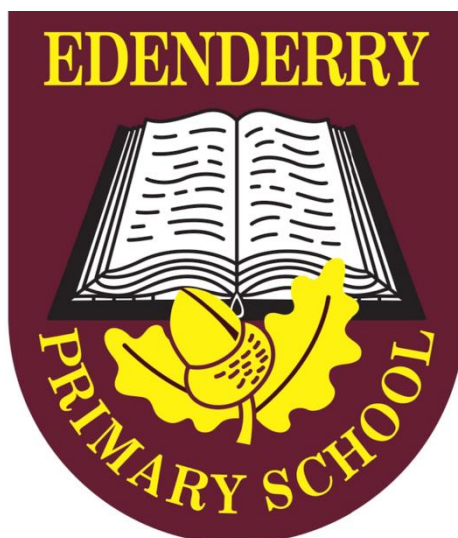


Edenderry Primary School



Positive Behaviour Policy

“A climate which fosters effective learning, both within class and about the school, is at the heart of the education process. Such a climate, or ethos, is best promoted, through focusing on the creation and maintenance of good relationships.”

“The establishment of an effective behaviour policy... is also fundamental to successful work in the classroom.”

Pastoral Care in Schools: Promoting Positive Behaviour, DE 2001

Policy Ratified on:	
Review Date:	

In Edenderry Primary School we seek to develop an ethos of mutual respect *for all and by all* involved in our school community.

Our Vision:

*Edenderry Primary School provides a safe and motivating environment where every pupil is valued and supported to become confident individuals, challenged and successful learners and responsible young people. Our vision and core values of **respect, responsibility, kindness and co-operation** are at the heart of everything we do.*

Mission Statement:

*We aim to attain our vision by **providing inspiring teaching within a supportive learning environment that empowers children to achieve.***

The Governors and Staff of Edenderry Primary School are committed to:

- Providing a child centred education.
- Working in partnership with parents in the education of their children.
- Developing and upholding positive pastoral care systems within our school.
- Promoting high standards throughout the school community.
- Providing an environment which is safe, calm and fair for both pupils and staff.

Aims of this policy:

1. To create a positive, caring and stimulating learning environment, where effective teaching and learning can take place.
2. To establish a mutually supportive school community, which promotes good behaviour and respect for others.
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 establish a consistent approach to behaviour throughout the school, ensuring that everyone is aware of their roles and the expectations.
6. To enable all pupils to gain maximum benefit from their time at Edenderry.

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

At Edenderry Primary School, we recognise the individual needs of all pupils, including pupils with Special Educational Needs. When promoting positive behaviour, we will be mindful of and consider the individual needs and circumstances of all pupils.

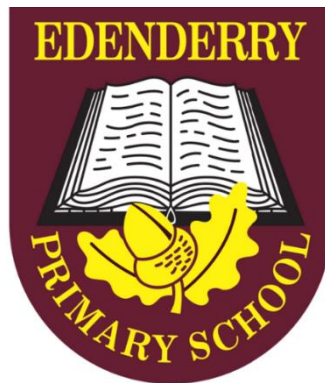
Legislation, Policy and Guidelines

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

- The Children NI Order (1995)
- The Education NI Order (2007)
- The Human Rights Act (1998)
- Welfare and Protection of Pupil's Education and Libraries NI Order (2003)
- The Education (School Development Plans) Regulations NI (2010)

- Addressing Bullying in Schools Act NI (2016)
- Health and Safety at Work NI Order (1978)
- Pastoral Care in Schools: Promoting Positive Behaviour, DE (2001)
- Safeguarding and Child Protection in Schools: A Guide for Schools, DE (2017)

We believe that good behaviour means that everyone in our school is:



Kind and careful

Hardworking

Helpful to each other

Respectful to
everyone

Polite and friendly

Our aims:

- We work hard and we try our best.
- We are kind.
- We listen carefully.
- We look after things.
- We are honest.

*(Ideas from Whole School Pupil Survey)**

Encouraging Positive Behaviour at Edenderry Primary School

It is our ultimate desire to see children display positive behaviour because they understand the true value of this in any community.

We support and encourage positive behaviour and a positive environment through:

- Recognising and highlighting positive behaviour both within the classroom and around the school.
- Ensuring that children are praised and rewarded for displaying positive behaviour.
- Having a positive, fair and consistent approach throughout the school.
- Encouraging children to see themselves as part of a whole school community and recognising their responsibility within this.

