

Education Authority

BALLYSALLY PRIMARY SCHOOL



Positive Behaviour Policy

Updated: March 2023

Review Date: March 2025

Agreed: _____

Approved by Board of Governors: _____

Signature of Principal: _____

Signature of Chairperson of the Board of Governors: _____

UNDERLYING PRINCIPLES OF THE POSITIVE BEHAVIOUR POLICY

The United Nations Declaration on the Rights of the Child asserts that “All actions should be in the best interests of the child”.

It further declares that “Children have the right to:

- a. Education aimed at developing personality, talents, preparing the child for an active adult life” and that the “administration of school discipline is to reflect the child’s human dignity”.
- b. “Love, understanding and care”
- c. “Protection from all forms of physical or mental violence”.

We, the community of Ballysally Primary agree with these declarations and affirm that through the good practices outlined in our policy, we will always act in the best interests of our children.

The Welfare and Protection of Pupils’ Education and Libraries (NI) Order, 2003, Article 19, requires Governors to consult regarding any changes that would be made to the school’s discipline policy.

Bearing the legal requirements in mind, this policy has been collated following consultation with all stakeholders namely teaching staff, non-teaching staff, parents / carers, Governors and of course - the pupils themselves. The consultation process with staff, parents and pupils conducted in Spring Term 2023 revealed an overwhelmingly positive feeling about the school’s existing approaches to behaviour. Many popular and effective strategies have been maintained but given extra weight through formalisation within the policy. The feedback from all stakeholders has been taken on board in an attempt to further improve our approach and has resulted in some new, formal approaches to the monitoring and promotion of positive behaviour.

This Positive Behaviour Policy is set, as recommended by DENI Document ‘*Pastoral Care in Schools: Promoting Positive Behaviour*’ in line with the school’s Pastoral Care Policy.

Part of growing up is about learning what is acceptable and unacceptable and taking responsibility for one’s own behaviour. Our approach to discipline is to encourage and celebrate good behaviour, positive choices or constructive achievements gained by all children within a nurturing ethos. The school community will make every effort to reinforce good behaviour and to promote a sense of achievement within all pupils.

This policy forms part of the overall Pastoral Care Provision in school and therefore links and works with the

- Pastoral Care Policy
- Safeguarding / Child Protection Policy
- Anti-Bullying Policy
- SEN and Inclusion Policy
- ICT Policy and Acceptable Use of Internet Policy

The policy will ensure clear procedures are in place for dealing with breaches in discipline, a systematic approach is established, and there are early intervention programmes, including suitable incentives to encourage good behaviour, effective staff development, support from parents, procedures for the early identification of pupils presenting behavioural problems and a measured and thoughtful approach to suspension and expulsion.

For the purposes of this policy, the term ‘parent’ refers to the adult(s) who has the legal responsibility as parent/carer of the child.

Mission Statement:

We recognise the role we play in shaping our children's future. We aim to promote the intellectual, physical, spiritual and moral development of each child to their fullest potential by providing a school in which:

- children, staff and parents are committed to the pursuit of excellence within a nurturing and supportive environment.
- children will be empowered to make informed lifestyle choices to be happy, healthy and successful.
- children will be encouraged to contribute positively within society in order to create a better world for everyone.

Policy Outcomes:

With the help of this policy we aim to:

- Provide a safe and caring environment for everyone who attends our school - pupils, staff, governors and volunteers included.
- Raise awareness of the importance of good discipline and how it can contribute to success.
- Ensure consistency of standards of expected behaviour throughout the school.
- Provide an atmosphere within which staff and children feel secure and comfortable in order to make the most of their teaching and learning experiences.

AIMS

- The main aim of the whole school Positive Behaviour policy in Ballysally Primary is to maintain an orderly school environment based on nurturing principles and values so that the school, in close co-operation with parents, can fulfil its mission statement. Only in a safe and nurturing environment can effective learning take place. This environment is effected when there is an appropriate balance between an individual's rights and respect for the rights of others. (Appendix 5)
- To facilitate this balance, it is essential that pupils, parents/carers and school staff are aware of the contents of this policy and collectively promote it. Therefore, when a child is admitted to Ballysally his/her parents should recognise that acceptance of admission to the school includes acceptance of the school's Positive Behaviour Policy.
- To develop a whole school discipline policy supported and followed by the whole school community, parents, staff, children and Governors, based on a sense of community and shared values.
- By applying positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.
- To create the conditions for an orderly community in which effective learning can take place; in which there is mutual respect between all members; and where there is proper concern for the environment.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills.
- To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions.

