

JONES MEMORIAL P.S.



JMPS
JONES MEMORIAL
PRIMARY SCHOOL



Positive Behaviour Policy

POLICY FOR SCHOOL POSITIVE BEHAVIOUR

Rationale

This policy has been devised in conjunction with Governors, Staff, Pupils and Parents. The Policy is part of the school's overall Pastoral Care Policy and has links with other policies such as Child Protection, Anti-Bullying, P.D.M.U. and Special Needs.

This document provides the framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible individuals.

It is written for the benefit of the whole school community to help facilitate a positive whole school approach to behaviour management at Jones Memorial Primary School.

Parents play the most important role in teaching and modelling good behaviour. It is expected that parents will have taught their children to respect the feelings and property of others.

Positive attitudes and discipline begins at home. We acknowledge that everyone within our school community has a role to play in order to create a positive learning environment and promote good manners and discipline.

Good relationships between staff and children, setting high expectations and having agreed strategies for encouraging good behaviour, all have a bearing on the way children behave. An organised, attractive and welcoming classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

'Staff' implies all personnel working within the school environment and all have been involved in the consultation process to agree on this policy.

Aims

This Positive Behaviour policy aims to:

Develop a whole school Positive Behaviour policy supported and followed by the whole school community, parents, teachers, children and governors, based on a sense of community and shared values;

Establish a community wherein staff, pupils and parents are valued and enjoy a sense of belonging;

Apply positive behaviour practices to create an acceptable level of order and behaviour so that effective learning and teaching can take place in a caring, stimulating, family atmosphere;

Develop, in all children, positive self-esteem and a sense of self-worth which will help them realise their potential in their physical, intellectual, social and personal development;

To teach, through the school curriculum, values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property);

Help children become courteous, well-mannered, tolerant and understanding of

others;

Begin to develop the skills necessary to resolve conflict and differences of opinion with sensitivity;

Ensure that parents are informed of our disciplinary policy procedures and to encourage their co-operation and support in the successful implementation of our school discipline policy;

To encourage good behaviour rather than to simply punish bad behaviour by providing a range of rewards for children of all ages and abilities;

To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow;

To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.

Introduction to Behaviour Management

The Principal and Staff at this school believe firmly that effective learning cannot take place without a requisite standard of good behaviour. In the context of this school good behaviour is defined as:

“Conduct which assists the school to fulfil its function, namely the full development of the potential of all its pupils within a caring and stimulating environment.”

Conversely, unacceptable behaviour would be defined as conduct which prevents this, either when an individual prevents his/her own development through inappropriate behaviour or when unacceptable conducts disrupts the development process for other members of the school community.

A Positive Approach

Whilst this policy outlines sanctions/consequences which may be imposed as necessary, we do not see discipline within our school as a series of rules and regulations. Rather, we view discipline in a positive way, where praise and reward are fundamental. It is our desire to cultivate in pupils an acceptance and recognition of their own decisions, their actions and consequences. We hope to train and guide children, in partnership with parents, to behave in a socially acceptable way.

Classroom Management and Curricular Provision

1. The maintenance of positive behaviour within the school is the responsibility of all the staff.
2. Staff endeavour to model desirable behaviour and attitudes.
3. Every opportunity is taken to support self-discipline, whereby children are personally involved and accept responsibility for their own actions and behaviours.
4. Teaching methods, lesson content and other curriculum linked activities encourage active participation and support the school aims to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others
5. Pupils have age appropriate responsibilities assigned to them. Everyone has the responsibility for the shared stewardship of the school.
6. Praise is used to encourage good behaviour as well as good work. Constructive criticism should be a private matter between teacher/classroom assistant and child where possible.
7. Classroom assistants/teachers may (under guidance) discretely relay specific guidance on the management of a particular pupil to other key personnel in school to support that pupil's needs.
8. All staff and pupils are familiar with our Code of Conduct (below).

The School Code of Conduct



Class Charter

Each class will develop class rules at a level appropriate to the pupils.

Roles, Rights and Responsibilities

(1) Rights and Responsibilities of Pupils.

We would expect the children who attend Jones Memorial Primary School to enjoy their education and to have their needs met. However, at the same time we wish to encourage children to realise that other children deserve and must enjoy the same treatment as they do. A child who is experiencing difficulty at school should inform his/her class teacher, the Principal or any other member of school staff.

Pupils have a Right to:

- Be valued as a member of the school community;
- Work and play in a calm, well managed and safe environment ;
- Receive a broad, balanced and suitably differentiated curriculum;
- Be listened to in a sensitive manner;
- Get help when they seek it;
- Be made aware of the school's standard of expectations with regard to work and discipline;
- A fair, consistent, clear and calm approach to behaviour management.

Pupils have a Responsibility to:

- Follow the school's codes of conduct contained in the positive behaviour policy, including rules relating to attendance, punctuality and uniform;
- Show respect for staff, visitors and other pupils in school;
- Show respect for their own and others' property;
- Behave in an acceptable manner and always represent the school in a positive way;
- Listen attentively and work to the best of their ability at all times;
- Promptly follow the directions of staff, both teaching **and** non-teaching.

(2) Role of Parents/Guardians

Standards of behaviour are well established in children before they come to school. Acceptable 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 and guardians to establish and maintain a positive relationship with the Class Teacher and Principal.

It is essential that staff and parents work in partnership in order to achieve and maintain the standard of discipline expected by the school for the benefit of every child. The support of parents is essential in order to maintain high standards of pupil attendance, punctuality, pupil appearance, wearing of school uniform, caring for learning materials (particularly those belonging to the school) and supervision of homework.

Rights and Responsibilities of Parents and Guardians.

Parents have a Right to expect:

- A safe, stimulating and happy learning environment for their child;
- The delivery of a well balanced, broad and suitably differentiated curriculum;
- To be well informed about their child's progress and any concerns the school has about the child;
- Up-to-date information on the school behaviour policy and procedures;
- To be kept informed should their child not meet the standards of behaviour set;
- An opportunity to discuss disciplinary matters with the Class Teacher or Principal, including sanctions/consequences imposed in accordance with policy procedures;
- A consistent and fair approach to behaviour, with sanctions/consequences commensurate with the seriousness of the misdemeanour;
- A school community which is sensitive to the needs of the individual child;
- An acceptable level of courtesy and respect to be shown to their children by staff.

Parents have a Responsibility to:

- Act as positive role models for their children in their relationship with the school;
- Promote an understanding of what is acceptable and unacceptable in terms of behaviour;
- Support the school in implementing the behaviour policy and in maintaining a high standard of discipline;
- Ensure children are well rested and prepared to start the school day;
- Ensure that children comply with school codes regarding uniform, attendance and punctuality;
- Encourage children to show respect to all staff, school visitors and peers;
- Encourage children to value their own property, school property and that of others;
- Be realistic regarding their child's ability and offer them encouragement and support;
- Encourage children to complete school work and homework to an acceptable level;
- Check and sign all written homework and homework sheets/ diaries (P3-P7);
- Advise school at the earliest opportunity of any problems concerning their child;
- Work in conjunction with the teachers and Principal should any discipline be required.