Foundation Stage

At Foundation Stage when children first start school, there is a particular focus on teaching behaviour expectations. At this early stage, children are supported to develop self-regulation and independence. They are provided with opportunities to practise managing their own behaviour and learning to regulate themselves through use of the calm corner, sensory time etc.

Whole School

Examples of good practice and approaches used across the school, to support the development and outworking of this policy:

- Special Mention at Assembly – celebrating pupil success and positive behaviour.
- Pupil of the Week – celebrating good choices; reflected in classwork, attitude and behaviour. Certificate from the Principal.
- Wrist Bands – awarded for positive choices, efforts and displaying school values.
- House Points – awarded in class and updated on a whole school display, developing a sense of community and teamwork.
- Annual Awards – for endeavour, character and being a positive role model.
- Anti-Bullying Week activities across all Key Stages.
- Playground Pals – Primary 6 and 7 pupils providing positive role models during break and lunch time play.
- PDMU, Nurture and Connect, Circle Time – developing awareness of values, relationships, making good choices, resolving conflict and self-esteem.
- Special Assemblies – visits by a range of speakers, charities and members of the local community, promoting well-being, safety and resilience.
- PSNI Visits – support from our local neighbourhood policing team in promoting positive behaviour online (Internet Safety Week), keeping safe and making positive choices when out in the community.
- Lunchtime Awards – extra play time for positive lunch time play and lining up.
- School Council – pupil voice in celebrating success, dealing with concerns and involvement in whole school decision making.
- Ambassador Programme – celebrating pupils who have consistently modelled our school values. Badges are awarded in assembly.

- Shared Education and Pathways Project – staff and pupils developing positive relationships and working in partnership with local schools.
- A special visit to see the Principal – celebrating success, positive behaviour and effort.
- Pupil Roles – Digital Leaders, Eco Warriors, P.E Managers, P1 Buddies. Encouraging responsibility in displaying positive behaviours and being a good role model for others.
- Consultation with pupils, staff, parents and Governors to review practice.
- Classroom Agreement – at the beginning of each new school year, children and staff discuss what a positive classroom environment should look like, sound like and feel like. The class draw up an agreement together – this is referred to throughout the year.

Class Rewards

At Edenderry Primary School, we believe our children learn best when they are happy at school.

We greatly value and reward positive behaviour and attitudes. Whilst staff apply a consistent approach to celebrating positive behaviour, each teacher adopts their own system of rewards, suitable for their class. (This list is not exhaustive.)

Examples of Rewards from P1 – P2, including L1 and SC1

- Verbal Praise
- Table Points
- Dojo Points
- Extra Playtime
- Individual Rewards
- Whole Class Reward
- Children's work celebrated and on display
- Smile of the Day
- Stamps and Stickers
- Treasure Box
- Sending a child to another teacher or the Principal to celebrate success.
- Sit Beside a Friend
- Special Responsibilities

Examples of Rewards from P3-P7, including L2 & SC2

- Verbal Praise
- Stickers and Stamps
- Written comments in books
- Children's work celebrated and on display
- Reward Charts
- Smile of the Day
- House Points
- Table Points
- Golden Time
- Special Responsibilities

- Individual Reward Cards
- Treasure Box
- Sending a child to another teacher or the Principal to celebrate success.
- Whole Class Reward
- Homework Pass
- Blue/Green/Yellow/Red/Black Bands

Reward systems are reviewed by staff at each Key Stage annually.

The Rights and Responsibilities of Everyone at Edenderry Primary School

Pupils' Rights

1. To be taught all subjects at school.
2. A fun aspect to be incorporated into lessons where possible e.g. computers, educational games, practical activities, digital 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, homework etc.
4. To respect school staff, visitors and other pupils.
5. To show manners and be well behaved.
6. To obey school rules such as behaviour around the school and in the playground.

Teachers' Rights

1. To have the support of fellow teachers, Principal, Senior Leadership Team and Board of Governors.
2. To work in a physically and emotionally 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 follow the Positive Behaviour Policy with the support of Senior Leaders.
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 liaise with parents regarding 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.

