 

**Lough View Integrated Primary and Nursery School**

 **Positive Behaviour Policy**

**Introduction**

Promoting positive behaviour is fundamental to helping to build a happy and respectful school community. This policy outlines our approach to promoting positive behaviour within our school and is available to all stakeholders and/or interested parties.

Promoting and rewarding positive behaviour is central to our overall approach to pastoral care.

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**1. Context**

This policy has been developed within the context of current legislation, policy and guidelines. Accordingly it takes account of the following:

* Health & Safety at Work (NI) Order (1978)
* Children (NI) Order (1995)
* The Education (NI) Order (1998) – Articles 3 and 4
* Human Rights Act (1998) – came into force in NI in 2000
* Education (NI) Order (2003)
* Special Educational Needs and Disability (NI) Order (2005)
* United Nations Convention of the Rights of the Child.

**2. Aims and Expectations**

2.1 It is a primary aim of our school that every pupil feels valued and respected. The United Nations Convention on the Rights of the Child (UNCRC) is at the heart of our school’s planning, policies, practices and ethos. As a Rights Respecting School we not only teach about children’s rights but we also model rights and respect in all relationships. This policy is linked to UNCRC and should be read in conjunction with our Child Protection Policy (Safeguarding) and other relevant policies.

* Article 3 – ‘The best interest of the child must be a top priority in all actions concerning the child’.
* Article 12 – ‘Children have a right to have a say in matters which affect them’.
* Article 28 – ‘Every child has the right to an education delivered on the basis of equality of opportunity’
* Article 29 – ‘Education must develop every child’s personality, talents and abilities to the full’.

We also aim to promote a caring environment, where values are built on mutual trust and respect for all. We place great importance on emotional well-being.

Our school motto ‘Learning and growing together’ underpins everything we do and seeks to promote an environment where everyone feels mutually respected, supported and safe (UNCRC Article 19).

2.2 The primary aim of this policy is to promote positive relationships and positive learning outcomes for all. Our rules seek to promote positive relationships, positive teaching and learning experiences for all (UNCRC Article 28 and 29). This policy supports the whole school community in aiming to allow everyone to work together in an effective and considerate way by promoting good citizenship and mutual respect.

2.3 We treat all children fairly through the application of our positive behaviour management policy. We encourage children to become active citizens (UNCRC Article 12) by providing them with opportunities to contribute to the formation of classroom charters via School/Class Council meetings, Rights Respecting Steering Group meetings and the implementation of Barnardo’s PATHS Plus Programme (Promoting Alternative Thinking Strategies).

2.4 This policy aims to help children to grow in a safe, secure and stimulating environment where each child is seen as an individual and encouraged to become positive, responsible, increasingly independent and active global citizens. We promote the growth of emotional intelligence (EQ) across the school and it underpins the PDMU curriculum.

It is further extended by additional programmes such as:

* Helping hands – (Woman’s Aid) delivered to KS1.
* Roots of Empathy – delivered to KS1. [www.rootsofempathy.org](http://www.rootsofempathy.org)
* Mindfulness taught to encourage attention and focus.
* 1-1 bereavement support.
* Paths Plus - social skills/friendship group.

We also have access to:

* Children’s Interdisciplinary Teams Behaviour Support Group (CIDS)
* 1-1 pastoral support on self-esteem and confidence
* Playground Pals –Y7/6 children are trained in safe playground practice, FMS and buddying in order promote physical development and social interaction during KS1 lunch times.

2.5 At Lough View we recognise the importance of ‘catching children being good’ as this encourages our ethos of mutual respect and co-operation. We encourage this in all areas of our school building, out-door classroom and in our playgrounds. We seek to develop a child’s self-awareness of how behaviour can impact on others through the use of restorative justice cards.

**3. Rules/ Code of Conduct**

Rather than have a definitive list of do’s and don’ts, as a Rights Respecting School we have agreed a number of charters within the school community which clearly outline our expectations for how children and also adults should behave. These charters reference our core health and safety commitments as well as acknowledging the rights to which children are entitled and which need to be safeguarded within school e.g. to be safe from bullying/harassment.