- 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 consequences that will follow.
- To treat problems when they occur in a sensitive and caring manner in the hope of achieving an improvement in behaviour.

Such aims are best achieved in the framework of a relaxed atmosphere in which pupils are able to give of their best, both in the classroom and in extra-curricular activities, and are encouraged and stimulated to fulfil their potential. This in turn, demands a positive and consistent TEAM approach where all staff take responsibility for the behaviour and attitudes of children in their care.

Values:

The principles of this policy are based around the following shared staff values which we endeavour to adopt at all times: *As a whole school we are...*

- Caring / Nurturing
- Inclusive
- Honest
- Dedicated
- Respectful
- Safe

These values are central to the ethos of this school.

Theoretical Principles

- All behaviour is communication
- Children need to function productively before learning can take place
- Behaviour can be learned or acquired
- Behaviour can be changed
- Mutually trusting relationships underpin all aspects of school life
- Frequent misbehaviours are more threatening than isolated severe behaviours
- Where and when behaviours occur is significant
- An analysis of the context is essential
- Staff response to pupil behaviour determines future behaviours

Pupil values are developed as part of our PDMU curriculum:

P1-P3

Truth
Kindness/Friendship
Love
Don't Give Up
Be Thankful
Responsibility

P4-P7

Honesty
Empathy
Respect
Resilience
Gratitude
Responsibility

ROLES AND RESPONSIBILITIES

In order to develop positive relationships throughout the school community, everyone should be treated with respect and dignity and should be aware of their RIGHTS and be expected to fulfil their RESPONSIBILITIES.

1. The Board of Governors

- have overall responsibility for ensuring a Positive Behaviour Policy is in place;
- set down general guidelines on standards of discipline and behaviour;
- review their effectiveness;
- support the Principal in carrying out these guidelines.

2. The Principal is responsible for:

- implementing the Positive Behaviour Policy consistently throughout the school;
- reporting to governors on the effectiveness of the policy;
- ensuring the health, safety and welfare of the school community;
- keeping records of all reported serious incidents of misbehaviour;
- giving fixed-term suspensions to individual children for serious acts of misbehaviour;
- expelling a child for repeated or very serious acts of unacceptable behaviour.

In the case of suspension or expulsion, these actions are only taken in accordance with the employing authorities guidelines and school governors will be notified.

3. The Class Teacher will:

- build positive relationships;
- be consistent and fair;
- provide a challenging, interesting and relevant curriculum;
- teach and model healthy and positive relational interactions, problem solving and self-coping skills;
- set tasks that enable all pupils to regularly achieve success;
- maintain high, realistic expectations of pupils;
- treat all children with respect and understanding;
- liaise with external agencies to support and guide progress of each child e.g. Special Needs Co-ordinator, Educational Psychologist, Behaviour Support Team etc;
- establish a purposeful listening environment in their classroom;
- apply the classroom and school rules;
- praise pupil's achievement as often as possible;
- reward good behaviour in and out of the classroom.

4. All Staff (teaching and non-teaching) will:

- be good role models;
- be mindful of ACE (Adverse Childhood Experiences) and children with additional needs;
- create a safe and nurturing environment both physically and emotionally;
- form positive relationships with all stakeholders;
- recognise and value the strengths of all children;
- label the behaviour and not the child;
- teach all children fairly and with respect;
- use positive rather than negative language to communicate expectations and feedback to pupils;
- praise or reward disrupting pupils as soon as acceptable behaviour is observed.

5. We strive to enable pupils to:

- try the best they can;
- feel accepted and affirmed;
- be co-operative and well mannered;
- respect others and to contribute positively to school life;
- consider the effects of their actions on others;
- be familiar with the school rules, class charter – and the implications of rules for their behaviour.

Parental Support for Positive Behaviour Policy

We at Ballysally Primary acknowledge the formative influence of parents/carers on their children's conduct and we seek to engage their support in promoting good behaviour. The parent is the child's first educator; home and family continue to be the most important influence on his or her development. Parents therefore have a most important role to play in relation to their children's learning and social development. The term "parent" includes all those who have parental responsibility under the Children (NI) Order 1995.

It is a truism that discipline begins at home. What children learn in their earliest years shapes their personal and social development, their values, standards of behaviour, and attitudes towards schooling. This places a large responsibility on parents and others involved in their upbringing. Family circumstances and values, and social factors in the community, are important factors in a child's development.

Standards of behaviour will vary from home to home and family to family, but conflict can arise when the expectations of school are different from those at home. A pupil's acceptance of any system of rules or behaviour is determined by the attitudes of home and local society. Therefore, parental acceptance of the school's expectations and active co-operation with the staff is absolutely essential if an acceptable standard of discipline is to be achieved. Although parents are not in school with their children, their influence is still greater than that of a class teacher.