(3) Role of the Teacher

A teacher's role is to provide education for the children in his/her care.

'A climate which fosters effective learning, both within the classroom and about the school, is at the heart of the education process.'

'Promoting Positive Behaviour' p.6. DENI, 2001

When the teacher and pupil understand their different roles, a positive well ordered learning environment can be achieved. Children at different stages in education require instruction and guidance and our school codes form the framework of our expectations as teachers for the behaviour of the children in our care. Our codes will be clearly displayed in each classroom and commented on, at regular intervals, by the teacher. Where appropriate, pupils will have ownership of their own Class Codes and enter into a signed Behaviour Contract. Teachers will enforce acceptable behaviour in their class in a positive manner, having regard to the positive nature of the school policy, consulting with the Principal when necessary.

Rights and Responsibilities of the Teacher.

Teachers have a Right to:

- Expect courtesy and respect from colleagues, parents and pupils;
- Expect opportunities for professional development;
- Be valued as part of the school team;
- Discipline all pupils in the school according to school procedures;
- Expect back-up procedures to be in place for managing behaviour;
- Have an opportunity to work to their full potential in a calm, safe environment;

Teachers have a Responsibility to:

- Behave in a professional manner at all times;
- Provide children with a broad, balanced and suitably differentiated curriculum;
- Be approachable, sympathetic and alert to pupils in difficulty;
- Recognise the individuality of children;
- Have high but realistic expectations for each child and strive to cater for their needs;
- Acknowledge effort and achievement;
- Consult with parents about a child's progress or behaviour;
- Provide a safe, stimulating and caring working environment in the classroom, where all children can work effectively to the best of their ability;
- Enforce the school's behaviour policy in a fair and consistent manner;
- Co-operate and work with the school management team and colleagues;
- Pursue opportunities for personal and professional development.

(4) Role of the Support Staff.

All Support Staff in the school are valuable members of the school team and work in partnership with the Teachers and the Principal to provide a well ordered learning environment. All Support Staff will assist the Teachers in enforcing acceptable behaviour in

the school in a positive manner, having regard to the positive nature of the school policy, consulting with the Teachers and Principal when necessary.

Rights and Responsibilities of Support Staff.

Support Staff have a Right to:

- Expect courtesy and respect from colleagues, parents and pupils;
- Expect opportunities for professional development;
- Be valued as part of the school team;
- Assist in the discipline of all pupils in the school according to school procedures;
- Expect back-up procedures to be in place for managing behaviour;
- Have an opportunity to work to their full potential in a calm, safe environment.

Support Staff have a Responsibility to:

- Behave in a professional manner at all times;
- Be approachable, sympathetic and alert to pupils in difficulty;
- Recognise the individuality of children;
- Have high but realistic expectations for each child and strive to cater for their needs;
- Acknowledge effort and achievement;
- Assist in the provision of a safe, stimulating and caring working environment in the classroom, where all children can work effectively to the best of their ability;
- Enforce the school's behaviour policy in a fair and consistent manner;
- Co-operate and work with the school management team and colleagues;
- Pursue opportunities for personal and professional development.

In Appendix 8 you can find a summary of the responsibilities of staff, pupils and parents.

(5) Role of the Principal.

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

The Principal must ensure that the codes of the school are administered fairly and consistently to all pupils. He should support his staff where appropriate and furnish the Board of Governors and the Western Education & Library Board (if necessary) with a report on the discipline within the school or on the behaviour of an individual pupil where necessary.

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

(6) Role of the Board of Governors.

The Governors have legal responsibility for the school's behaviour policy and it is their role to maintain a policy for the school which is current, being implemented, positive in nature and reflective of the school ethos.

If or when a case of indiscipline 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.

The Board of Governors have a responsibility to support the Principal and his teaching staff.

Appendix 7 provides examples of our 'Good Practise' top Support the Policy Behaviour Modification Policy- Praise and Reward

At Jones Memorial P.S. the majority of the children are well behaved. There are, however, occasions when individual children exhibit behaviour which is unacceptable. As part of the approach within our Positive Behaviour policy of rewards and sanctions/consequences we use behaviour modification strategies to change individual children's behaviour. These are used by all staff.

Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs.

A major aim of the school policy is to encourage children to practise good behaviour by operating a system of praise and reward. The Jones Memorial P.S. scheme is based on awards through which children can be rewarded for academic and non-academic achievements, for effort and for being caring, and for all aspects of good work and behaviour. A wide range of rewards are used to reinforce positive behaviour. The following list is not exhaustive but gives an indication of the value we hold in self-esteem and reward.

1) STEPPED CONSEQUENCES

The aim of stepped consequences (Appendix 9) will be to replace the child's inappropriate behaviour with something more acceptable. This will help pupils reflect on the impact of their actions and consider an alternative approach. It is not the severity of the consequences that make them effective; it is the certainty that there will be consequences.

2) SOLUTION FOCUSED APPROACH

The school uses a solution focused approach with older pupils. This approach involves moving from problem-orientated to solution-orientated talk, the focus being on pupils' hopes for the preferred future when the problem or difficulty will be less present. It promotes the notion of self- efficacy and empowers pupils and focuses on solutions. (Appendix 10)

3) In Class

- Stickers / stampers / reward charts
- Verbal praise or written comment
- Display of particularly good work in special place in classroom
- Peer praise
- Visits to another teacher or Principal
- Certificates
- Given responsibility within class
- Note sent to parents
- Prize from class teacher
- Golden Time

4) In School

- Praise in Assembly
- Parental Contact (Parent-Teacher Interviews)
- Annual Report
- Pupil of the Week Awards
- Principal Reward Stickers
- Principal prizes

- Kids' Council
- Playground Pals
- Letters Home
- School trips and involvement in school teams

Unacceptable Behaviour - Sanctions/Consequences

Sadly, there will be times when children are poorly behaved. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up. A Positive Behaviour Policy must state these boundaries firmly and clearly.

Each case is treated individually. Generally children are made aware that they are responsible for their own actions and that breaking rules/codes will lead to sanctions/consequences.

Normal sanctions/consequences include a verbal reprimand and reminder of expected behaviour, loss of free time such as playtimes, moving to sit alone, sending work home, writing letters of apology and loss of responsibility. A record of any such behaviour/sanction will be noted within the appropriate Key Stage Positive Behaviour programme (see below).

