

# Central Integrated Primary School



## Positive Behaviour Policy

Agree Date	Review Date	Person Responsible
June 2021	June 2023	SLT/All staff

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

- Health and Safety at Work (NI) Order (1978)
- Children (NI) Order (1995)
- The Education (NI) Order (1998)- Articles 3&4
- Human rights Act (1998)- came into force in NI in 2000
- Education (NI) Order (2003)
- Special Educational Needs & Disability (NI) Order (2005)
- Addressing Bullying in Schools Act (Northern Ireland) 2016
- Northern Ireland Anti Bullying Forum [www.NIABF.org.uk](http://www.NIABF.org.uk)

The staff and governors at Central Integrated Primary School believe that positive behaviour is an essential condition for effective learning and teaching. We also believe that pupils and staff have the right to learn and teach in an environment which is safe, friendly, peaceful and fair. Good behaviour keeps pupils safe, reduces stress for everyone and contributes to a welcoming school environment where pupils can be nurtured and developed and both pupils and staff can do their best work.

Our school is committed to the Core Principles of Integrated Education, child centred education and developing a positive and effective pastoral care system in our school. The school community has defined a very clear set of non-negotiable standards of personal behaviour, which are based on respect for each individual in our community and their individual needs. Our community places self-discipline and a real sense of justice at the core in our determination to provide opportunities where each individual can flourish and develop in safety. Positive behaviour must be carefully developed and supported. Appropriate high self-esteem promotes good behaviour, effective learning and positive relationships.

We believe pupils learn best when they feel safe and happy in school. The best results in terms of promoting positive behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement. We also know it is important to strike a balance between recognising positive behaviour and having appropriate consequences which are seen by all to be fair and just and applied consistently when standards are not maintained. Through the example which adults who care for them in school and through well-developed planned and stimulating learning opportunities, we believe that children can accept learning challenges and develop self-discipline. It is the responsibility of parents and carers to work with the school in helping to foster positive attitudes and behaviour.

We believe that good behaviour means that everyone in school is;

- Careful and kind
- Polite and friendly
- Helpful to each other
- Quiet and hardworking
- Respectful and tolerant

#### Aims of our Positive Behaviour Policy

This policy exists to provide a framework for supporting the aims of Central Integrated Primary School and ensuring the happiness and learning of every individual in our community. It will do this through;

- Encouraging a calm, purposeful and happy atmosphere within school.
- Helping our children develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property and differences of others.
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- A consistent approach to behaviour throughout the school with parental cooperation and involvement.
- Helping our children develop appropriate self-esteem.
- Encouraging our pupils to co-operate with one another and with the adults in school.
- Help create a positive, stimulating learning environment where positive attitudes and behaviour are encouraged and rewarded.
- Help working alongside parents to encourage our children to develop socially, academically, orally and spiritually in preparation for a positive role in society.
- Ensure that everyone is clear about their role when managing a pupil's behaviour.
- Make the children aware of unacceptable behaviour.
- Allow all children equal opportunities to learn.
- Allow all adults in school equal opportunities to fulfil their role.
- Reward and encourage positive behaviour.
- Use sanctions where appropriate in accordance with this policy.

- To develop skills necessary to resolve conflict and differences of opinion with sensitivity.

### Encouraging Positive Behaviour

We support positive behaviour and a positive environment through:

- A consistent approach by the whole school community.
- Monitoring pupil attendance and taking swift action where necessary.
- Constructive whole school planning for PDMU.
- Developing the voice of the child, through for example the School and Eco Councils.
- Encouraging our children to see themselves as part of a whole school community and recognising their responsibility within this.
- Developing the skills of co-operation and discussion.
- Encouraging everyone to take pride in the school environment.
- Having a positive and consistent approach to playtimes and lunchtimes.
- Creating a stimulating classroom environment.
- Providing a clear and positive learning experiences fairly and consistently.
- Offering a broad and balanced curriculum that is well planned, prepared and stimulating.
- Ensuring that the curriculum issues concerning organization, methods of teaching and learning, content and differentiation are addressed.