Behaviours or actions which are in contravention of these charters will be addressed in an appropriate manner by staff. This is outlined in the ‘roles’ section of this policy.

 What approximates to our ‘Code of Conduct’ is therefore articulated through:

* Classroom charters which outline how children should behave within class.
* Playground, corridor and dining hall charters also have been agreed which outline how children should behave in these areas.
* After School club/school trip agreements which outline agreed behaviours.
* Safe use of the internet/social media agreements.

The school’s expectations of behaviour are communicated and explained to parents in a number of ways – sharing of policy documents, news sheets, class welcome meetings, parent/teacher meetings and parent workshops**.**

**4. Rewards and Consequences**

4.1 We praise and reward children for good behaviour in a variety of ways e.g. ‘Ask me what I did today’ stickers, Principal reward. This is not an exhaustive list and is kept under review.

4.2 The school acknowledges all the efforts and achievements of children, both in and out of school. In school, children are provided with an opportunity to discuss and demonstrate their talents. Lough View provides and supports opportunities for events such as a Musical Evening where children can showcase their talents and are involved in numerous events throughout the year to acknowledge pupil achievement. A termly postcard is sent from the principal to pupils who have had notable success during the term. Children are encouraged to bring in trophies, medals etc. from outside activities to share with the class.

As part of PATHS Plus programme the children are involved in compliments of the day. We encourage the pupils to set personal targets and identify their challenges as opposed to weaknesses. The Roots of Empathy programme promotes the idea of our challenges being things we cannot do *yet* as opposedto something deficit or lacking.

4.3 Children are taught about choices and are actively encouraged to make good choices. Children are clear about sanctions and they are displayed close to their classroom rules. We employ each sanction appropriately to each individual child/situation.

Refer to **Appendix 1** for different levels of negative behaviour and sanctions.

4.4 The class teacher will work collaboratively with their class to agree class rules using the PATHS programme. The class teacher will refer to rules regarding corridor, dining hall and playground use. All stakeholders have been involved in the formation of these rules. These rules are clearly displayed around the school. In this way every child knows the standard of behaviour expected. If there are incidents of negative behaviour the class teacher will work restoratively with the child to identify triggers and solutions.

4.5 The school does not tolerate bullying of any kind. If an act of bullying or intimidation has been alleged we act immediately to ascertain what has happened and identify ways of addressing any negative behaviour. While it is very difficult to eradicate negative behaviour/and or bullying, we do everything in our power to ensure that everyone can attend our school free from fear.

4.6 When a child is in distress and is a danger to themselves, others and/or property, it may be necessary to safely physically restrain the child. All members of staff are aware of the guidelines regarding the use of force. The actions that we take are in line with current guidelines on the restraint of a child and our Child Protection policy (see Appendix 4).

 **5. Roles**

5.1 The Role of the Class Teacher

It is the responsibility of the class teacher to ensure that the positive behaviour rules are applied in their classes and that their classes behave in a responsible and respectful manner during lessons within and outside the classroom domain. Each classroom has a Rights Respecting Behaviour Charter which is used to clearly identify UNCRC articles and pupil action. This has been signed and agreed by all pupils and staff in the room.

 The class teachers in our school have high expectations of children and these are shared with their class. They strive to ensure that all children work to the best of their ability and teach using a range of methods which acknowledge the different learning styles (auditory, visual and kinaesthetic) favoured by children within their classrooms.

 The class teacher treats each child fairly and applies the classroom behaviour charter consistently. The teacher treats all children in their class with due respect and understanding.

 If a child misbehaves repeatedly in class, the teacher keeps a record of all such incidents. In the first incidence, the class teacher deals with incidents him/herself in the normal manner. However, if negative behaviours continue, the class teacher seeks help from the Key stage leader. Strategies that can be employed by teachers are listed in Appendix 2.