Foundation Stage (P1-P2) & Key Stage 1 (P3-P4):

The Foundation Stage & Key Stage 1 Co-Ordinator along with the teachers within the Key Stages have devised a programme called “3 Strikes and You’re Out.” Each child is given three warnings for minor incidents in day to day classroom/playground management before a “strike” is accrued. Strikes can be cancelled by acts of improved behaviour. After two “strikes” have been collected (ie. six warnings), the Key Stage Co-Ordinator will send a note/letter to the parents and the Principal informing them of the situation. A further “strike” will initiate the involvement of the Principal who may request a meeting with the parents.

Key Stage 2 (P5-P7):

The Key Stage 2 Co-Ordinator along with the teachers within the Key Stage have devised a programme based on the yellow/red card system used in soccer/rugby. A pupil who collects 2 yellow cards will receive a red card. After 2 red cards have been received (ie. 4 warnings), the Key Stage Co-Ordinator will send a note/letter to the parents and the Principal informing them of the situation. Any further incidents of misbehaviour will initiate the request of a meeting with the parents by the Principal.

Parents will be involved at the earliest possible stage, if problems are persistent or recurring. Children may also be placed on a weekly report system to monitor their behaviour with parents’ support.

Staff will always encourage children to take responsibility for their actions and draw the child’s attention to the fact that undesirable behaviour usually has a negative consequence on another person, the class, the school environment or themselves. Where possible, staff will try to link the sanction/consequence to the behaviour.

Minor breaches of discipline generally dealt with by the class teacher in a caring, supportive and fair manner, with some flexibility regarding age of the child, as far as sanctions and consequences are concerned. Incidents will be recorded (at teacher’s discretion) in the Class Incident File.

Lunchtime Supervision

At lunchtime, supervision is carried out by the lunchtime Supervisory Assistants and the Classroom Assistants. The Supervisors can refer to the Class Teachers, Heads of Key

Stage, the Vice-Principal or Principal if necessary. The Supervisory and Classroom Assistants are expected to maintain order. Usually this consists of reminding children of the standard of behaviour expected. Repeated minor problems may result in the child being asked to complete a task which usually takes the heat out of the situation. The Supervisors and Classroom Assistants will inform the staff of any children who continually misbehave.

The Supervisors and Classroom Assistants must be treated with the respect expected by all adults at Jones Memorial P.S. Verbal or physical abuse will not be tolerated.

Issues arising at break or lunch times must be reported to the teacher following the recess. If a pupil is habitually misbehaving, despite repeated and ongoing attempts to modify the behaviour, then the child will be referred to the Principal.

Persistent or serious misbehaviour at lunchtime that is brought to the attention of the Principal or the Vice-Principal will result in the loss of privileges and playtimes. Parents will be informed if there is no improvement in behaviour and the child will be excluded from the premises at lunchtime for a fixed time. This will be followed, if necessary, by permanent exclusion.

Class Incident File

Each teacher has a "Learning & Teaching File" which contains a "Class Incident File" into which s/he enters notable events of indiscipline and immediate action taken. It is important that teachers keep a record (diary) of incidents, particularly at Levels 2 and 3. Notable incidents should be filed in the pupil's record folder. The purpose of this report is to compile a list of misdemeanours committed by this child. Copies of all IEPs/ behaviour plans at Level 3/4 should be kept in the pupil's record folder with a record delivered to the Principal/SENCO. Pupils on behaviour records will bring a copy of that week's record to the Principal/VP each Friday afternoon. The Principal/ VP will discuss progress with the pupil.

It may be used at some stage in his/her primary school career to substantiate a report on unacceptable behaviour or in interviews with parents, other members of staff, Principal or EWO.\

Name of Pupil	Class	Date	Nature of Incident	Level	Action Taken	Principal Informed?
<i>A. N. Other</i>	<i>P3</i>	<i>1/09/13</i>	<i>Disruptive behaviour in class, constant rattling and fidgeting</i>	<i>1</i>	<i>Verbal direction</i>	<i>No</i>

At our school we classify unacceptable behaviour into 3 broad bands:

Level 1: Mildly Disruptive

Misbehaviour that can be effectively managed within the classroom environment by the teacher.

Level 2 Moderately Disruptive

More serious misbehaviour or persistence of Level 1 that is not so easily managed within a classroom environment. Class teacher may involve the parents, either formally or informally. Notification of other staff may take place. Referral to the Principal may also take place if appropriate.

Level 3 Seriously Disruptive

Very serious misbehaviour or persistence of Level 2 behaviour. This will result in the formal involvement of the Principal within the school along with parental involvement. Additionally, the involvement of outside agencies may be sought

The following are examples of what constitutes Level 1, 2, 3, and Sanctions and Strategies which may be used.

Sanctions/consequence will be constructive, applied with sensitivity and flexibility, where possible, be related to the misdemeanour and will be specific to the offender and **not** applied to the whole group.

Examples of Unacceptable Behaviour

Level 1	Level 2	Level 3
Arguing	Persistence of Level 1	Persistent occurrence – Level 2
Boisterous behaviour	Aggressive behaviour persistent/serious (eg. biting, kicking, hitting, nipping etc.)	Physical assault – teacher/adults/children
Talking at inappropriate times	Refusal to work / general defiance	Wilful damage – property/school
Distracting other pupils	Consistent non-completion of homeworks	Verbal abuse to teachers/staff/peers
Disobeying instructions	Refusal to engage with an adult	Stealing – intent and persistent
Shouting out / leaving seat	Bad language/rude noises	Major disruption of class activity
Not being prepared for school	Persistent name-calling	Abuse/threatening behaviour/ subtle bullying / overt bullying
Incidents of taking property of others	Name calling / teasing	Leaving school premises without permission
Lying	Damaging property	Dangerous refusal to obey instructions
Not completing homework		
Not sharing		
Making unkind remarks		
Running in corridors		
Telling tales (inappropriately)		
Talking during assembly		
Throwing pencils/rubbers etc. in class		
Bringing in/playing with toys in school/class		
Taking other pupils' property		
Persistent misplacing of workbooks/worksheets		

Answering back		
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Sanctions/Consequences

Level 1	Level 2	Level 3
A disapproving look	Time-out/cool-off in another room	Principal informed immediately
A signal to indicate behaviour must stop	Report to Principal	Formal discussion with Principal and pupil
A verbal rebuke	Formal appointment with parents (Principal informed prior to meeting to allow his attendance if deemed appropriate)	Formal appointment with Principal and Parents
Moved in class to another desk	Discussion with SENCO - I.E.P. may be implemented at this stage	I.E.P. will be implemented and an action plan agreed
Time-out chair/cool-off	Entry in Class 'Incident File'	Behaviour contract between school and child
Informal chat with parents	Daily Discipline Report / withdrawal of privileges. Home/school contact.	Involvement of other agencies, e.g. Education Welfare Officer, Behaviour Support Team, Educational Psychology, Social Services
Withdrawal of privileges/responsibilities	Break/lunch detention	Suspension
Reminder of class rules/school codes	Teacher may begin to record daily observations of behaviour	Expulsion
Private discussion with child	Restitution (as deemed appropriate) – replacement of damaged/lost property	
Discussion in groups or whole class (circle time)	Remove child from the class – place with Principal or in another class	
Break/lunch detention (during which time the child will complete additional work - supervised)	Withdrawal from: - extra-curricular activities - school teams eg. Football/netball - residentials (Risk Assess)	
Apology (either written or given verbally)	Behaviour modification programme – reward charts/setting targets etc	
Redirect to another activity		
Move the child from the group to work on his/her own		
Repeat work		

