



Positive Behaviour Policy



Policy compiled by Mrs Joan Robb (Pastoral Care Co-ordinator)

Date:	Policy reviewed:	Policy amended:
September 2021		
September 2024		

Date ratified by Board of Governors: October 2021

Policy compiled by Mrs Joan Robb (Pastoral Care Co-ordinator)

INTRODUCTION

Newbuildings Primary School endeavours to provide a safe and enriched environment where success is celebrated and the pursuit of excellence is emphasised. Relationships are at the core of everything we do in Newbuildings. Our school aims to foster values of mutual respect and promote the well-being and self-esteem of all members of our school community.

The contents of this policy are underpinned by *Article 28 United Nations Rights of the Child, 1989*:

"Every child has the right to an education. Discipline in schools must respect children's dignity and their rights."

Together with this quotation from H.M.I. Inspectors 1987:

"Good behaviour is a necessary condition for effective teaching and learning to take place and an outcome of education which society rightly expects."

RATIONALE

At Newbuildings Primary, our Promoting Positive Behaviour Policy is a fundamental element of our overall Pastoral Care Programme and aims to ensure that all pupils within our care are educated in a safe, secure and caring environment. All staff at the school believe that:

- each pupil is an important member of our school community, entrusted to our care by his/her parents or guardians;
- each staff member is an important member of the school community and a professional, entitled to the respect and support of parents;
- quality relationships which are based on mutual respect between teacher and pupil promote good discipline;
- high expectations by teachers of pupils in relation to both their work and behaviour are essential to the success of the school's Positive Behaviour Policy.

AIMS

Newbuildings Primary School aims:

- to provide a broad and balanced curriculum for all pupils, in accordance with the requirements of The N. Ireland Curriculum;
- to determine each pupil's potential and provide opportunities to develop this to the full;
- to provide for each pupil a secure, stimulating and imaginative environment where individual success and satisfaction is achieved

- to develop an awareness of self and a sensitivity to others, acquire a set of moral values and the confidence to make and hold to moral judgements and develop habits of self-discipline and acceptable behaviour.
- to promote opportunities for parents to play a meaningful role in the education of their children.
- to identify with the life of the local community and to share with neighbouring schools
- to develop a set of values and beliefs which reflect good citizenship.

BACKGROUND

In Newbuildings Primary we see good behaviour as a prerequisite to learning and achievement for all pupils. We recognise that the promotion of good behaviour is the remit of all in the school community: for pupils, teaching/non-teaching staff, parents and the Board of Governors.

The 2003 Statutory Requirements (Education & Libraries NI Order) requires schools to ***'encourage good behaviour and respect for others and in particular prevent all forms of bullying.'***

PRINCIPLES

The school's Positive Behaviour Policy:

- promotes the core values of the school, as expressed in our Rationale;
- promotes good behaviour, respect for oneself and others;
- takes account of the rights and respectful actions of pupils;
- is based on a whole school approach and will be widely disseminated among staff, pupils and parents, who, through the process of consultation, will have a clear understanding of what the policy aims to achieve;
- is dependent on a shared understanding of what everyone in the school community believe and agree is acceptable behaviour.

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

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

PURPOSES

Our school's Promoting Positive Behaviour Policy aims to:

- promote and encourage acceptable behaviour by all pupils in the school;
- create a physically and emotionally safe environment where positive relationships and social skills are emphasised and the positive ethos of the school is upheld and promoted by all in the school community;
- create an ordered and caring environment where effective teaching and learning can occur;
- develop within our pupils a sense of responsibility, promote their self-esteem and foster self-discipline and respect for themselves and others;
- clarify for all staff the procedures and practice to be followed in dealing with unacceptable behaviour and promote consistency of approach among all staff in dealing with such behaviour;
- clarify our expectations with regard to the standards of behaviour and work ethic which we, as a staff, aspire to in order to ensure that all learners achieve success commensurate with their level of ability.
- develop positive attitudes among parents about what is acceptable behaviour, as per the school's Positive Behaviour Policy, and encourage their active support and endorsement of the policy;
- define our expectations with regard to what constitutes appropriate behaviour and a clear distinction is made between unkind, unacceptable, behavioural mistakes and bullying behaviour.