Non -Teaching Staff Rights

1. To have the support of teachers, Principal, Senior Leadership Team and Board of Governors.
2. To work in a physically and emotionally comfortable and safe environment.
3. To have access to adequate resources.
4. To be entitled to respect from colleagues, pupils and parents.
5. To have clear guidance on daily duties.
6. To be given the information and opportunities to develop professionally.
7. To follow the Positive Behaviour Policy with the support of teachers and Senior Leaders.
8. To have the right to express views on school policy.

Non-Teaching Staff Responsibilities

1. Follow the direction and guidance provided by the class teacher.
2. To assist in the provision of a safe, caring and stimulating environment where meaningful learning can occur.
3. To assist in the provision of a broad and balanced curriculum.
4. To assist in nurturing and developing self-esteem and self-respect and to foster positive and fair relationships.

5. To liaise with class teacher regarding pupils' work and behaviour.
6. To be supportive of the class teacher.

Parents' Rights

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

1. To ensure that the child arrives punctually, dressed in correct school uniform and is well prepared for their day at school.
2. To encourage the child to work hard and always endeavour to do their 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 their 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, other confidential matters, 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.

Unacceptable Behaviour and Relevant Consequences

We aim to provide pupils with the security of clearly defined boundaries, in doing so, to encourage appropriate and acceptable behaviour.

We believe that children should learn from experience to expect fair and consistently applied consequences for unacceptable behaviour. We recognise that some flexibility must be allowed to take account of individual circumstances.

Reducing Unacceptable Behaviour

Staff will:

- Listen calmly to children, acknowledge their feelings and deal with any incident appropriately.
- Gather information, focus on solutions, encouraging the children to choose one.
- Explain the behaviour we wish to see.
- Expect children to be responsible for their own behaviour.
- Name the problem and state expected changes in behaviour.
- Keep parents informed.

Defusion and De-escalation

Defusion and de-escalation strategies are used to prevent or reduce the impact of confrontations or aggression. They are most useful as soon as an adult identifies early warning signs or triggers which indicate that a problem is likely to develop.

Examples of defusion strategies include:

- Interruption – interrupting the undesirable behaviour.
- Redirection – redirecting the pupil to an acceptable task.
- Distraction – the teacher distracts the pupil to focus on something else.
- Humour – the teacher attempts to lighten the situation by introducing humour.
- Tactical ignoring – choosing to tactfully ignore unwanted behaviour.
- Slow Down Approach – the teacher talks in a slow, deliberate voice using calming gestures to guide the responses of the pupil and slow down the pace of interaction.

Further approaches include:

- Keep the emotional temperature as low as possible by addressing the pupil calmly and quietly.
- Use the pupil's name frequently and avoid sudden gestures or movements.
- Active Listening – listen specifically to what the pupil is saying and respond in a way that shows that their concerns are being taken seriously.
- Acknowledge how the pupil is feeling – try to empathise with the pupil and show that genuine efforts are being made to resolve the problem.

Reasonable Force and Safe Handling

Reasonable force and 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 use of force.

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 pupil who is displaying unacceptable behaviour. It may be necessary to use reasonable force/safe handling to protect all concerned, including the pupil himself/herself.

All members of staff are aware of the Policy on Safe Handling and Reasonable Force and comply with its guidelines. Staff are aware that reasonable force is only ever used as a last resort in order to safeguard those involved.

The details will be recorded effectively by all involved and both pupils and staff will have the opportunity to reflect and be de-briefed. Parents will be informed in the event that Reasonable Force is used.

Developing Responsible Behaviour

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.

<u>Level One Behaviours</u>	<u>Level One Behaviour Modification Strategies/ Consequences</u>
Behaviour that can be effectively managed within a classroom environment by the class teacher/classroom assistant/supervisor (class teacher should be informed – Principal may be informed). • Unsafe movement around the classroom/school – e.g. out of seat, running in the corridor. • Shouting out in class. • Not following instructions/cooperating with staff. • Distracting others. • Being unkind to others. • Entering out of bounds areas such as the classroom at specified times, without permission. • Unsafe use of property/resources. • Use of property/resources without permission. • Minor bad language – insulting or rude remarks, spontaneous swearing.	• Verbal reminder given to individual/group. • Private discussion with child • Use of ‘scripting’* to remind pupils of what is acceptable. • Reminder of Classroom Agreement and Code of Conduct. • Redirected back to work/activity. • Temporary withdrawal of pupil from situation for self-reflection. • Verbal apology. • Repositioning of pupil. • Use of quiet corner/calm box/thinking area. • Reduction in play/privileges/Golden Time in line with class routines.