Missing out on "Golden Time" to catch up on work, write letter of apology, sorry card etc.		
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Level One Behaviours	Level One - Behaviour Modification Strategies/ Sanctions
<p><i>Misbehaviour that can be effectively managed within a classroom environment by the class teacher/ classroom assistant</i></p> <p><i>Principal may be informed.</i></p> <ul style="list-style-type: none"> • Infringement of playground and class rules/Code of Conduct. • Disregarding instructions • Speaking out of turn • Minor bad language- spontaneous swearing, sectarian, racial, insulting or rude remarks • Disrupting/distracting another child leading to incompleteness of tasks • Unsafe movement around the classroom/school e.g. running in corridor. • Unsafe use of property/resources causing damage. • Insensitivity to others • Telling lies/getting others into trouble • Rough play 	<ul style="list-style-type: none"> • Verbal warning to individual/ class • Private discussion with child • Use of 'Scripting' (Appendix 2) to remind pupils of what is acceptable, maintaining positive tone. • Oral apology • Repositioning of pupil • Withdrawal of pupil from situation (temporarily) • Reminder of classroom rules/Code of Conduct (Page 2) • Self-reflection (Appendix 4) • Use of 1-10 scale of feelings and encourage self-regulation/solution based discussion (Appendix 4) • Use of quiet corner/calm box/thinking area (age dependant) • Reduction in play privileges/Golden Time

<p>Level Two Behaviours</p> <p><i>More serious behaviour that is not so easily managed within a classroom environment.</i></p> <p><i>Class Teacher/Assistant will notify other staff and involve Principal.</i></p> <p><i>Parents will be notified in writing or by phone call</i></p> <p>Persistence of Level One behaviours e.g.</p> <ul style="list-style-type: none"> • Persistent infringement of class, playground rules • Persistently not taking instructions. • Persistently telling lies/getting others into trouble/name calling • Deliberate use of language to hurt others (includes verbal or written abuse) • Deliberate destruction of another child's piece of work <p>Also</p> <ul style="list-style-type: none"> • Bullying behaviours • Answering back/ shouting excessively • Refusal to work or co-operate • Stealing/intent to steal • Isolated acts of violence – kicking, thumping, biting etc. • Threatening behaviour • Working or playing in an unsafe manner • Outburst of anger but pupil regains composure 	<p>Level Two- Behaviour Modification Strategies/Sanctions</p> <ul style="list-style-type: none"> • Parents will be informed through a phonecall or invitation by letter to meet with the principal/ class teacher • Meeting with parent • Principal discusses sanctions with pupil (if age appropriate). • Ensure work is completed at another time. • Pupils sent in from playground to sit in area outside the office. Member of staff informed to supervise. • Stay in at break/lunch-time in supervised area, as directed by principal/VP • Loss of privileges – football day/golden time/stars/playtime etc. (not curriculum areas) • Written apology or self-reflection using questioning (Appendix 4) • 'Time out' in the classroom or in another classroom • Behaviour Plan may be implemented for 2-4 weeks. Reviewed with class teacher daily and principal weekly.
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- Provocation

<p>Level Three Behaviours</p> <p><i>Very serious misbehaviour or persistent Level Two behaviours.</i></p> <p><i>Formal involvement by the Principal and parents.</i></p> <p><i>Other outside agencies may also become involved.</i></p> <p>Persistence of Level Two Behaviours e.g.</p> <ul style="list-style-type: none"> • Persistent bad language (includes verbal abuse) • Persistent defiance • Persistent stealing/intent to steal • Vandalism of school building or property • Dangerous • Persistent refusal to obey instructions. • Persistent repeated and deliberate incidents of bullying • Persistent major disruption of class activity <p>Also</p> <ul style="list-style-type: none"> • If Behaviour Modification Plan at Level Two has not worked • Leaving school premises without consent • Violent hitting/kicking/fighting – aggressive violent behaviour, causing deliberate injury • Aggressively threatening behaviour towards staff/parents/ pupils • One or more of the above behaviours which cause the pupil to go into ‘Crisis’ Phase of The Breakwell Cycle (Appendix 	<p>Level 3 - Behaviour Modification Strategies/Sanctions</p> <ul style="list-style-type: none"> • Principal is involved • Parents contacted to meet Principal along with class teacher immediately (if necessary) • Removal from classroom • Principal/VP informed immediately if crisis occurs. • Crisis/ anger management and de-escalation intervention • Pupil removed from situation or other bystanders removed from the scene. Pupil to be supervised in designated area e.g. sensory room. Staff to send for back up. Appropriate protection for staff in place. • Risk assessment to be completed • Note of Concern regarding placement on SEN Code of Practice for Social Emotional and Behavioural reasons • Consideration given to a reduced timetable • Other interventions –CAMHS, EWO, SEBD Team, Psychology • Targets, Behaviour Record Card; Counselling • Anger de-escalation strategies recognising the stages of ‘The Breakwell Cycle’ (Appendix 3)
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- SEBD referral may be made; immediate advice to be taken over the phone.
- PSNI may be contacted.

<p>Level 4 Behaviours</p> <p><i>Where there is persistence of Level Three behaviours and the above interventions are not supporting the pupil adequately, further agency involvement may be deemed necessary.</i></p>	<p>Level 4 - Behaviour Modification Strategies/Sanctions</p> <ul style="list-style-type: none"> • Continued Placement on SEN Register in line with Code of Practice (SEBD) • SEBD Team • Other agencies e.g. CAMHS, EWO, Psychology, Social and Emotional Behaviour Team involvement. • Suspension or exclusion following appropriate procedures (EA Guidelines)
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Clarification of Terms used above:

“Time Out”

- To a separate seat/single desk in the classroom;
- To another class (of similar age group) with work set;
- Break/lunch time with work set (providing sufficient time for eating and toileting);
- To Principal, Vice-Principal or Senior Teacher in charge;
- To a quiet area of the playground or dining hall;

The Class Teacher and/ or Principal will use discretion as to whether parents need to be informed if their child has been on “Time Out” depending on the seriousness of the misdemeanour.