PRACTICES

The school's Positive Behaviour Policy embraces the need to:

- develop caring relationships among pupils, parents, teachers and support staff;
- consult with all in the school community, access the widespread support of all in the school and is a working document to be used by all staff;
- provide for regular training and updates for all staff;
- be monitored continuously for its effectiveness in the delivery of the principles, as set out above, and reviewed every two years by the Pastoral Care Co-Ordinator, in conjunction with the Principal and Board of Governors.

CONSULTATION

This policy has been developed and is consistent with The Education & Libraries (NI) Order 2003 and DE Circular 2003/13 - Welfare and Protection of Pupils Education and Libraries (NI) Order 2003, through a process of consultation, involving pupils and their parents. Consultation with pupils is facilitated through:

- class based workshops
- school council discussions
- questionnaires to all in the school community

RIGHTS, ROLES AND RESPONSIBILITIES OF ALL STAKEHOLDERS

THE BOARD OF GOVERNORS

The Board of Governors will:

- have overall responsibility for ensuring a Positive Behaviour Policy is in place; The Education and Libraries (NI) Order 2003 places a statutory duty on the Board of Governors to safeguard and promote the welfare of all registered pupils at the school at all times when the pupils are on the school premises or in the lawful control or charge of a member of the school staff;
- set down general guidelines on standards of behaviour and discipline;
- review the effectiveness of strategies promoted in the policy;
- support the principal in following the guidelines agreed in the policy;
- ensure the policy is administered fairly and consistently.

ROLE OF THE PRINCIPAL

The Principal is responsible for:

- the consistent implementation of the school behaviour policy throughout the school;
- reporting to governors, when required, on the effectiveness of the policy;
- consulting with pupils and their parents before deciding upon measures to encourage good behaviour and to prevent bullying. (Education & Libraries (NI) Order 2003);
- ensuring due regard is given to the health, safety and welfare of both staff and pupils in school
- maintaining records of all reported serious incidents of inappropriate behaviour;
- imposing fixed-term suspensions on individual children for serious acts of misbehaviour;
- the expulsion of a pupil for repeated or very serious acts of anti-social behaviour;
- ensure school wide supervision by all staff is vigilant and effective and that responses to inappropriate behaviour are prompt, consistent and restorative;

In the event of the need to suspend or expel a pupil, the principal will consult with the Board of Governors prior to the planned action.

THE ROLE OF THE PASTORAL CARE CO-ORDINATOR

The Pastoral Care Co-Ordinator has a duty to:

- ensure that The Positive Behaviour Policy is implemented fairly and consistently by all school staff;
- advise all staff members of their roles and responsibilities in ensuring the success of this policy;
- monitor pupil behaviour records at the end of each term;

- review this policy for its effectiveness and develop new approaches, if required, in conjunction with the Senior Leadership Team.

THE ROLE OF THE CLASS TEACHER

Rights of Teachers	Responsibilities of Teacher
<p>Teachers have a right to:</p> <ul style="list-style-type: none"> ▪ work in an environment where common courtesies and social conventions are respected; ▪ express their views and contribute to policies which they are required to reflect in their work; ▪ support and advice from senior colleagues and external bodies; ▪ have adequate and appropriate accommodation and resources. 	<p>All teachers will:</p> <ul style="list-style-type: none"> ▪ provide a challenging, interesting and relevant curriculum; ▪ be consistent and fair; ▪ behave in a professional manner at all times; ▪ prepare and resource lessons thoroughly, giving due account of the ability and aptitude of pupils ▪ maintain high but realistic expectations of all pupils, in terms of both their work and behaviour; ▪ take into account the impact of red and orange scores from PASS data and make provision accordingly; ▪ show interest and enthusiasm in pupils' work and learning ▪ set tasks which ensure all pupils will achieve success in their work; ▪ recognise and reward positive behaviour as and when it occurs, both in and out of the classroom; ▪ promote positive behaviour in their classrooms; ▪ praise all achievement regularly; ▪ keep effective records of negative behavioural incidents; (standardised format) ▪ treat all pupils with respect and understanding as per our ethos; ▪ liaise with SENCO and external agencies to access support and guidance on the progress of pupils who are giving concern; EA Behaviour Support Team, Educational Psychologist; CAMMS.

