to behaviour is positive, bullying will not be tolerated and all teachers are aware of the steps to take if incidents of bullying are detected having regard both for victim and the bully. These steps are contained in our anti-bullying policy.

Our Behaviour Policy attempts to build on the establishment of positive relationships contained within our pastoral care policy and forms part of our overall pastoral care policy.

Signed: \_\_\_\_\_ (Chair of Board of Governors)

Signed: \_\_\_\_\_ (Principal)

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