Procedures for Dealing with Major Breaches of Discipline

Major breaches of the Positive Behaviour policy include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and disruptive behaviour in class (see Level 3 Classification above).

This type of behaviour is generally rare and it is the responsibility of the Principal or the Vice-Principal who will deal with it severely, particularly if the problem keeps recurring. The standard procedure for this sort of problem follows a set pattern. Failure to improve leads automatically to the next stage with each stage recorded.

- A verbal warning by the Principal or Vice Principal as to future conduct.
- Withdrawal from the classroom for suitable period.
- Placed on a Behaviour Report Card.
- A letter to parents informing them of the problem.

- A meeting with parents, and either a warning given about the next stage unless there is an improvement in the child's behaviour.
- If the problem is severe or recurring then suspension/exclusion procedures are implemented after consultation with the Board of Governors.

Suspension/ Expulsion

If, following intervention strategies with the pupil and meeting with the parent(s) further incidents of unacceptable behaviour occur, advice from the EA Western will be sought and a decision regarding the suspension of the pupil will be taken. The Board of Governors will be notified and consulted. EA Suspension and Expulsion procedures will be followed. Initially, any exclusion will be for a temporary fixed term but, if necessary, permanent exclusion may be considered, again, in line with EA vpolicy and guidelines.

The School Management reserve the right to bypass the imposition of sanctions and move directly to 'Formal Disciplinary Proceedings' for children considered to have seriously broken the school rules or misbehaved in a serious manner. If this occurs, loss of privileges may include immediate withdrawal from school teams etc.

Parents have the right of appeal to the Governing Body against any decision to exclude.

See Appendix 12

Serious incidents are recorded in the Incident/Accident or Behaviour file which is located in the Principal's Office.

Behaviour File

This is used to record significant disciplinary measures taken by a member of staff against a child. Exclusion must always be recorded. This book is not for minor incidents in day to day classroom management but for serious occurrences of challenging behaviour. This file is kept in the Principal's office.

Incident/Accident File

This is used to record:

- Any incidents involving a child, or anyone employed in school which results in personal injury or damage to property;
- Loss, theft, or damage to property;
- Any other incidents or matters of a serious nature;

These incidents are ones which may give rise to disciplinary or legal action. Incident/Accident forms are used to record all details and are available from the Principal.

Preventative Strategies

See sanctions/consequences table above and Positive Behaviour policy procedures.

Intervention (see also Policy for Use of Reasonable Force & Safe Handling)

Jones Memorial Primary School actively promotes the use of positive behaviour management strategies, thus reducing the need for any form of physical intervention. However, emergency situations may arise when this is unavoidable and necessary. Such situations may be:

- When the health, safety and well being of an individual, or group is endangered by the action of another person or persons
- Where an individual is endangering his or herself
- Where there is a developing risk of injury or significant risk to property

In the event of contact, as a last resort, becoming necessary, the procedure and guidance, as outlined in the Department of Education Circular 'The Regional Policy Framework on Reasonable Force / Safe Handling' (May 2004) will be followed. Guidance issued in D.E.N.I. Circular 1999/9 – Use of Reasonable Force to Restrain or Control Pupils will also be adhered to.

The child will be removed from the situation as soon as possible and taken to a member of the Senior Management Team who will take immediate action to involve parents.

An incident form will be filled in and the situation discussed with the Principal or Vice Principal. The Principal or Vice Principal will work with the member of staff and parents to devise an Action Plan to meet that child's needs. This may include the involvement of other agencies – social services, psychological service etc.

Educational Visits

Pupils on school visits will be expected to abide by the aims of our school Behaviour Policy and school rules re. behaviour. In addition, the Principal and staff will reserve the right to implement any rules which they deem necessary to ensure the safety and welfare of pupils and staff and achieve the aims and purpose of the visit.

Bullying

Bullying has been defined in Jones Memorial Primary School as follows:

‘Bullying is a form of aggressive, hurtful behaviour which is persistent and unprovoked. It involves an abuse of power. It may take various forms, including physical, verbal and emotional abuse.’

It may involve: (this is not an exhaustive list)

- Causing deliberate physical injury;
- Threatening behaviour;
- Offensive name calling;
- Taunting or disparaging remarks;
- Spreading malicious rumour or gossip;
- Extortion of money or property;
- Preventing another taking part in activities;
- Wilful damage of another’s property.

Bullying is in contravention to children’s rights to all forms of violence, both physical and mental. It also infringes their right to education and to freedom from torture and inhumane and degrading treatment under the Human Rights Act 1998. It can make the victim’s life miserable.

At Jones Memorial Primary School we take our responsibility to create a secure and caring environment for everyone present, very seriously.

Under no circumstances will bullying be tolerated.

Our Anti-Bullying Policy will be followed at all times.

- Bullying, of any kind, is unacceptable.
- Staff will always take the report (from pupils or parents) seriously and deal with it accordingly.
- Staff will offer concrete help, advice, support and feedback to the victim and their family.
- Staff will encourage the bully to think about their actions and the effect they have on their victim.
- Staff will remember that both the victim and the bully have needs which need to be addressed by the school.

Behaviour Policy and Parental Links.

The support and co-operation of parents are very important elements in achieving the aims of our positive discipline policy. Parents need to be aware of how important the school views their role and responsibility in helping us achieve these aims.

Opportunities to build parental involvement will take many forms, e.g. through the promotion of our rewards system, questionnaires, Individual Education Plans, reports, informal notes in books, school trips and face-to-face meetings at formal parents meetings.

Close communication between school and home should ensure that the needs of the child are paramount and are addressed quickly and efficiently.

Behaviour Policy and Special Needs

It is our intention to assist in any way pupils who may experience emotional or behavioural difficulties in our school.

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 the pupil is at.

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

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 e.g. the Educational Psychologist, the Behaviour Support Team, the Education and Welfare Officer, Social Services, the W.E.L.B. Pupil Personal Development Services Team, the Inclusion and Diversity Team.

Monitoring and Evaluation

The Governors will seek the views of all staff, pupils and parents when carrying out a review of the policy and procedures. The Policy will be given to each member of the Board of Governors, staff, parents and volunteers. It will also be available from the school office and on the school web-site (www.drumahoepps.org). This policy will be reviewed annually or sooner as considered necessary to meet changes in school circumstances and/or WELB/DENI guidelines and/or new legislation. Participation and consultation with children and parents will be undertaken through the use of the Class/Kids' Forum and questionnaires.