<u>Level Two</u> More serious behaviour that is not so easily managed within the classroom environment. Class teacher/assistant/supervisor will notify other relevant staff and the Principal. Parents will be notified. Persistence of Level One behaviours e.g. • Deliberate use of bad language. • Deliberate destruction of another child's work. • Persistent infringement of school rules/classroom agreement. • Persistently not following instructions. Also – • Bullying type behaviours. • Answering back/shouting. • Refusal to complete work or cooperate with staff. • Isolated acts of physical harm – hitting, kicking, thumping, biting etc. • Threatening behaviours. • Behaving in an unsafe manner.	<u>Level Two – Behaviour Modification Strategies/Consequences</u> • Phone call to parents or meeting if necessary. • Principal discusses behaviour and consequences with pupil. • Classwork completed at another time. • Pupil sent in from the playground to a supervised area. • Pupil stays in for a time at break or lunch in a supervised area. • Loss of privileges – football day/golden time etc. • Daily targets/contact book with parents. • Written apology/self-reflection • Change of seating to allow time for reflection or time in another classroom. • SENCO monitoring – providing support and advice.
<u>Level Three</u> Persistence of Level Two behaviours e.g. • Physical aggression or violence. • Defiance • Dangerous refusal to follow instructions. • Vandalism of property and the environment. • Verbal abuse to peers or adults. • Repeated and deliberate incidents of bullying. • Major disruption to class activity.	<u>Level Three – Behaviour Modification Strategies/Consequences</u> • If there is a crisis situation, the Principal must be informed immediately, pupil (or class) removed from the situation and supervised in designated area. Appropriate support also provided for staff and other pupils. Dynamic risk assessment of location/situation. • De-escalation support and intervention. • Involvement of Principal and SENCO in monitoring situation.

Also –

- Leaving school premises without consent.
- Violent hitting, kicking, fighting, aggressive violent behaviour, causing deliberate injury.
- Threatening behaviour

- Parents contacted to meet with Principal. (Class teacher, SENCO and VP may attend if appropriate.)
- Adjustment of school day.
- Loss of privileges e.g. school trip, representing school on sports teams etc.
- Outside Agency Support – EWO, Early Intervention Scheme, SS Referrals.
- SEN intervention/support if needs identified.

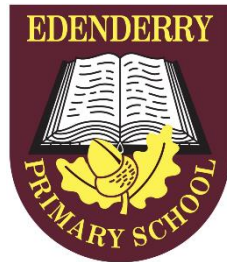
Level Four

Where there are persistent Level Three behaviours and the above interventions are not supporting the pupil sufficiently, further agency involvement may be deemed necessary.

This may result in suspension or exclusion, following appropriate procedures. Cases of extreme violence will always result in a suspension.

Appendix/Resources:

Code of Conduct KS1 & KS2



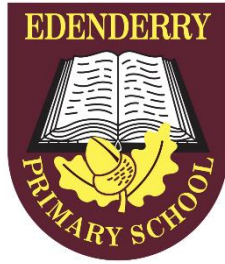
For a safe and happy school where we can all learn together, we are expected to....

- Arrive at school on time.
- Walk safely and quietly in the corridors.
- Look after our things and our school building.
- Show respect and good manners to everyone in school.
- Be honest.
- Use kind words and actions.
- Be prepared for school and wear our school uniform.
- Set a good example and remember we are representing our school when we are out in the community.
- Work hard and always try our best.

This code of conduct was developed by the members of our School Council.