Parents have a legal responsibility to make sure that their children go to school regularly and on time. Furthermore, parents have a duty to ensure that their children do not cause injury or damage to others or to any property and they therefore have an obligation to promote the general policy of rules and discipline as laid down by the school.

Effective involvement of parents in education requires a sense of partnership which can be achieved by:

- creating an ethos in which parent, and school can work together through shared values and goals;
- good communication, which entails not only the interchange of information but also ways of ensuring good liaison;
- sharing responsibilities, in a way which recognises how the different roles and responsibilities of pupil, parent and school contribute towards effective partnership;
- the provision of support, which may be needed by some parents and families to fulfil their role in the educational partnership;
- discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement;
- attending parent meetings, functions and by developing positive communication with school staff;
- knowing that learning and teaching cannot take place without consistent discipline;
- remembering that staff aim to deal with behaviour problems patiently and positively.

Communication

As a school we encourage the 'pupil voice' and adopt a 'listening ear' approach. Every member of staff, teaching and non-teaching, is responsible for behaviour management in the school.

The school has a responsibility to keep parents informed about their child's progress and to draw any issues of concern to parents' attention so that they can be involved in supporting necessary action. A good partnership between home and school reinforces learning at school. Conversely it should be acknowledged that a poor relationship between parent and school can be detrimental to a child's educational development.

Communication of a child's poor behaviour in school to their parents can be a very powerful strategy in rectifying misbehaviour since many pupils dislike having their parents involved. Parents often can provide some insight on possible reasons behind misdemeanours. It is imperative that parents provide a joint, consistent action between school and home.

Thus, it is vitally important that effective channels of communication are kept open between the teacher / school management and parents. Not only is it important that the child knows that their parents are being kept informed but that the teacher is made aware of the parents' actions to remedy the situation.

Parents have the right to adequate information, to be listened to and to know that their children will be safe, secure and properly taught.

Parents can assist the discipline process by:

- telling the Principal/child's teacher if there are issues at home which might affect a child's behaviour in school;
- discussing concerns about major behaviour changes involving their child with the class teacher;
- contacting the school if there are concerns about something that has happened;
- being aware of the School Rules;
- ensuring their child attends school regularly and punctually;
- helping their child remember routines e.g. books, equipment, PE bag, money in purse/wallet;
- showing an interest in all their child does in school/see that all homework is completed;
- encouraging independence and self-discipline;
- ensuring uniform/equipment/belongings are clearly named;
- meeting with staff when necessary, including all parent/teacher meetings and information sessions;
- supporting the school policies;
- ensuring their child is in proper uniform;
- to help their child have a healthy night's sleep by ensuring a consistent bed-time routine;
- ensuring screen-time is limited and not accessed within the 60 minutes prior to bed-time;

POSITIVE BEHAVIOUR REINFORCEMENT

A purposeful working environment is essential for effective teaching and learning. Ballysally Primary School believes in a whole-school approach to promoting and sustaining good behaviour. We believe that children should be encouraged to behave well and work hard. We use many positive strategies to do so. Whilst our aim is that children should work and behave well for the value of the task, we recognise that rewards are sometimes necessary and appropriate.

It is our school policy to emphasise positive approaches to maintain and improve discipline. PRAISE SHOULD BE USED MORE THAN REPRIMAND. In Ballysally Primary we aim to emphasise, encourage and highlight good behaviour. This is done through a variety of ways:

- Positive whole school nurturing ethos;
- Positive relationships;
- A quiet word or pat on the back;
- An exercise book comment;
- A public word of praise;
- Use of school reports to comment favourably on behaviour and general attitudes;
- Praise / Incentives / Rewards given by class teachers on a daily/weekly or monthly basis to children who behave well;
- "Pupil of the Month" Achievement Assembly in which one pupil is chosen per month by the class teacher;
- PDMU and Circle time discussions;
- Values assemblies and awards;
- Curricular Awards;
- Highest class attendance award (monthly);
- Class of the month good behaviour award;
- Secrets of Success;
- Responsibilities for pupils who are improving their behaviour - encourage greater responsibility for own actions (e.g. House Captains and Vice-Captains, School Council Representatives, Kindness Crew, ECO Committee members, Peer Mediators and specific class roles);
- P4-P7 House Systems are used to encourage children to behave well and promote effort, excellence and a caring attitude towards others. Points are awarded to each of the 4 houses in each key stage on a weekly basis and totalled half-termly. A reward is given to the top house in June;
- Behaviour Modification Plan for children who are trying to improve their behaviour daily;
- 'The time-tabled presence of teachers, assistants and supervisors at breaktime, lunchtime in corridors, eating areas or playgrounds, and at the school paths and exits at home time;
- Positive Praise stickers - catches the children being good and emphasises and promotes good behaviour for others to imitate;
- Visit other staff to celebrate positive work;
- Informing parents of good and improved behaviour (Use of SeeSaw app);
- Peripheral praise;
- Lunchtime programme;
- Tangible rewards;
- Individual class rewards.