The following documents have been taken into consideration when drawing up this policy:

- Promoting and Sustaining Good Behaviour:
- A discipline Strategy for Schools (DENI, 1998)
- Evaluating Pastoral Care (DENI 1999)
- Evaluating Schools (DENI 1998)
- Child protection (CCEA 1999)
- Child Protection Guidelines – Pastoral Care in School: Child Protection (DENI 1998)
- Pastoral Care in Schools – Promoting Positive Behaviour (DENI 2001)

- Education and Libraries (NI) Order 2003
- Regional Policy Framework on the Use of Reasonable Force/Safe Handling May 2004

This Positive Behaviour Policy is an integral part of the school Pastoral Care Policy. It is in agreement and integrated with other policies, namely:

- Anti Bullying Policy
- S.E.N. Policy
- Child Protection Policy
- Personal Development and Mutual Understanding Policy
- Relationships and Sexuality Education
- Misuse of Substances Drugs Policy
- Health and Safety Policy
- Pastoral Care

These following Codes of Conduct have been formulated by the children of the school with the safety and well-being of themselves in mind, and to enable the school to function efficiently as a place of learning.

Codes of Conduct:

- **Classroom Code – see Appendix 1**
- **Traffic Code – see Appendix 2**
- **School Code – see Appendix 3**
- **People Code– see Appendix 4**
- **Playtime Code – see Appendix 5**
- **Lunch Time Code – see Appendix 6**

Appendix 1: Classroom Code:

- 1) Do stay in your seat and be quiet when the teacher is talking or when you are completing work.
- 2) Do move around the classroom quietly without disturbing others.
- 3) Do ask for permission to go to the toilet by saying ... "Please may I go to the toilet?"
- 4) Do put up your hand to answer a question or if you don't understand the question.
- 5) Do share and treat things with care especially your school books.
- 6) Do handle all equipment with care.
- 7) Do be responsible for your own belongings.
- 8) Do bring a note if to remain indoors at break or if you have been absent from school.
- 9) Do leave toys etc at home where they can't be lost or broken.
- 10) Do knock and excuse yourself when visiting another classroom.
- 11) Do your very best at all times.
- 12) Do try to keep your desk tidy.

Appendix 2: Traffic Code:

- 1) Do wait for your parent/carer to collect you from the class line if you are going home by car and walk when crossing the car park.
- 2) Do wear a helmet and wheel your bicycle when in the school grounds.
- 3) Do watch and listen to the Patrolman when crossing the road.
- 4) Do stay on the paths when coming to and going home from school.
- 5) Do use the designated classroom doors when entering and leaving the school building.
- 6) Do wear a seat belt when coming to school by car.
- 7) Do keep to the right when walking in the corridors.
- 8) Do be careful when opening car doors and getting out from the vehicle.
- 9) Do wait for the supervisor and listen to her instructions before getting the bus or taxi home.
- 10) Do vacate the building by the appropriate emergency exits on hearing the school alarm.
- 11) Do use the front carpark and refrain from parking at the rear of the school or in front of the Main entrance.
- 12) Do follow the one way traffic signs when driving in the car park.

Appendix 3: School Code:

- 1) Do walk when inside the school building.
- 2) Do be as quiet as possible inside the school building.
- 3) Do wear our uniform with pride.
- 4) Do remove jewellery when doing P.E..
- 5) Do have your name on all items of clothing.
- 6) Do try to get to school on time.
- 7) Do wipe your feet on the mats provided before entering the school building.
- 8) Do try your best at everything you do in school.
- 9) Do conserve energy by turning off lights that are not needed.
- 10) Do your homework to the best of your ability.
- 11) Do refrain from bringing chewing gum to school.
- 12) Do save trees by using all types of paper carefully.

Appendix 4: People Code:

- 1) Do be friendly and kind to each other.
- 2) Do display good manners at all times.
- 3) Do be courteous to any visitors in school.
- 4) Do be honest with each other and tell the truth at all times.
- 5) Do say nice things to each other.
- 6) Do use well mannered language at all times.
- 7) Do say “please” and “thank-you.”
- 8) Do share any problems you might be having with your teacher or the Principal.
- 9) Do resolve arguments by talking to each other rather than fighting.
- 10) Do stand back to let an adult through a door first and hold the door for them.
- 11) Do allow ladies to go first.
- 12) Do set a good example by your own behaviour.

Appendix 5: Playground Rules

These will be on display at the entrance to both playgrounds

P1-P3 Playground

We tell the truth.

We are kind and help others.

We treat the equipment with care.

We stay inside the fence

We line up quietly.

We tell an adult if a stranger comes in.

P4-P7 Playground

We are always honest and helpful.

We are always polite, caring and respectful to everyone in our playground.

We follow the rules and timetables for football, games, swing and the play trail, always respecting the equipment being used.

We always remain inside the playground boundary and ask permission to leave e.g. to get a football.

We always line up quietly when the bell rings and walk quietly inside.

If a stranger approaches we report this to one of the adults in school.

Playtime Code:

1. Do play ball games in the designated area.
2. Do stay in your own designated playground.
3. Do put all litter in the bins provided.
4. Do try to use the toilets at break and lunchtime
5. Do leave your bag, lunchbox and homework in the classroom before making your way to the playground between 08.45 and 08.55 (weather permitting).
6. Do use the paths provided.
7. Do stay off the grass whenever it is wet.
8. Do enjoy the snow when it falls by letting it lie on the ground.
9. Do line up at your designated position whenever the bell goes.
10. Do bring a coat to school for playtimes whenever the weather may be changeable.
11. Do care for the trees and shrubs in our grounds.
12. Do stay within the boundary.

Appendix 6:

Lunch Time Code:

The Dining Hall

In the Dining Hall, the children will follow the **"LUNCHES"** rules:

- **LINE** up quietly and sensibly with no queue jumping
- **USE** good manners – "Please and Thank-You"
- **NO** walking around and stay in your seat whilst eating
- **CHAT** quietly
- **HAVE** respect for each other and don't throw out good food
- **EVERYONE** takes responsibility for eating healthily
- **STACK** your plates & lunchboxes carefully when told to do so

Appendix 7: Examples of Current 'Good Practice' to Support this Policy

Some are age specific and only used by some year groups and are open to variations

- Planned Staff professional development linked to Pastoral Care/SEBD/SEN/Health and Well Being
- Consultation with staff, pupils, parents and Governors to review practices and ensure coherence and consistency in practice across the school.
- PDMU Programme for each class (incorporating personal safety, developing self-esteem, values education, positive strategies for cooperation, community awareness etc.)
- A solution focused approach
- Use of social stories
- Congratulatory stationery, messages and reports are sent home
- Reward Charts/Treasure Box/table prizes Reward Certificates/ Stickers / tokens
- Assemblies, visiting speakers, charities promoting well-being, safety and resilience.
- Anti- Bullying Week activities (November); E Safety Week (February)
- Health Promotion Initiatives
- Paths – control signals to calm down
- Circle Time: Developing language of Feelings/Emotional Intelligence, Talking/Listening/ Co- operation
- Golden Time/Clubs- P3-P7 on Friday afternoon earned by adhering to School Code/ Class Rules
- Pupil of the Week
- High level of supervisory staff at break/ lunch in playgrounds
- School Council/ Eco Council/E-Safety Council
- Shared Education projects
- Respecting Differences programme; PSNI Good Citizenship programme; Roots of Empathy workshops

- Regular review of IEPs; SEBD issues addressed via this route and in direct liaison with Principal/SENCO
- Involvement with external support agencies e.g. Counselling, Play Therapy, SEBD Team where deemed necessary through the appropriate channels i.e. SENCO /Principal

Pupils are expected to behave and take responsibility for their own behaviour. They must realise that there will be consequences if behaviour is not acceptable.