RIGHTS AND RESPONSIBILITIES OF NON-TEACHING STAFF

Rights of Non-Teaching Staff	Responsibilities of Non-Teaching Staff
<p>Support staff have a right to:</p> <ul style="list-style-type: none">▪ be valued as members of the school community▪ be treated fairly and with respect by pupils and all members of teaching staff▪ have adequate facilities and resources to enable them to perform their duties effectively▪ be well informed about school rules and procedures▪ have the opportunity to contribute ideas and have them taken into consideration when decisions concerning the smooth running of the school are being taken.	<p>All staff have the responsibility to:</p> <ul style="list-style-type: none">▪ arrive at school on time, well prepared for the day ahead▪ co-operate with colleagues and teaching staff▪ act in such a manner in order to secure the safety of all pupils at all times▪ share with teaching staff any concerns they have about pupils▪ be aware of school rules and procedures▪ handle sensitive information in a confidential manner at all times▪ seek support from colleagues and SLT as and when required

THE ROLE OF ALL STAFF (teaching and non-teaching)

ALL staff are duty bound to promote positive behaviour and will do so in the following ways:

- demonstrate by example the high standards of personal and social behaviour we expect of pupils;
- develop and maintain positive relationships with all stakeholders;
- treat all pupils fairly and with respect;
- create a physically and emotionally safe, happy, caring and stimulating environment;
- foster self-esteem in all pupils; explore, agree and reinforce their rights and responsibilities to others and their mutual safety needs;
- use positive language to communicate expectations and provide feedback to pupils;
- praise and reward pupils who are generally disruptive as soon as acceptable behaviour is observed.

THE ROLE OF PUPILS

The staff of Newbuildings Primary believe that all pupils have the right:

- to a broad and balanced curriculum at a pace and level commensurate with their learning needs;
- to be taught in a caring and stimulating environment
- to be treated positively and fairly.

Rights of Pupils	Respectful Actions of Pupils
<p>Pupils have a right to:</p> <ul style="list-style-type: none"> ▪ feel safe and secure within the school environment which promotes a Rights Respecting Ethos. ▪ be valued as members of the school community and treated fairly and with respect. ▪ be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon. ▪ have access to an appropriately planned education and resourced curriculum. ▪ be acknowledged for all effort in achievement in both classwork and homework. ▪ be positively affirmed for following the school's code of conduct. ▪ have their voices heard and listened to sympathetically ▪ have opportunities to pursue and develop interests, talents and abilities. 	<p>We expect our pupils to:</p> <ul style="list-style-type: none"> • treat all in the school community with dignity and respect and contribute positively to all aspects of school life. • model their attitude to learning and behaviour in accordance with the school's mission statement. • behave in a safe and responsible manner. • report any behavioural issues which they have witnessed and intervene, if safe to do so, when an incident occurs. • seek help from supervisors, teachers etc. when experiencing difficulties. • walk away from a situation which may entice them to respond negatively; • accept ownership for their own behaviour and learning; • co-operate with their teachers, support staff and fellow pupils; • be honest and open with staff, peers and parents; • be aware of their personal choices in relation to behaviour. • engage in positive behaviour which allows learning to take place and respects the rights of others to avail of quality learning experiences. • demonstrate a positive self-image and become confident individuals. • be aware of the effect of their actions on others; • be aware of the sanctions which they must face when their behaviour does not comply with the rules of the school.

THE ROLE OF PARENTS

The staff of Newbuildings Primary School respect the right of parents to have adequate information about their child, to be listened to and to know that their child will be taught in a safe and secure environment where lessons are differentiated according to their child's learning needs.

Rights of Parents	Responsibilities of Parents
<p>Parents have the right to:</p> <ul style="list-style-type: none"> ▪ have their child educated in a safe, well-managed, caring and stimulating environment. ▪ the provision of a broad, balanced, challenging and appropriate curriculum for their child. ▪ be well informed about school rules and procedures. ▪ be informed about their child's physical and emotional well-being. ▪ be informed regularly about their child's academic performance. ▪ have their children taught in a well-resourced and well maintained classroom. ▪ have reasonable access to the school and staff and to have their enquiries and concerns dealt with sympathetically and efficiently. ▪ be consulted on all policies which directly involve their children. ▪ be involved in key decisions about their child's education. 	<p>Parents have a responsibility to:</p> <ul style="list-style-type: none"> ▪ ensure their child attends school regularly, arrives punctually at school and is collected by themselves or by a designated adult at the correct time. ▪ ensure their child comes to school prepared for the day ahead, with the appropriate equipment, books and materials required for class. ▪ ensure their child wears the proper school uniform; ▪ display an interest in their child's school work and ensure all homework is completed appropriately; ▪ act as positive role models for their child in their relationship with school staff. ▪ show an interest in their child's school work, attend meetings and school functions. ▪ provide the school with all necessary background information about their child, i.e. report any concerns they have about school, or any significant change in child's medical needs or home circumstances. ▪ Inform school of their child's special medical needs. ▪ check their child's homework and link up with class teacher via Seesaw App. ▪ encourage independence and self-management skills in their child. ▪ encourage their child to be self-disciplined and develop independence in their learning; ▪ meet with teacher/staff when requested; ▪ support all school policies.