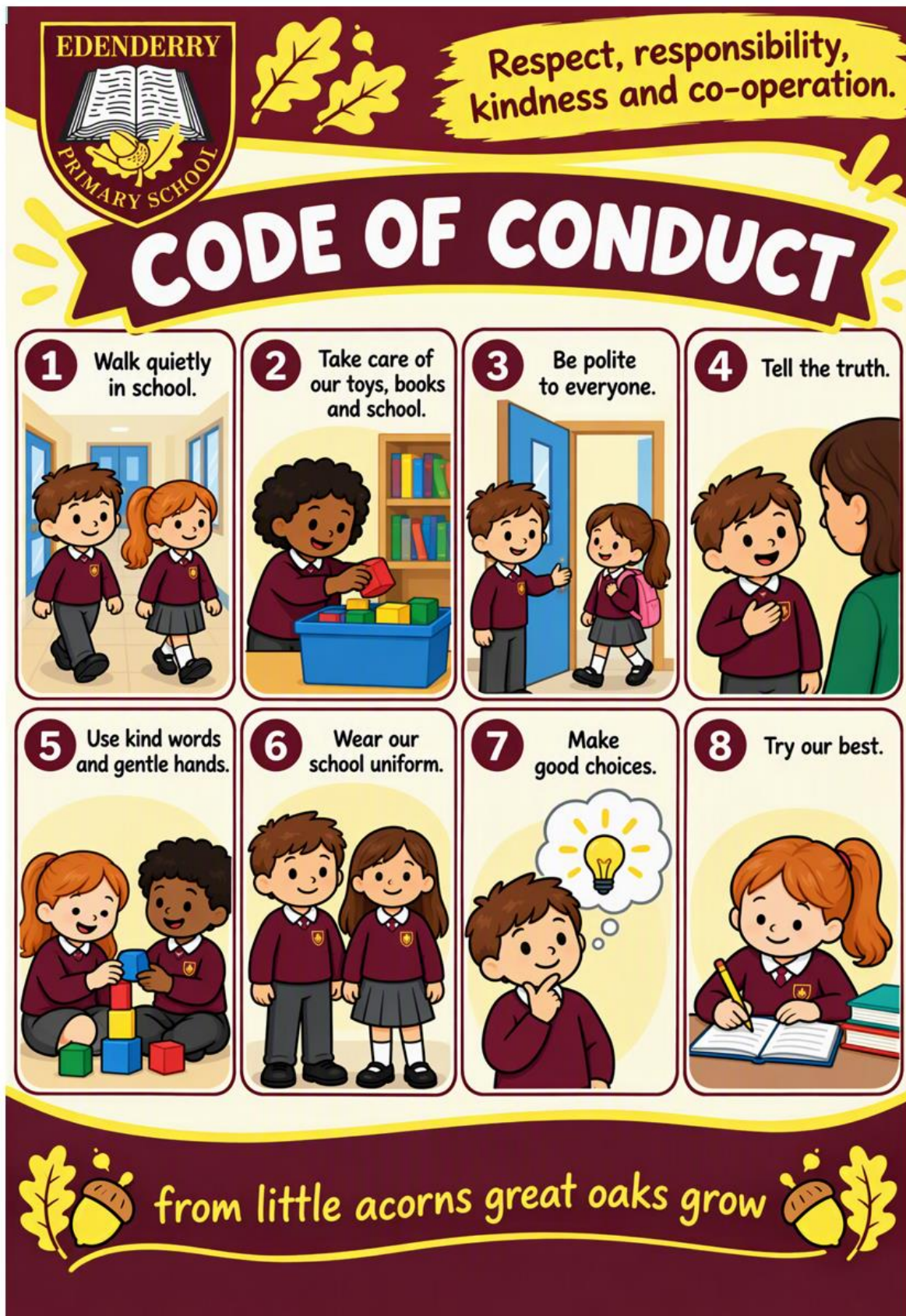
Code of Conduct FS



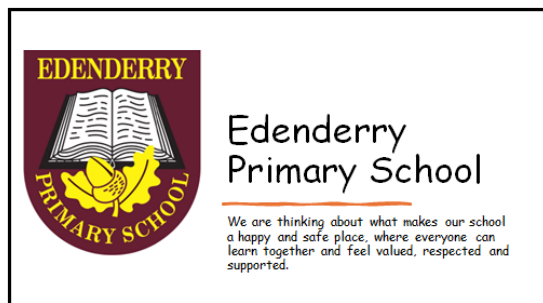
For a safe and happy school where we can all learn together, we are expected to....

- Walk quietly in school.
- Take care of our toys, books and school.
- Be polite to everyone.
- Tell the truth.
- Use kind words and gentle hands.
- Wear our school uniform.
- Make good choices.
- Try our best.

This code of conduct was developed by the members of our School Council.



Whole School Pupil Survey on Review of Pupil Rights and Responsibilities and 'What Good Behaviour Looks Like' (Resources used to gather pupil ideas.)



1

We need your help!

- ✓ With your class, please discuss the following questions and complete the activities.
- ✓ Record your ideas and give them to the school council representative for your class.
- ✓ All ideas are important and valued.