 When necessary, the SENCO and class teacher liaise with the Education Authority and external agencies, to support and guide the progress of each child. Parents may be signposted to other agencies such as Parenting NI, Schools Counselling Service, CAMHS and Contact NI.

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

5.2 The Role of Learning Support/General Assistants and Supervisory Staff

(Further details can be found in the LA Handbook)

All adults have critical role to play in promoting positive behaviour and working restoratively with children when things go wrong. While ultimate responsibility for sanctions and consequences lies with the class teacher, support staff, through training such as Paths, Playground Pals (Rights Respecting Schools), Child Protection and individual advice and support from the SENCo, are enabled to support the school ethos of “catching children being good” and developing emotional intelligence.

When negative behaviour is reported to or observed by Support staff a number of strategies may be appropriate. The two most commonly used strategies are:

1. Restorative justice questions. This approach allows everyone involved to look at what happened, who was affected and how to resolve the issue.
2. The Playground charter, copies of which are displayed prominently in the play grounds.

Children may also be given thinking time away from the other children to consider their part in what has happened. The class teacher will be informed when an unresolved issue has occurred which needs further discussion or if it is a repeat behaviour. If the member of Support staff feels uncomfortable with anything which has happened they will follow the Child Protection Policy.

5.3 The Role of the Principal

It is the responsibility of the Principal to implement the school behaviour policy consistently throughout the school, and report to Governors, regularly, on the effectiveness of the policy. It is also the responsibility of the Principal to ensure the health, safety, security and welfare of all children in the school.

The Principal supports the staff by implementing the policy, by setting standards of behaviour and by supporting staff in the implementation of the policy. The Principal keeps records of all reported serious accidents of misbehaviour.

The Principal may use suspension as a sanction where children have been involved in serious acts of negative behaviour. For repeated or very serious negative behaviour, the Principal may permanently exclude a child. Such decisions are taken in consultation with the Chair and Board of Governors.

5.4. The Role of Parents

As a rights respecting school we work collaboratively with parents so that children receive consistent messages about how to behave inside and outside of school. Parents are provided with and are asked to sign the Lough View Home/School Agreement. Information on the UNCRC and our rights respecting journey is shared with parents at Curriculum Night and throughout the year. We encourage parents to work restoratively with their child. This means focusing on what happened as opposed to why and looking for relevant solutions.

Parents are expected to support their child’s learning and to cooperate with the school. We try and build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child’s welfare or behaviour.

If the school has to use reasonable sanctions with a child, parents should support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head of Key Stage. If these discussions cannot resolve the problem then parents should meet with the Principal. If the outcome is not deemed satisfactory then they should put their concerns in writing for the attention of the Chair of Governors and addressed to the school.

Where possible the school facilitates parent support programmes such as ‘Parenting Apart’ delivered by Parenting NI and ‘The Time Together Programme’ delivered by New Life Counselling.

5.5 The Role of Governors

The Board of Governors shall ensure that policies to promote good behaviour and discipline are consistently implemented in the school.

The Principal has authority to implement the school behaviour and discipline policy but may discuss disciplinary issues with Governors. If appropriate the Principal may have recourse to use the school’s Suspension and Expulsion Policy.

**6. Link to Special Educational Needs Code of Practice**

Social Emotional and Behaviour Difficulties (SEBD) is one of the categories of Special Educational Needs in the 1998 - 2005 Code of Practice.

 A pupil may be placed on the Code of Practice for SEBD when a class teacher recognises a behaviour difficulty and where normal classroom management strategies are not effective.

**7. Procedures for concerns** (for parents)

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| I have a concern about the behaviour of my child or behaviour management of my child |

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| I can talk to the Class Teacher |

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| If I am still concerned, I can talk to the Head of Pastoral Care |

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| If I am still concerned, I can talk to the Principal |

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| If I am still concerned, I can write to the Chairman of the Board of Governors |

**8. Links with community, other schools, external agencies.**

A list of useful contacts in relation to behaviour management / support may be included.