RESPONSIBILITIES OF ALL

All staff have a pastoral responsibility towards children in their care and should take reasonable steps to ensure the welfare of all children is safeguarded and their safety preserved. To ensure this duty is addressed appropriately, all staff will:

- work together to create a happy and secure environment where everyone is valued and treated with respect and contribute, in whatever way possible, to the protection and maintenance of such an environment.
- focus on the positive aspect of discipline, rather than the punitive element of it.

SCHOOL RULES <ul style="list-style-type: none">• We wear our school uniform with pride and do our school proud in and outside of school.• We arrive at school punctually.• We line up quickly and quietly when asked to by staff.• We walk quietly at all times in the school building and in the dining hall.• We look after school property.• We show respect for ourselves and others.• We always try our best.	CLASS RULES <p>Each class will work together to produce their own class rules and respectful actions. These will enable all pupils to access teaching and learning in a safe, respectful, happy and stimulating environment.</p> <p>These rules will be underpinned by Jenny Mosley's "Golden Rules".</p> <p>Class rules and respectful actions will be clearly displayed and copies sent home to parents.</p>
---	---

STRATEGIES TO PROMOTE POSITIVE BEHAVIOUR

In Newbuildings Primary School we believe that 'in order to teach the child we must be able to reach the child.' To do this, as a school, we must create emotionally literate classrooms where the feelings and emotions of all children are expressed and validated by teachers. Therefore, our Staff will use the following strategies to promote positive behaviour among all pupils:

- display class rules/respectful actions and refer to them regularly, not just when inappropriate behaviour occurs;
- use Circle Time and PDMU to enhance pupils' self-esteem, provide opportunities for pupils to voice their feelings and develop skills to manage their feelings, become more 'self-aware' and take responsibility for their own behaviour. (Utilise Jenny Mosely approach)

- use School Council whole class and year group meetings as a platform for pupils to voice their concerns, discuss issues which affect them and what could be changed or improved in school;
- provide *Golden Time* for all pupils demonstrating positive behaviour;
- house point reward system
- be proactive when observing pupils with behavioural issues being good and praise them in the presence of others;
- use PDMU/PATHS Programme to reinforce the need for appropriate pro-social behaviours and empathy for others:
- encourage other pupils to promote good behaviour among their peers;
- report child to his/her class teacher for his/her good behaviour;
- incorporate personal and social education programmes which promote pupils' consideration and respect for others, enhance their self-respect, confidence and self-esteem and, through suitably challenging classroom approaches, provide opportunities for them to develop their assertiveness and self-protection skills.
- invite outside agencies to deliver Anti-Bullying workshops for pupils or early intervention programmes, including suitable incentives to encourage good behaviour.
- the provision of appropriate staff development and effective links with the relevant external support agencies.
- engage positively with parents and encourage their support in promoting good behaviour in school.
- provide a copy of school's Promoting Positive Behaviour to parents on school's website.

REWARDS SYSTEMS

Our Rewards Systems aim to promote and encourage positive behaviour and therefore is meaningful to all pupils. Each class will have their own personal reward systems. Rewards are verbal, non-verbal and tangible. All rewards will be commensurate with the behaviour exhibited and provide the required incentive for repetition of the positive behaviour.

- Non-verbal rewards may include a smile, a nod, a thumbs-up sign, a high five.
- Verbal rewards include words of commendation, praise, written comments to inform parents of achievements in terms of work or behaviour; praise from peers.
- *Golden Time*.
- Stickers, stars, smiley faces, small material rewards such as pencils, rubbers, notebooks etc.
- *Attendance Awards*.
- Pupil certificate distributed at assembly.
- Classroom treats.
- House points.
- Special note of commendation for a pupil in class or at assembly.
- A quiet word of encouragement.

We, as a staff, believe it is essential that all children receive positive encouragement and are given the opportunity to enjoy the positive rewards listed above. The success of pupils, whether in work or behaviour, should be measured against their previous performances rather than against that of other pupils in their class.