Appendix 8:

Responsibilities of Staff, Pupils and Parents

All Staff will	Pupils will	Parents must
Ensure all children are safe.	Work well and play well	Praise their children for their efforts and achievements
Have high expectations of all pupils.	Follow instructions of all staff	Value their child's education. Reinforce the importance of good behaviour. Oversee that all homework is completed.
Enhance pupil self-esteem and levels of motivation.	Say 'please' and 'thank you' and 'excuse me' when asking or needing to pass	Be aware of and support the school's vision, aims and expectations.
Model, explain and monitor standards of acceptable behaviour, exhibiting consistency in routines and procedures and the manner in which conversations are conducted.	Walk in the school classrooms and corridors.	Ensure their children attend daily and, if absence cannot be avoided, explain all absences through a written note or phone call.
Use consistent methods to get class attention, maintain acceptable noise levels, line up etc.	Not leave the classroom unless permission has been granted.	Ensure that children arrive on time each day and are collected punctually.
Be consistent and fair when dealing with pupils who make inappropriate choices.	Support and care for each other.	Maintain links with school through interviews, notes, phone calls, absence notes, homework diary etc.
Endeavour to correct and guide pupils who have made inappropriate choices in a firm but low toned voice.	Respect each other's property and work.	Ensure their children respect differences and do not abuse or discriminate against people different from themselves.
Endeavour to meet the educational, social and behavioural needs of the children with the support of parents.	Listen to others and respect their opinions.	Inform the school if there has been any significant
Maintain regular links with parents through notes, letters, diaries, meetings. Communicate regularly about what is expected.	Have homework completed Be suitably equipped for class	
Be aware of the recommended appropriate sanctions and levels of acceptable behaviour	Observe the Code of Conduct, Class and Playground rules at all times.	
	Behave within the School Code and meet expectations of polite and appropriate behaviour whilst out of	

Assume responsibility for the behaviour of all pupils in all areas of the school.

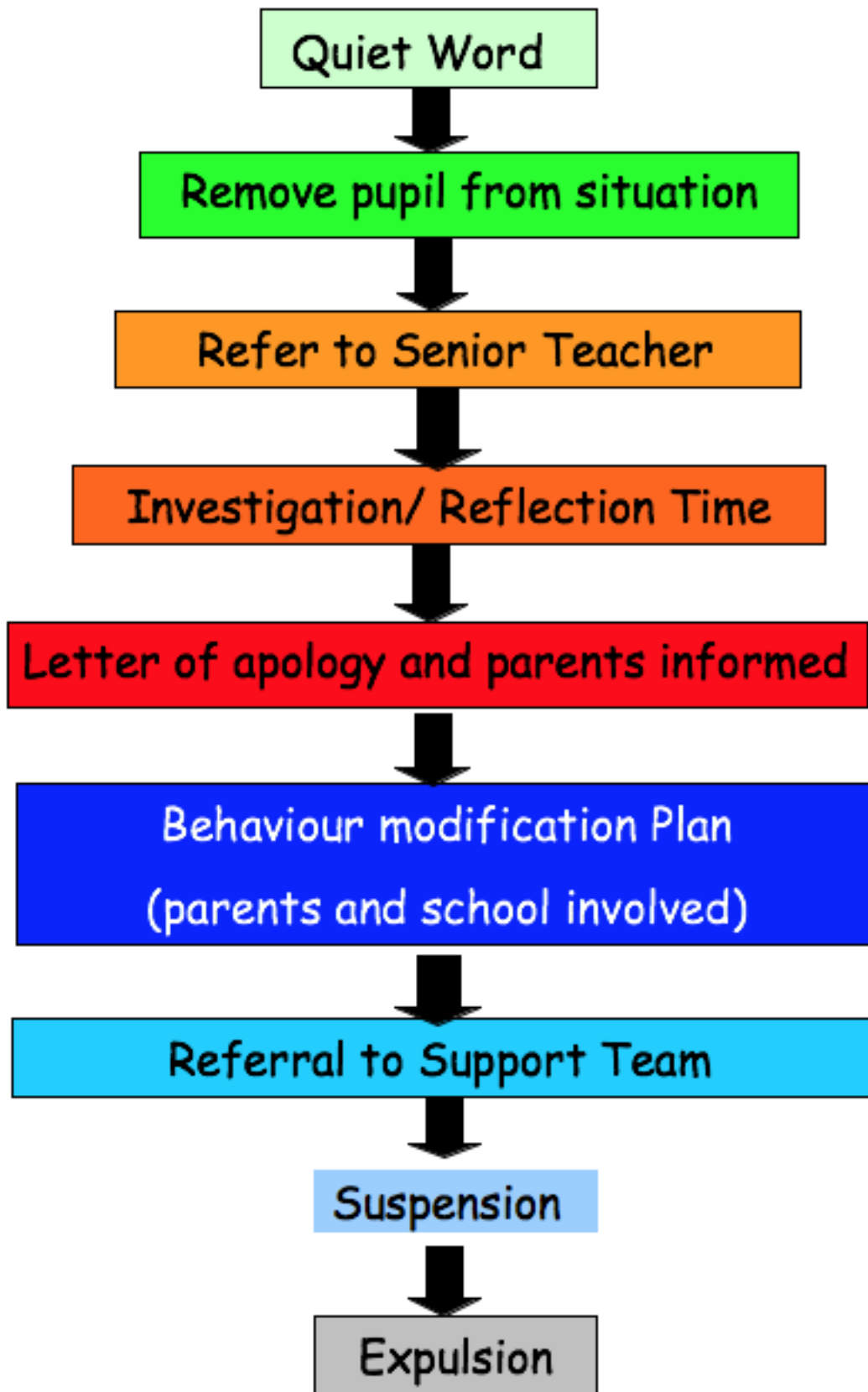
the school e.g. on trips or at sporting competitions