BEHAVIOURS WE WISH TO ENCOURAGE	BEHAVIOURS WE WISH TO DISCOURAGE
<ul style="list-style-type: none"> • Good manners 	<ul style="list-style-type: none"> • Shouting out
<ul style="list-style-type: none"> • Co-operation with others 	<ul style="list-style-type: none"> • Talking when others are talking
<ul style="list-style-type: none"> • Independence 	<ul style="list-style-type: none"> • Unnecessary and inappropriate movement
<ul style="list-style-type: none"> • Respecting self and others' point of view and opinions 	<ul style="list-style-type: none"> • Distracting others
<ul style="list-style-type: none"> • Positive attitude 	<ul style="list-style-type: none"> • Negative attitudes
<ul style="list-style-type: none"> • Pride in work - Always doing your best 	<ul style="list-style-type: none"> • Carelessness
<ul style="list-style-type: none"> • Listening 	<ul style="list-style-type: none"> • Treating people unfairly
<ul style="list-style-type: none"> • Honesty 	<ul style="list-style-type: none"> • Telling lies
<ul style="list-style-type: none"> • Admitting mistakes 	<ul style="list-style-type: none"> • Demoralising others
<ul style="list-style-type: none"> • Helping younger pupils / more vulnerable pupils 	<ul style="list-style-type: none"> • Damaging other work or school property
<ul style="list-style-type: none"> • Good time management 	<ul style="list-style-type: none"> • All forms of Bullying
<ul style="list-style-type: none"> • Keeping the school tidy 	<ul style="list-style-type: none"> • Use of bad language
<ul style="list-style-type: none"> • Showing an awareness of safety for self and others 	<ul style="list-style-type: none"> • Stealing
<ul style="list-style-type: none"> • Celebrating other's success 	<ul style="list-style-type: none"> • Bad temper
<ul style="list-style-type: none"> • Opening doors for people 	<ul style="list-style-type: none"> • Talking behind peoples' backs
<ul style="list-style-type: none"> • Including others 	<ul style="list-style-type: none"> • Rough play
<ul style="list-style-type: none"> • Respecting property 	<ul style="list-style-type: none"> • Violence and aggression

SCHOOL RULES – 'A code of conduct'

Parents, pupils and staff have a responsibility to ensure that the highest standards of pupil behaviour are displayed at all times. The school has many positive strategies and rewards to encourage good behaviour throughout the day.

The School Rules (see Appendix 1) is the behaviour expected of all pupils in the classroom, corridor, lunchroom, canteen, playground, within the school grounds and on the way to and from school. It is recognised that the majority of pupils in Ballysally Primary adhere to the Code of Conduct and are well behaved.

The staff of the school will make the pupil's school time as interesting and engaging as possible, matching work to their needs and making the pupils fully aware of the school's "Code of Conduct". In addition, it is vital to maintain good relationships where staff and pupils can admit mistakes, make apologies, show respect and be shown respect. In these ways the children will always be encouraged to behave well, following the good example of adults and other pupils in the school. The School Rules should be prominently displayed in each classroom. Each home receives a copy of this Code of Conduct and by discussing these rules, parents are demonstrating support towards the school.

HIERARCHY OF REWARDS AND SANCTIONS

Rewards and Sanctions are key to the successful operation of this policy. Each class operates a class charter which is agreed in conjunction with the pupils at the outset of the school year. Pupils are made aware that some behaviours are acceptable and some are not. Through this Positive Behaviour Policy they will be rewarded for their desirable behaviours and have sanctions / consequences for negative behaviour based on the principle of CHOICE.

Pupils are taught from an early stage that they must take responsibility for their own behaviour and are made aware that they have the CHOICE to behave in a positive or negative fashion. Positive behaviour will carry a reward and negative behaviour will carry a consequence; which one they opt for is their CHOICE.

At all levels (classroom, playground, dinner hall, school trip etc) rewards and sanctions are distributed within a hierarchy and are delivered as consistently and appropriately as possible with the reward/sanction being matched to the behaviour displayed.