2

Activity 1:

Our Rights and Responsibilities




3

These are the Pupils' Rights

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

Do you agree with these rights? Is there anything here you would like to change? Do you have any other ideas?





4

Record your ideas

Pupil Feedback Form

Pupils' Rights

1. To be taught all subjects at school.
2. A 'fun' aspect to be incorporated into lessons where possible e.g. computers, educational games, practical activities, digital 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.

Do you agree with these rights? Is there anything here you would like to change? Do you have any other ideas?

You could complete this as a whole class and one person can record the ideas, or you could work in a small group.




5

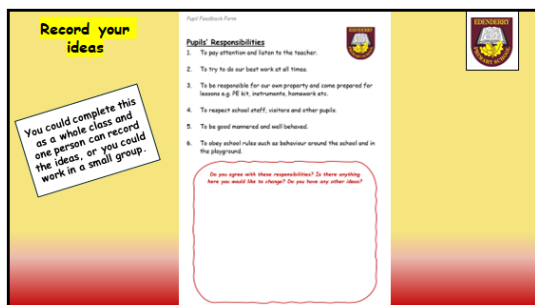
These are the Pupils' Responsibilities

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

Do you agree with these responsibilities? Is there anything here you would like to change? Do you have any other ideas?



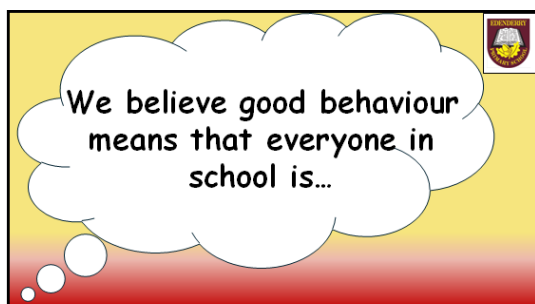

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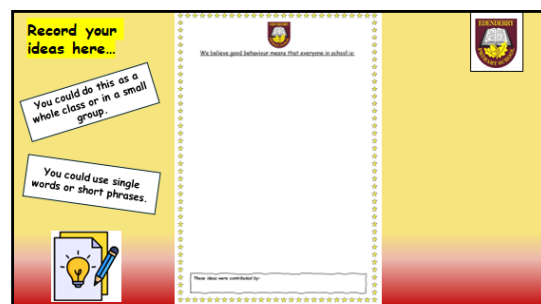
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8



9



10

*Scripting

Below is an example of 'Scripting' (questioning strategy to promote consistent approach to challenging pupils about their behaviour in a supportive manner.)

The number of questions, vocabulary used etc. will vary with a pupil's age and ability to self-process.

For example:

1. Tell me about what happened...
2. What were you thinking that led you to behave in that way?
3. Who/what has been affected by what you have done?

Use of supportive, calming language e.g. -

'I am here to help,' 'I hear what you are saying. How can I help you?', 'I can see how you would feel that way,' 'I know it is tough, but I will do my best to help.'

Further De-escalation Strategies/Phrases:

Connect First

I'm here to listen.

I care about you.

You are not on your own.

(Sometimes connecting by asking about a hobby or a pet can help to distract.)

Acknowledge Feelings

I can see you are upset.

I know it is hard.

I understand why you are feeling that way.

Give Space and Time

Take your time.

I will give you some space.

I am here when you are ready.

Offer Choices

I need you to choose one...e.g. sit here quietly or move to the calm space.

Would you like me to check back in a few minutes?

Use Calm, Simple Language

Let's take one step at a time.

We can figure this out.

Redirect and Reflect

What can we do to make it better?

What would be a helpful choice right now?

Let's think of a way we can make it better.

- Show that you are listening.
- Remove the audience.
- Give personal space.
- Provide choice.
- Speak slowly and clearly.

Thinking/Self-Reflection activity

Name: _____



Thinking and Self Reflection

I was not:

(circle all that apply)

Following Rules	Being Respectful	Being Safe
Listening	Following Instructions	Being Cooperative
Being Responsible	Other: _____	

Describe what happened:

I should have:

From now on I will:

Date_____



My Self Reflection

I know about good manners.

I can smile and be friendly towards others.

It is good to have friends.

Playing games is much better with friends.

I can use good language.

I have safe and friendly hands.

Hands are for helping, not hurting.

Sometimes I get frustrated and angry.

If I get angry, I should walk away from it.

When I make a mistake, I need to learn from it.

I want to show people the best I can be.