At Central Integrated Primary School, we believe it is vital that positive behaviour is rewarded through sets of rules, both in the classroom and around the school, and a reward system that is transparent to the pupils is seen and applied consistently and fairly.

## Code of Conduct



*For a safe and happy school we are expected to...*



- Arrive to school on time
- Wear our school uniform;
- Show respect to everyone in school;
- Be truthful, well-mannered and kind;
- Take pride in our school building;
- Look after our books;
- Walk sensibly and quietly in the corridors;
- Keep our school litter free;
- Set a good example to others;
- Exercise self-control; and
- Line up quickly and quietly when the bell rings.

The Code of Conduct will be displayed prominently around the school. In the Foundation Stage the Code of Conduct is articulated in a more suitable language according to the age of the children. The School Council has been consulted when drawing up this Code.

The Rights and Responsibilities of Everyone at Central Integrated Primary School

### Our Pupils

<b>Pupil Rights</b>	<b>Pupil Responsibilities</b>
<ul style="list-style-type: none"> <li>• Be valued as members of the school community;</li> <li>• Get help when they seek it, whether with their work or with bullying or other personal worries, and to have a sympathetic audience for their ideas and concerns;</li> <li>• Make mistakes, and learn from them;</li> <li>• Be treated fairly, consistently and with respect;</li> <li>• Be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon;</li> <li>• Be taught in a pleasant, well-managed and safe environment;</li> </ul>	<ul style="list-style-type: none"> <li>• Come to school on time with homework and suitably equipped for the lessons in the day ahead;</li> <li>• Respect the views, faith and values, rights and property of others, and behave safely in and out of class;</li> <li>• Co-operate in class with the teacher and with their peers;</li> <li>• Work as hard as they can in class;</li> <li>• Conform to the conventions of good behaviour and abide by school rules;</li> <li>• Seek help if they do not understand or are in difficulties;</li> <li>• Accept ownership for their own behaviour and learning,</li> </ul>

<ul style="list-style-type: none"> <li>• Work and play within clearly defined and fairly administered codes of conduct;</li> <li>• Experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met;</li> <li>• Develop and extend their interests, talents and abilities.</li> </ul>	<p>and to develop the skill of working independently.</p>
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The Rights and Responsibilities of Everyone at Central Integrated Primary School

Our Staff

Staff Rights	Staff Responsibilities
<ul style="list-style-type: none"> <li>• Work in an environment where common courtesies and social conventions are respected;</li> <li>• Express their views and to contribute to policies which they are required to reflect in their work;</li> <li>• A suitable career structure and opportunities for professional development; Support and advice from senior colleagues and external bodies;</li> <li>• Adequate and appropriate accommodation and resources;</li> <li>• To be treated with care and dignity from all members of our school community;</li> </ul>	<ul style="list-style-type: none"> <li>• Behave in a professional manner at all times;</li> <li>• Ensure that lessons are well prepared, making use of available resources, and that homework is appropriately set and constructively marked;</li> <li>• Show interest and enthusiasm in the work in hand and in their pupils' learning;</li> <li>• Listen to the pupils, value their contributions and respect their views;</li> <li>• Be sympathetic, approachable and alert to pupils in difficulty or falling behind;</li> <li>• Identify and seek to meet pupils' special educational needs through the SEN Code of Practice;</li> <li>• Share with the parents any concerns they have about their child's progress or development;</li> <li>• Expect high standards and acknowledge effort and achievement; pursue</li> </ul>

	<p>opportunities for personal and professional development;</p> <ul style="list-style-type: none"> <li>• Report suspected cases of bullying to Designated Teacher for Child Protection or in their absence to Deputy Designated Teacher for Child Protection. The Principal must also be informed.</li> <li>• Follow up any complaint by a parent about bullying, and report back within one week on the action which has been taken.</li> </ul>
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## The Rights and Responsibilities of Everyone at Central Integrated Primary School