The school's code places a greater emphasis on the positive than the negative so that children will seek approval. There will be times, however, when it will be necessary to impose consequences in order to maintain good order, discourage poor behaviour and encourage good behaviour. The consequences should be appropriate.

Minor breaches of discipline will be dealt with by the class teacher in a caring, supportive and fair manner, with some flexibility regarding age and holistic needs of the child as far as sanctions are concerned.

At Ballysally Primary, we believe that inappropriate behaviour should be dealt with fairly and consistently by a range of strategies and consequences related to the behaviour. There may be occasions when a sanction is necessary to focus a child's thinking and to demonstrate to others that certain behaviour has been unacceptable.

Appropriate sanctions will be applied accordingly to the nature of the misdemeanour; the age of the child and any pattern of negative behaviour displayed by the child. It must be noted that a one off lapse in conduct will not be dealt with in the same manner as a continuation of persistent, unacceptable behaviour.

Staff fully recognise that positive relationships with pupils are at the heart of encouraging and promoting positive behaviour. Staff continually build up a bank of strategies which develops positive practice and relationships. Sample strategies are outlined in Appendix 5 and Appendix 6.

Behaviour Reports

Unacceptable behaviour cannot be ignored. In an attempt to monitor this behaviour, exhibited by a small number of pupils, these reports are used to record the serious misconduct of any child, observed or investigated by any adult in the school, including the non-teaching staff. Children are fully aware of how the system works.

To encourage a child to improve their behaviour, a 'timed' Behaviour Report may be given for a set and agreed period of time. Should the child's behaviour improve the report will be disposed of. However, should additional significant misdemeanours occur, the Behaviour Report will be sent to the Principal and the parent / carer will be notified by the class teacher. A copy of the Behaviour Report is shown in Appendix 3. It can be completed by any adult in the school and forwarded to the Principal immediately following a reportable offence. At a time convenient to the Principal he will discuss the poor choice with the child and advise him/her accordingly.

Staff use a range of strategies to analyse the behaviours such as - ABC chart, Behaviour Modification Plan (Appendix 2), Risk Assessment and IEP/PLP targets, where appropriate.

A Behaviour Report is kept on school file and if a child's behaviour merits three Behaviour Reports, the Principal may organise a meeting with the parents/carers to discuss the area(s) of concern. Suspension can be considered by the Principal at this juncture – but as a last resort. Following a period of suspension, the Principal will meet with the parent/carer and child to discuss the child's expected behaviours and appropriate support for the pupil.

Staff meet regularly to discuss key aspects of Behaviour Management. The SENCo has vast experience and a wealth of knowledge and resources to assist staff with specific strategies for the promotion of good behaviour and to modify behaviours. The Nurture Teacher and LSC staff are also willing to assist mainstream staff when appropriate. Behaviours which may be deemed as bullying will be addressed according to the procedures as set out in the school's anti-bullying policy.

EMOTIONAL AND BEHAVIOURAL DIFFICULTIES AND THE CODE OF PRACTICE ON THE IDENTIFICATION AND ASSESSMENT OF SPECIAL EDUCATIONAL NEEDS

A child who is identified as having emotional and behaviour difficulties is, in the first instance, referred to the school's SENCo who will assess their type and level of difficulty. In line with delivered provision, a PLP will be implemented and a focus placed on improved outcomes at Stage 1. This is underpinned by a systematic and ongoing process of monitoring and review, supported by evidence.

In the event of a child moving to Stage 2 on the Code of Practice, the school may call on the EA for support through:

- the Educational Psychology Service;
- the Education Welfare Service;
- the Youth Service;
- the Support Service for Child Protection;
- the Behaviour Support Team;
- the Outreach Service;
- RISE;
- The School Nurse;
- Alternative Education Provision;
- Family Support Hub;
- Provision specified in statements of special educational needs.

SUSPENSIONS AND EXPULSIONS

Suspensions and expulsions are a last resort if all other strategies have failed. The Board of Governors will refer to the EA "Procedures for the Suspension and Expulsion of Pupils in Controlled Schools" if the need arises. (Appendix 4).

PROFESSIONAL DEVELOPMENT

The development of the school's Positive Behaviour Policy is continually ongoing, and opportunities to attend professional development courses regarding issues connected with the policy will be afforded to teachers, assistants and supervisors as they become available from external agencies and / or are developed from within the school. A nurturing and respectful approach to dealing with behavioural scenarios throughout the school day are foundational to our child-centred philosophy. (Appendix 6 and Appendix 7.)