change in their child's medical needs or home circumstances

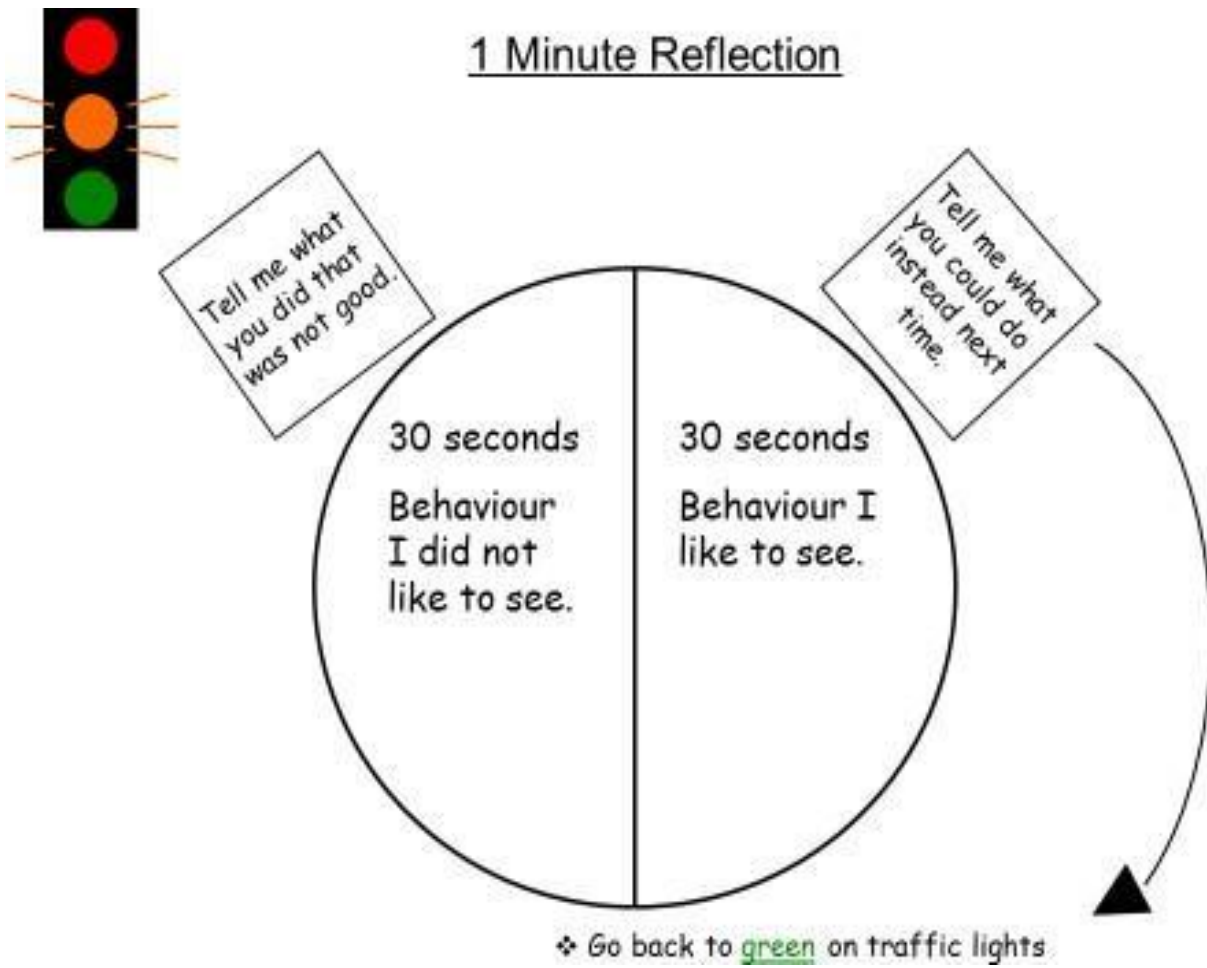
Oversee and check homeworks are completed

Appendix 9

STEPPED CONSEQUENCES





Reflective Questioning 1



Reflective Questioning 2

Scale Questions for use in the classroom

1	2	3	4	5	6	7	8	9	10	
	?									

On a scale of 1 to 10, where do you think you are at this moment?

What is it that tells you that you are at that point?

What have you done to help yourself reach this point?

Has anyone else helped you to be there?

What might help you to move up one more point on the scale?

How will you know that you have moved one point up on your scale?

What else will tell you?

Who else will notice? What will they notice that is different?

Anyone else?

What do you need to do to prevent yourself moving back down the scale?

Reflective Questioning 3

The 'WHAT' Reflection Form

Name: _____ Date: _____

1. Think back. What Happened? What did I do?

2. What rule was broken?

3. What rights were affected for other people? (P4-7)

4. What was my side of the story?

5. What do I do to fix things up and make things better?

Appendix 11

Scripting

Other people get stressed too, just not in as big a way as you, your brain has been wired like a faulty alarm system and goes off in a big way. I am going to help you –

Use self-talk: Do I need to react?

 Do I need to ...

 I will have a deep breath

I am keeping you in my mind over the weekend/holidays

‘Well this is what happened so we are going to have to do this now’.

“I wish we could do that now but first we need to do Then we can”

“I wish we were able to do that but”

“Would it help if”

“First we will do this, then we can do”

“I know that it is hard for you to trust adults because adults can get things wrong, we are going to work really hard and help you to trust adults.”

“I know you find it really difficult to talk and that’s ok can you show me what you”

“Mrs ***** will make the school safe by”

“Mrs ***** will make the classroom safe by”

Wonder out aloud... “Mmmm I wonder what you are trying to show me.....”

You talk and I will listen

It can sometimes help if you

Appendix 12 **Suspensions**

A child who gets into serious trouble at school can be suspended for a fixed period of time. The school can suspend your child:

- If they have seriously broken school rules
- If allowing them to stay in school would seriously harm their education or welfare, or the education or welfare of other pupils

Please note:

- Only the Principal can suspend a pupil
- An initial suspension will not exceed five days
- The Principal will seek approval of the Chair of the Board of Governors to extend a period of suspension
- Your child can only be suspended for a maximum of 45 school days in any one school year
- The school is responsible for providing you with suitable work to do and mark, although you should collect the work from the school and return it when your child has completed it

The school will call you on the day your child is suspended.

The Principal will provide immediate written notification to you, the Chair of the Board of Governors and the Education Authority (EA).

The letter will set out the period and reason for the suspension.

Expulsions

The school will usually only expel a pupil as a last resort after trying to improve the pupil's behaviour through other means. However, there are exceptional circumstances in which the school may want to decide to expel a pupil for a 'one-off' offence.

The decision to expel your child can only be taken by the expelling authority. In the case of the JMPS, this is the EA.

A decision to expel can only be made after a consultation meeting takes place between the Principal, the Chairperson of the Board of Governors, you, your child and a representative from the EA.

A written record of the meeting will be made and your child's future education will be part of the discussion.

If the expelling authority decides to expel your child, they must explain in writing your right to appeal to the Expulsions Appeals Tribunal.

The EA is required to make arrangements for suitable education for your child until they go to another school.