### Our Parents

Parents/ Carers Rights	Parents/ Carers Responsibilities
<ul style="list-style-type: none"> <li>• a safe, well-managed and stimulating environment for their child's education;</li> <li>• reasonable access to the school, and to have their enquiries and concerns dealt with sympathetically and efficiently;</li> <li>• be informed promptly if their child is ill or has an accident, or</li> <li>• if the school has concerns about their child;</li> <li>• be well informed about their child's progress and prospects;</li> <li>• be well informed about school rules and procedures;</li> <li>• a broad, balanced and appropriate curriculum for their child;</li> <li>• be involved in key decisions about their child's education;</li> </ul>	<ul style="list-style-type: none"> <li>• ensure that their child attends school regularly and arrives in good time, with homework done, and suitably equipped for the lessons in the day ahead;</li> <li>• be aware of school rules and procedures, and encourage their child to abide by them;</li> <li>• show interest in their child's classwork and homework, where possible, provide suitable facilities for studying at home;</li> <li>• act as positive role models for their child in their relationship with the school;</li> <li>• attend planned meetings with teachers and support school functions;</li> <li>• provide the school with all the necessary background information about their child, including telling the school promptly about any</li> </ul>

<ul style="list-style-type: none"> <li>• a suitably resourced school with adequate and well-maintained accommodation.</li> </ul>	<p>concerns they have about school, or any significant change in their child's medical needs or home circumstances.</p>
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We at Central Integrated Primary School not only promote and teach positive behaviour and attitudes with our children, we also greatly value and reward them. The emphasis of this policy is on the positive and consistent reward of positive behaviour and attitudes. As already stated we believe our pupils learn best when they are happy in school.

Rewards and sanctions are key to the successful operation of this policy. Each class agrees a Class charter which is agreed in conjunction with pupils at the outset of each year. Pupils are made aware of desirable and undesirable behaviours. Through this Positive Behaviour Policy they will be rewarded for demonstrating Desirable Behaviours and disciplined for Undesirable Behaviours this is based on the principle and language of choice.

Rewards may include the following:

- Verbal praise and smiling at children
- Verbal or written praise to parents about their child
- A simple word of thanks
- Sticker, badges or stamps
- Star of the Week
- Dojo points
- Certificates
- Written comments in books
- Work shared with Principal
- Sending the child to another teacher, Vice Principal or Principal for praise.
- Special responsibility jobs for pupils e.g. House Captains, School Councillors
- Star Charts
- Individual or Group Prizes
- House Points
- Work or praise shared on school's Facebook page or class Seesaw app

## House Points

Central Integrated Primary School has adopted a House points system which fosters a sense of belonging and identity in our school. Children are divided in to one of four Houses:

- De Courcy
- Swift
- De Lacy
- Chichester

House Points are awarded for range of behaviours including the following:

1. Being careful and kind;
2. Being polite and friendly;
3. Being helpful;
4. Being hardworking and trying our best;
5. Being respectful and tolerant.

House points are totalled every two weeks and a special cup will be awarded to the winning house at the end of the year.

## Sanctions and Consequences

Although the emphasis of this policy is on encouraging and rewarding positive behaviours and attitudes, we at Central Integrated Primary School recognise that it may be necessary to employ a number of sanctions to enforce our Code of Conduct and Classroom Rules to ensure a safe learning environment. As with matters relating to reward, consistency and fairness are vital in the application of sanctions which should be appropriate to each inappropriate behaviour.