ACCOMMODATION

The school premises will be maintained, developed and utilised so that the needs of the school community are effectively met. Post Covid-19 the curriculum has been adapted to provide children with greater access to learning outdoors. The Nurture 'Sunshine Room' has recently undergone an extension, is more fit for purpose and relevant resources purchased. All pupils have access to the 'Rainbow Room' and 'TIS' room when required. These are bespoke rooms which provide space, relaxation and movement, as required, to meet emotional and behavioural needs of pupils.

The school is fully supportive of the 'Extended Schools' objectives and will endeavour to facilitate the use of premises outside of school hours for appropriate activities.

SAFEGUARDING / CHILD PROTECTION

The safety of each and every child is of paramount importance to all staff at Ballysally Primary School. We will continually strive to ensure that the children in our care are safe at all times. In order to help us achieve this consistently, we follow our Safeguarding Policy which is outlined in a separate policy.

Operation Encompass

We are an Operation Encompass school. Operation Encompass is an early intervention partnership between local Police and our school, aimed at supporting children who are victims of domestic violence and abuse.

As a school, we recognise that children's exposure to domestic violence is a traumatic event for them. Children experiencing domestic abuse are negatively impacted by this exposure. Domestic abuse has been identified as an Adverse Childhood Experience and can lead to emotional, physical and psychological harm. Operation Encompass aims to mitigate this harm by enabling the provision of immediate support. Children who have experienced trauma will be supported by staff based on their age, context and individual needs, so that they can develop positive relationships and an understanding of what are healthy, safe and respectful behaviours.

Each child's individual needs and context will be taken into account when applying the school's positive behaviour policy.

Conclusion and Review

We acknowledge that sustaining good behaviour creates a need for continuous assessment of the effectiveness of approaches to behaviour management in our school. We will review and make changes to our positive behaviour policy, encouraging innovation and flexibility in interacting with our pupils. It is hoped through the adoption of this Positive Behaviour Policy, with the whole school community working together, we will provide a safe, happy, secure and structured atmosphere for effective learning.

As we cannot cover every eventuality within this Policy, the Principal and/or Pastoral Care Team reserves the right to use their discretion to interpret individual incidents and act accordingly in the best interests of all concerned.

APPENDIX 1

School Rules



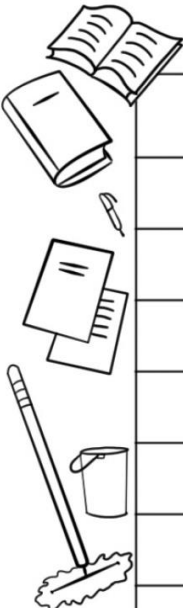
“Learning through Nurturing”

1. I must always display good manners and try to be a credit to myself, my family and my school.
2. When moving inside the school I must walk quietly in a line, keeping to the left.
3. I must always speak politely to others.
4. I must avoid rough play in the playground.
5. I must always play in the playground and not on the paths or slopes.
6. I must only bring drinks to school in unbreakable containers.
7. I must place all litter in the appropriate bin.
8. At the appropriate time, I must get quickly and quietly in to line.
9. I must respect other people's property as well as my own.
10. I must always enter and leave the school through the appropriate door.


APPENDIX 2

Sample Behaviour Target Card A

My Weekly Reward Chart



TASKS	MON	TUES	WED	THURS	FRI	SAT	SUN
	☆	☆	☆	☆	☆	☆	☆
	☆	☆	☆	☆	☆	☆	☆
	☆	☆	☆	☆	☆	☆	☆
	☆	☆	☆	☆	☆	☆	☆
	☆	☆	☆	☆	☆	☆	☆
	☆	☆	☆	☆	☆	☆	☆
	☆	☆	☆	☆	☆	☆	☆



My Goal _____ Stars My Reward: _____

Sample Behaviour Target Card B (KS2)

Behaviour Target Card

Name: _____ Class: _____

Target: _____

	Morning Session	Break	Mid-Morning Session	Lunch	After Lunch Session	2.00- 3.00	Sign & Comment
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

This card must be given to your teacher to be completed at the end of each session.
 Parents/ Carers to sign this at the end of the week and return to school on Monday.