**9. Links with other Policies**

This policy is integral to all school policies. It has key links with policies such as Special Educational Needs, Child Protection, Anti-Bullying, Health and Safety and a number of Curriculum Policies.

**10. Monitoring and Evaluating**

7.1 The Principal and the staff will monitor the effectiveness of this policy on a regular basis. The Principal will report to the Board of Governors on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

8.2 The school keeps a variety of factual records of incidences of misbehaviour. The Principal keeps a record of any pupil who is suspended for a fixed term, or who is permanently excluded. It is the responsibility of the Board of Governors to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

This policy was approved on\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

It will be reviewed on an annual basis.

**Principal………………………………………………………………………………. Date……………………………**

**Chair of BoG ……………………………………………………………………….. Date……………………………..**

**Appendix 1**

**Levels of Misbehaviour**

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| --- | --- |
| **Tier 1** Wearing jewellery/makeupNo PE kitTalking on the corridorTalking during AssemblyIncomplete classworkIncomplete HomeworkContinually forgetting equipment | **Tier 2**Shouting out at AssemblyRunning on the corridorTelling liesThrowing toilet roll on ceiling/clogging toilet |
| **Tier 3**Being rude to an Assistant or Lunch time supervisor or teacherRefusing to come in at break or lunchMisbehaving on the busThrowing food in the dining hall or classroomOppositional behaviourRefusing to follow adult instructions | **Tier 4**Not following the Principal’s instructionFighting, kicking, punching, spittingStealingUsing bad languageWilful damage to property (school or personal)Oppositional behaviourMisbehaving on the busRunning off siteDangerous behaviour |

**Appendix 2**

**Actions and Consequences of Poor Behaviour Choices**

Children will be given the opportunity to think about their choices; what they were thinking about and feeling at the time, the impact of their behaviour on others, what they are thinking about after the event and what they need to do to make restoration. The following may be a consequence of a poor behaviour choice.

* Thinking card/time
* Restorative Justice Questions
* Time out at Lunch/break to consider behaviour and solution
* Time out with the Head of Key Stage to complete work
* Withdrawal of a privilege
* Loss of golden time
* Phone call home
* Letter home
* Note in school/home contact book or diary
* The child meets with the Head of Key Stage
* A meeting with the Principal
* Parents to meet Principal

 As much as possible, and where appropriate, the child will suggest possible restorative solutions themselves. (UNCRC Article 13)

**Appendix 3**

**Good Practice is informed by the following documents**

* Pastoral Care: Guidance on the Use of Reasonable Force to Restrain or Control Pupils. DENI: Circular 1999/9
* Pastoral Care: Child Protection. DENI: Circular 1999/10 *(paragraphs 73 & 74 and Appendix 9)*
* Pastoral Care in Schools: Promoting Positive Behaviour (DE, 2001)
* Regional Policy Framework on the use of **Reasonable Force/Safe Handling** (DE, 2004)
* Good Practice Guidelines (ELBs Regional Operative date: 1st September 2009)
* The Resource File to support children with Special Educational Needs (DE, 2010)
* ASPIRE to Build Capacity using the Resource File (DE, 2012)

**Appendix 4**

 **Reasonable Force / Safe Handling**

The Education (NI) Order 1998 (part II Article 4 (1)) states:

 **“A member of the staff of a grant-aided school may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely:**

* **committing any offence;**
* **causing personal injury to, or damage to the property of, any person (including the pupil himself); or**
* **engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether that behaviour occurs during a teaching session or otherwise.”**

Based on this legal framework, the working definition of “reasonable force” is the minimum force necessary to prevent a pupil from physically harming him/herself or others or seriously damaging property, but used in a manner which attempts to preserve the dignity of all concerned.

Under Duty of Care, staff may use a physical intervention and when they do so they should be clear that the action was

* in the child’s best interest
* necessary
* reasonable and proportionate
* last resort (where possible).

Further and more detailed on guidance can be found within the school policy on Use of Reasonable Force/Safe handling and DENI circular 1999/9.