When dealing with all forms of inappropriate behaviour, staff should employ the following strategies;

- Be calm- all children must be dealt with in a calm yet firm manner, referring to which behaviour is not acceptable and the action being taken.
- Make clear that it is the behaviour which is being punished and this is not a personal matter.
- Logical consequences- a logical consequence is a sanction that is proportional to and fits the misdemeanour. The first step is to stop the

behaviour and the second step is to provide an action that recalls the rules, reinstates the limits and teaches alternative behaviours.

- Make good choices- remind the pupil they need to make good choices.
- Fresh start- although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.

<p><b>Level 1 Sanctions &amp; Interventions may include...</b></p> <p>Interventions at this stage are to help pupils recognise which behaviours are unacceptable and to get them back on track...</p>	<p><b>Level 2 Sanctions &amp; Interventions may include...</b></p> <p>Sanctions and interventions at this stage are based on the principle of choice i.e. the child has chosen to engage in negative behaviours following Level 1 interventions</p>
<ul style="list-style-type: none"> <li>• Directed 'Look'</li> <li>• A non-verbal cue</li> <li>• Quick quiet verbal reminder</li> <li>• Moved in the line</li> <li>• Restorative Questioning</li> <li>• Whole class discussion e.g. Circle Time</li> <li>• State the rule which has been broken and remind the pupil this is not acceptable.</li> <li>• Class system-based sanction e.g. loss of table points</li> <li>• Targeted specific verbal reminder "John, please do..."</li> <li>• Ask the pupil to correct or put right e.g. pick up the litter they dropped or walk down the corridor again instead of running</li> <li>• Redirection... redirect the child to another task to refocus.</li> <li>• Clarify expectations e.g. "I'm looking for..."</li> </ul>	<ul style="list-style-type: none"> <li>• Time Out Wall (5-10 minutes maximum) at break or lunchtime</li> <li>• Time out in another classroom</li> <li>• Temporary loss of privileges e.g. membership of a school team</li> <li>• Eat lunch with another class (if lunchtime behaviours are unacceptable)</li> <li>• 10 minutes (maximum) off break time to complete work or task</li> <li>• 15 minutes (maximum) off lunchtime to complete work or task</li> <li>• Letter of apology</li> <li>• Use of assertive tone (NOT shouting)</li> </ul>

<p><b>Level 3 Sanctions &amp; Interventions may include...</b></p> <p>Sanctions and interventions at this stage reflect the seriousness of repeated &amp; persistent negative behaviours. Level 3 sanctions &amp; interventions may be initially used depending on the seriousness of the behaviour.</p>	<p><b>Level 4 Sanctions &amp; Interventions may include...</b></p> <p>It is rare</p>
<ul style="list-style-type: none"> <li>• Possible SEN Intervention</li> <li>• Liaising with appropriate external services e.g. Extended Behaviour Support Service or EWO</li> <li>• Involvement of VP or Principal</li> <li>• Withdrawal from class by VP or Principal</li> <li>• Formal Oral warning</li> <li>• Possible Risk Assessment</li> <li>• Notify the Parents/Carers</li> </ul>	<ul style="list-style-type: none"> <li>• SEN Intervention</li> <li>• Liaison with multi-disciplinary agencies</li> <li>• Debarment from school</li> <li>• Formal written warning</li> <li>• Formal Disciplinary Sanctions</li> <li>• Suspension</li> <li>• Expulsion</li> </ul>

### Causes of Inappropriate Behaviour

There are a number of “in school factors” and “out of school factors” which can lead to inappropriate behaviour, these are presented in the tables below, Lehman, Hawkins and Catalan (1994).

Table 1, In School Factors which influence pupil behaviour.