APPENDIX 3

BALLYSALLY PRIMARY SCHOOL

BEHAVIOUR REPORT

PUPIL _____ CLASS _____

DATE _____ TIME _____ LOCATION _____

SIGNED _____

PRINCIPAL / TEACHER / C.A. / SCHOOL SECRETARY / S.A. / CARETAKER / KITCHEN
STAFF

FURTHER ACTION:

[illegible]

APPENDIX 4

REASONS FOR SUSPENSION

- ❖ **Substance Abuse:**
Possessing, using or dealing in illegal drugs or solvents on school premises.
- ❖ **Alcohol Abuse:**
Possessing, drinking or selling alcohol on school premises.
- ❖ **Bullying of Pupil:**
All forms whether physical, verbal, threats or other.
- ❖ **Verbal Abuse of Pupil:**
Of a personal nature including swearing, threatening behaviour and sexually explicit language.
- ❖ **Physical Attack on Pupil:**
With or without a weapon.
- ❖ **Disruptive Behaviour in Class:**
Persistent or one-off incidents, which occupy teacher time and/or distract other pupils.
- ❖ **Persistent Infringements of School Rules:**
Smoking, non co-operation with sanctions etc.
- ❖ **Significant Damage to, or Misuse of Property:**
Belonging to school, staff or other pupils in or outside school.
- ❖ **Stealing:**
From school, pupils, staff in school or outside school while in uniform.
- ❖ **Verbal Abuse of Staff:**
Of a personal nature including swearing, threatening behaviour and sexually explicit language.
- ❖ **Physical Attack on Staff:**
With or without a weapon.

APPENDIX 5

RIGHTS AND RESONSIBILITIES

Rights of Pupils	Responsibilities of Pupils
<p>To feel safe and secure within the school environment.</p> <p>To be valued equally and to be treated with respect.</p> <p>To receive an appropriately planned and resourced curriculum.</p> <p>To be acknowledged for effort and achievement in their classwork and homework.</p> <p>To be positively affirmed for abiding by the school's rules and code of conduct.</p> <p>To be listened to sympathetically.</p> <p>To have opportunities to pursue and develop interests, talents and abilities.</p>	<p>To adhere to the School rules.</p> <p>To come to school on time and to be suitably prepared.</p> <p>To show respect for people and property – both inside and outside the School.</p> <p>To behave in a safe and responsible manner.</p> <p>To listen to and value others.</p> <p>To co-operate with teaching and non-teaching staff and with peers.</p> <p>To complete tasks to the best of their ability.</p> <p>To ask for help when experiencing difficulties.</p>

Rights of Parents	Responsibilities of Parents
<p>Parents are entitled to expect that:</p> <p>Their child will be educated in a safe and caring environment.</p> <p>Their child will be provided with a broad, challenging and appropriate curriculum.</p> <p>They will be informed about school rules and procedures.</p> <p>They will be informed about their child's physical and emotional well-being.</p> <p>They will be regularly informed about their child's academic performance.</p> <p>They will be involved in key decisions about their child's education.</p> <p>Their child will be taught in a well resourced and well maintained classroom.</p> <p>They will have reasonable access to school and staff.</p>	<p>Parents have a responsibility to:</p> <p>Ensure that their child attends school regularly and punctually.</p> <p>Support school staff by encouraging their child to abide by the School rules.</p> <p>Ensure that the necessary books/equipment are brought to school.</p> <p>Ensure homework is completed satisfactorily.</p> <p>Show interest in school work, meetings and functions.</p> <p>Inform school of changes in home circumstances where they impact on their child's ability to perform well at school.</p> <p>Inform the school of their child's special medical needs.</p> <p>Encourage independence in their child.</p> <p>To realise that all children have rights.</p>

Rights of Non-teaching Staff	Responsibilities of Non-teaching Staff
<p>To be valued as members of the school community.</p> <p>To be treated fairly and with respect by pupils and all members of the teaching staff.</p> <p>To have adequate facilities and resources to enable staff to perform their duties effectively.</p> <p>To be well informed about school rules and procedures.</p> <p>To have opportunity to contribute ideas and have them taken into consideration when decisions concerning the smooth running of the school are being taken.</p>	<p>To come on time, well-prepared for the day ahead.</p> <p>To co-operate with colleagues and teaching staff.</p> <p>To act in ways which aim to secure the safety of all pupils at all times.</p> <p>To share with teaching staff and Senior Leadership Team any concerns they have about pupils.</p> <p>To be aware of school rules and procedures.</p> <p>To handle sensitive information in a confidential manner at all times.</p> <p>To seek support from colleagues and Senior Leadership as and when required.</p>

Rights of Teachers	Responsibilities of Teachers
<p>To work in an environment where the rights of all are respected.</p> <p>To play a constructive role in policy making.</p> <p>To express their views freely.</p> <p>To have adequate and appropriate resources and accommodation.</p> <p>To have a suitable career structure and opportunities for professional development.</p> <p>To provide positive support and advice from senior colleagues and external bodies.</p> <p>To feel valued.</p>	<p>To behave in a professional manner at all times.</p> <p>To prepare and resource lessons thoroughly, taking the ability and aptitude of pupils into account.</p> <p>To show interest and enthusiasm in pupils' work and learning.</p> <p>To expect high standards and to acknowledge effort and achievement.</p> <p>To ensure that class work and homework are appropriately marked.</p> <p>To share with parents and concerns about their child's progress and development.</p> <p>To recognise the individuality of each pupil.</p> <p>To involve pupils in drawing up a classroom charter.</p>

APPENDIX 6

CORE SKILLS FOR ADULTS REINFORCING POSITIVE BEHAVIOUR

Use positive language to correct

express correction in a positive phrase – telling ***what to do*** rather than ***what not to do***: E.g.