SANCTIONS

Consequences or sanctions are, occasionally, necessary to uphold the rules and procedures outlined above, to focus the child's thinking and to demonstrate to other pupils that certain behaviour is unacceptable. Appropriate sanctions will be applied in accordance with the nature of the offence, the age of the pupil, his/her level of understanding and any emerging pattern of behaviour displayed by the pupil. It is important to note that a one-off lapse in good behaviour will not incur the same sanctions as continuous, persistent unacceptable behaviour.

MAKING the CONSEQUENCES fit the INAPPROPRIATE BEHAVIOUR

Our Staff have classified inappropriate behaviour according to the severity of it and have put in place a range of consequences to be applied in dealing with misbehaviour.

Low Level Misbehaviour	Range of Consequences
Talking out of turn Shouting out Leaving their seat at the wrong time Homework undone Not actively listening Not paying attention Distracting others Making Noises Failing to keep on task Leaving work area untidy Pushing in the line Running in the corridors	Non-verbal comment Verbal Warning Move to another seat Complete homework the following night Loss of a proportion of Golden Time.
Moderate level Misbehaviour	Range of Hierarchical Consequences
Persistently talking out of turn	Time out to Think About my Actions
Persistently shouting out Persistently leaving seat at the wrong time Persistently not doing homework Persistently not listening Persistently not paying attention Persistently distracting others	Send pupil to another teacher, noting reason. The pupil will be sent to a member of SLT. Daily Behaviour Report initiated.

<p>Persistently making noises</p> <p>Persistently failing to keep on task</p> <p>Persistently leaving work area untidy</p> <p>Hitting/pushing/fighting</p> <p>Refusal to co-operate</p>	<p>Formal letter or phone call to parents to request a meeting with Principal and Class teacher.</p> <p>Withdrawal of a range of privileges including class trips and playing on school teams</p> <p>The pupil may be considered for placement on the SEN register for behavioural issues.</p>
Serious Level Misbehaviour	Range of Consequences
<p>Disregarding adults within the school</p> <p>Stealing</p> <p>Physically/emotionally/verbally hurting another pupil (bullying behaviour)</p> <p>Serious physical/verbal threat made to staff.</p> <p>Displaying violent behaviour.</p> <p>Leaving school without permission.</p>	<p>Pupil sent to principal/Pastoral Care Co-Ordinator</p> <p>Parents are invited to a meeting</p> <p>Consider referral to Educational Psychologist</p> <p>Consider suspension/expulsion</p> <p>Record action in Pastoral Care File: refer to anti-bullying policy.</p>

STAFF TRAINING

All staff will be made aware of any relevant and appropriate training that is available.

POLICY REVIEW

The policy will be reviewed every two years and updated where necessary in keeping with new DENI initiatives and legislation. Staff will monitor the effectiveness of the policy and an assessment made of the success of the approaches and procedures advocated by the policy in encouraging positive attitudes on the part of the pupils, keeping unacceptable behaviour to a minimum and creating a climate within the school which is conducive to positive relationships and effective learning and teaching. Where weaknesses are found, a review will be necessary and will be done through a consultation process with all staff, (teaching and non-teaching), the pupils, The Board of Governors, and the parents. Where significant change is required, parents will be consulted. The review will take account of current needs and be reflected in current practice.

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

- The Addressing Bullying in Schools Act (Northern Ireland) 2016
- Pastoral Care in Schools-Promoting Positive Behaviour DENI 2001
- Disability Discrimination Code of Practice for Schools, SENDO (NI) Order 2005
- Promoting & Sustaining Good Behaviour in schools: Summary of New Legislative Provisions
- The Education & Libraries (NI) Order 2003
- Pastoral Care in Schools- Child Protection - Code of Conduct for staff 1999/2000
- Statutory Rule No 99: Schools (Suspension and Expulsion of pupils) Regulations N Ireland 1985
- The Education (Northern Ireland) Order 2006
- Dept. of Education Circular 2003/13 Welfare and Protection for pupils
- The United Nations Convention on the Rights of the Child
- The Schools(Suspension & Expulsion of Pupils) Regulations (N. Ireland) 1995/1998
- Department of Education: 'Pastoral Care in Schools-Promoting Positive Behaviour N.I Anti-Bullying Forum: Responding to Bullying Behaviour.