<b>In School Factors</b>
<p><b><u>The Environment</u></b></p> <ul style="list-style-type: none"> <li>• Lack of proper ventilation</li> <li>• Physical problems of limited space</li> <li>• Special occasions which cause excitement, e.g. Christmas, Fire Drills etc</li> </ul>
<p><b><u>The Child</u></b></p> <ul style="list-style-type: none"> <li>• Tired due to lack of proper rest</li> <li>• Hungry due to insufficient or inappropriate food</li> <li>• Poor or inappropriate social skills</li> <li>• Need for attention from teacher or parent</li> </ul>
<p><b><u>The Teacher</u></b></p> <ul style="list-style-type: none"> <li>• Offering poorly differentiated curriculum leading to either frustration or boredom</li> </ul>

- Lack of knowledge of pupils
- Poor management skills
- Lack of or confusing instruction on subject matter
- Lack of professional development
- Lack of clarity in explaining expectations for behaviour
- Teacher stress

Table 2, Out of School Factors which influence pupil behaviour.

<b>Out of School Factors</b>	
<b><u>Family Circumstances</u></b>	
•	Child's position in the family
•	Child's relationship with parent/siblings/grandparents etc
•	Divorce/ bereavement
•	Mental health problems
•	Family trauma
•	Alcohol or drug addiction
<b><u>The Neighbourhood</u></b>	
•	Child's popularity
•	Peer relationships
•	Bullying
•	Social Problems
•	Civil disturbance

## Levels of Misbehaviour

It is important to recognise that some misbehaviours are more serious than others. The frequency of occurrence also has a bearing on the sanctions imposed.

Low Level	Moderate level	Serious Level
Fidgeting/ Fighting Telling tales Late for school Dropping Litter Noisy e.g. talking/ shouting Failing to keep on task Leaving seats without permission Unkind remarks Bad language (one off) Time wasting Telling lies (one off) Running in corridors Pushing in line Chewing Gum Borrowing without permission Leaving work area untidy	Constantly shouting out Poor effort Distracting others Poor attendance Continuously unprepared for work Non uniform/ jewellery Stealing Disregarding Supervisors Threatening/ aggressive behaviour Refusal to cooperate Telling lies (persistent)	Serious assault Vandalism e.g. damage to school property/ graffiti Physical / verbal threats made to staff Use of or in possession of drugs/ solvents Violent outbursts verbal or physical Leaving school without permission

Sanctions for poor behaviour in class are agreed and outlined in the Classroom Management Plan. The Classroom Management Plan is clearly displayed in all classrooms.

## Positive Behaviour Management

Listed below are a range of strategies which are proven to have been effective in positive behaviour management;

- **Positive Feedback-** Acknowledge/Approve/Affirm: Acknowledging (notice and describe the behaviour), approve it (say why it is good) and affirm (apply a positive label to the pupil) e.g. “Thank you for tidying up so quickly- you are a great helper!”
- **Positive Correction-** tell the pupils what you want them to do i.e. not what you don’t want them to do e.g. “Please walk” instead of “stop running.” Avoid saying, “don’t” or “stop”.

- **Positive Repetition**- when you give a direction, ask someone who knows what to do to repeat it rather than focusing on the one who doesn't- praise the children who carry out the instruction.
- **Non-verbal Cues**- hands up, finger on the lips, the "look".
- **Give take-up time**- give a clear specific direction in a non-confrontational way, move away from the pupil with a clear expectation that the pupil will comply.
- **Re-direction**- repeat direction without being side-tracked. Use thanks and take-up time, do not stand over pupils in a confrontational way.
- **Tactically ignore**- ignore any secondary behaviour if the pupil is compliant with the primary behaviour request e.g. if the pupil begins the task (primary behaviour) when asked, ignore any annoying secondary behaviours such as huffing and muttering.
- **Physical Proximity**- move closer to a disruptive pupil.
- **Distraction/ Diversion**- give an alternative task or activity to a disruptive pupil without highlighting the inappropriate behaviour.
- **Clear Expectations**- e.g. "When we go back in to the classroom after break, I will give a point to those who go straight back to their task."
- **Where/ What**- "Where should you be?" (In my seat) What should you be doing? (My work).
- **Choices**- "Put your (e.g. toy) on my desk or in your bag- which are you going to do?"
- **Broken Record**- Calmly repeat the request or rule or consequence; avoid being drawn into an argument, stay neutral.
- **Private Reprimand**- a quiet word rather than a public confrontation.
- **Repair & Rebuild**- as soon as possible after a reprimand, find an opportunity to say something positive about the pupil, "Catch them being good".