NEGATIVE CORRECTION	POSITIVE CORRECTION
Stop fidgeting	Hands are still
Stop running	Walk
Don't push	Hands by your side
Stop shouting out	Quiet voices

Identifying appropriate behaviour.

These are your school rules. Refer to them constantly.

Targeting rules

Tell pupils in advance what you expect. Set them up to succeed.

Modelling behaviour

Show the pupils what you want. Eliminate 'second-guessing'.

Praise appropriate behaviour

Catch pupils being good and reinforce / reward them.

Use positive language.

It is more likely to elicit the desired response.

Casual Question –

Have you a pencil, James? Do you know what to do Julie?

Physical Proximity

Move closer to disruptive pupil

Proximal Praise

Publicly praise those complying/private reprimand those not

Distraction/Diversion

Ask question; - direct task to disruptive pupil

2 Choices

1) If... Then... (positive consequence) or 2) If... Then... (negative consequence)

Broken Record

Calmly repeat request/rule/consequence; avoid confrontation;

Partial Agreement

"That may be so, but I need you to do this"

Private Reprimand

A quiet word rather than public confrontation

Repair and Rebuild

As soon as possible after a reprimand, find an opportunity to say something positive about the pupil – catch being good

Non Verbal Cues

Teacher puts hands up/finger on lips/just waits until all notice

Discretion/Re-Direction

Direct, then if necessary re-direct / use thanks / give take up time

Tactically Ignore

Ignore secondary behaviour / minor disruption

Targeting rules

Tell pupils in advance what you expect. Set them up to succeed.

Modelling behaviour

Show the pupils what you want. Eliminate 'second-guessing'.

Praise appropriate behaviour

Catch pupils being good and reinforce / reward them.

Use positive language.

It is more likely to elicit the desired response.

Use humour.

Humour builds relationships. Sarcasm humiliates and attacks self-esteem.

2 : 1 rule.

Find 2 pupils behaving appropriately. Praise them. Then talk to the pupil who isn't behaving appropriately.

20 second rule.

When reprimanding or punishing, 20 seconds is enough.

Tactical withdrawal.

Defuse the situation and deal with it later. This is not a back-down.

Calmness.

Do not lose your temper. Calmness helps adults and children alike.

Offer

A sensory pass / timeout.

APPENDIX 7

BREAKTIME / LUNCHTIME PROVISION

Teachers, Classroom Assistants and Ancillary Staff are responsible for the supervision of children at lunchtime within their various roles. When a breach of the school rules takes place during the period, the appropriate teacher should be informed as soon as is convenient after the end of the lunch break.

Advice for staff dealing with incidents in the playground.

Do:

- ✓ Scan the whole area
- ✓ Watch for children who are alone or looking sad and speak to them
- ✓ Encourage children to play and co-operate together
- ✓ Ensure that children do not leave the playground without your consent and supervision e.g. into the main building / onto undesignated areas
- ✓ Listen to children if they have a complaint and show the child that you are taking their complaint seriously
- ✓ Listen to all sides of an argument
- ✓ Encourage children to say sorry and make friends before they go inside
- ✓ Deal with minor issues
- ✓ Report and serious incidents or concerns you have to the class teacher, Designated Teacher for Safeguarding Mrs S Doey or the Principal
- ✓ Report all accidents as set out in the school's First Aid and Sickness and Accidents Policy
- ✓ Be aware with children with Special Educational Needs or medical issues.

Don't:

- χ Join the children in a game
- χ Ignore a child
- χ Ignore signs of abuse
- χ Make physical contact especially when disciplining a child or trying to get their attention
- χ Never search a young person or their belongings without their consent
- χ Be alone with a child
- χ Forget to pass on information about accidents or incidents in the playground

Playground Rules

Our playground rules are designed to enable all pupils to play in a safe, inclusive and fun manner.

1. Play safely and have fun!
2. Play fairly and encourage each other.
3. Be happy to share and take turns.
4. Take care of the equipment.
5. Try to involve others who are not playing.

Senior pupils are trained as Peer Mediators to encourage positive behaviours when outside.