### Debarment

The school will debar children whose behaviour is so poor that other children are in need of protection from them or because a child is involved in constant and or serious disruption.

Debarment means that a child will be sent home, at the earliest opportunity for collection by the child's parents or carers. In normal circumstance we would expect the child to return the following day.

## Suspension and Expulsion of Pupils

The school reserves the right to Suspend or Expel a pupil following DENI and EA set procedures.

The school reserves the right to impose any listed sanction if an incident is serious enough to warrant it.

## Consistency of Approach

To ensure consistency of application regular meetings will be held between supervisors, classroom assistants, class teachers, VP and Principal. The procedure will be regularly discussed and kept under review.

## 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 and injury to, or damage to the property of, any person (including the person himself); or
- Engaging in any behavioural prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether the 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 himself/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)

## Monitoring and Evaluation

Monitoring the effectiveness of the Positive Behaviour Policy is the responsibility of all staff in conjunction with the Principal. This Positive Behaviour Policy will be reviewed biannually. It will be reviewed by the whole staff and as we value

the input of the whole school community, parents and pupils will also be surveyed to gauge opinions on the effectiveness of the policy. After this consultation the reviewed draft policy will be brought to the Board of Governors for approval.

### Link to Special Education Needs Code of Practice

Social, Behavioural, Emotional and Well-Being (SBEW) is one of the categories of Special Educational Needs in the 1998-2005 Code of Practice. A pupil may be placed on the SEN Code of Practice for SBEW when a class teacher recognises a behaviour difficulty and where normal classroom management strategies are not effective.

### Coronavirus/COVID-19

In Central Integrated Primary School we aim to educate our children on how they can help keep themselves and others safe in a secure and caring environment. We will support our pupils in school and encourage them to talk about and share their experiences.

In light of COVID-19, pupils who deliberately or wilfully refuse to adhere to school safety measures e.g. Class Bubbles, arrangements for social distancing etc or e.g. deliberately cough or spit at pupils or staff will be sanctioned up to (and including) exclusion.

## Supporting the Physical, Mental and Emotional Health and Wellbeing of Pupils and Staff

It is recognised that COVID has brought many challenges to our whole school community not least our pupils and staff. Supporting the Physical, Mental and Emotional Health & Wellbeing of pupils and staff is important as we move forward. Some of the strategies we use in Central Integrated Primary to support this include:

<ul style="list-style-type: none"><li>• An emphasis on a warm and welcoming ethos</li><li>• Time out in our Sensory Room</li><li>• Daily mile</li><li>• Scheduled PE time</li><li>• The delivery of a broad, balanced and structured Curriculum</li><li>• An emphasis placed on a Recovery Curriculum</li><li>• Health and Wellbeing workshops</li><li>• Regular classroom breaks</li></ul>	<ul style="list-style-type: none"><li>• Encouragement of using the Outdoors to deliver lessons</li><li>• PD&amp;MU Lessons</li><li>• Circle Time</li><li>• The promotion of Healthy Eating</li><li>• School Counsellor</li></ul>
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## Procedures for Concerns

**I have a concern about the behaviour of a child or the behaviour management of a child in school**



**I can talk to the Class Teacher**



**If I am still concerned I can talk to the Special Educational Needs Co-ordinator (SENCO)/ Acting Vice-Principal- Mrs Lowry**



**If I am still concerned I can talk to the Principal**



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

### Links with other Policies

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

- Special Educational Needs
- Safeguarding
- Anti-Bullying
- Attendance Policy
- Staff Code of Conduct
- RSE
- Attendance

