



Building Together for the Future

Positive Behaviour Policy

Revised April 2021

Date	Amendments
April 2017	Policy updated to change to update from behavior policy
May 2018	Updated to reflect EA guidance re content relating to use of reasonable force and SEN COP
April 2021	Updated to reflect the latest EA guidance

Introduction/Policy Statement

This policy is an integral part of Castle Garden Primary School's Pastoral Care Policy. Its primary aim is to promote a safe and secure learning environment that encourages positive behaviour. All members of the school community (the Board of Governors, the staff, the pupils and parents) are committed to creating an environment where there is mutual respect, pupils are valued and pastoral care is an integral part of their education.

This policy is based on the Education Authority's Policy for the Promotion of Positive Behaviour. The school will review this policy annually.

Mission Statement

In Castle Gardens Primary School, we provide a safe, happy, caring and stimulating environment in which all our children are valued as individuals. Academic, emotional, physical and spiritual needs are met and our children are treated kindly and with respect.

Key Aims

This school is an extension to the home and an important part of the community. We are a caring community, whose values are built on mutual trust and respect for all. The key to successful behaviour is a consistent and fair approach at all times by all staff.

The school Positive Behaviour Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. Children should be given the opportunity to develop into well mannered, well-adjusted and confident members of society. It aims to promote an environment where everyone feels happy, safe and secure. We should aim to create a school community in which children choose to behave in a positive manner.

Our school has a number of school rules, but the primary aim of the Positive Behaviour Policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with a common purpose of helping everyone to learn. This policy supports the school community and aims to allow everyone to work together in an effective and considerate way.

This policy aims to help children to become positive, responsible and increasingly independent members of the school community.

We aim to provide a clear set of rules. All staff will model the expected behaviour, from positive relationships to appropriate behaviour in various different situations.

Our aim is that children should learn and achieve their full potential. Good behaviour makes effective learning and teaching possible. Our pupils are never left in doubt about what is and is not acceptable behaviour.

Our school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter unacceptable behaviour.

Promotion of Positive Behaviour

We believe that behaviour can change and that every child can be successful. Praising and a system of rewards are more likely to change behaviour than blaming and punishing. We should consistently help children to achieve success in some aspects of their lives and should celebrate with them when they do.

We should treat children with respect and be positive in our dealings with them however difficult it may be at times.

We must, at all times, be aware of the individual circumstances and needs of each child and act accordingly. We must always consider the safety of other children and minimise disruption while helping children acquire self-discipline.

Education research proposes that the best way to encourage good standards of behaviour is a'clear code of conduct backed by a balanced combination of reward and punishment within a positive community atmosphere' (Elton report 1989).

Rewards

We aim to create a healthy balance between rewards and consequences with both being clearly specified. Pupils should learn to expect fair and consistently applied consequences for bad behaviour, which makes the distinction between serious and minor offences apparent. All systems are flexible to take account of individual circumstances. The emphasis of the school Positive Behaviour Policy is on reward and praise. This must be given whenever possible for both work and behaviour. We praise and reward children for good work and behaviour in a variety of ways:

Rewards and Awards can be found in Appendix 1

School Rules

We have three school rules that apply at all times:

The Treatment Rule – we treat all others the way we would want to be treated.

The Work Rule – we try our best when we are working.

The Safety Rule – we keep ourselves and others safe.

Class Rules

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code that is displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of unacceptable behaviour, the class teacher discusses these with the whole class during 'Circle Time' or 'PDMU' sessions.

Examples of unacceptable behavior can be found in Appendix 2

Roles

The Role of the Class Teacher

The class teacher's pivotal role is to model expected behaviours to the children at all times. The class teacher should have high expectations of the children in terms of behaviour and should strive to ensure all children work to the best of their ability. The class teacher treats each child fairly and enforces the school and classroom code consistently. If a child misbehaves in class or at lunchtimes, the class teacher will record such incidents in the incident book. Teachers who cover afternoon classes will follow this procedure also by recording any incidents in the class incident book. The class teacher will also liaise with external agencies as necessary to support and guide the progress of each child. Additional strategies provided by these agencies should be considered and adapted as needed to work alongside existing school policy and practice. The class teacher reports to parents about the progress of each child in their class, in line with the whole school policy. The class teacher, following agreement from the Principal, will also contact the parent if they have concerns about the behaviour or welfare of a child.

The Role of the Principal

It is the responsibility of the Principal, to implement the school Positive Behaviour Policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Principal to ensure the health, safety and welfare of all children in the school.

The Principal supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Principal keeps records of all reported serious incidents of misbehaviour.

The Principal has the responsibility for giving fixed term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the Principal may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

The Role of Non-Teaching Staff

Non-teaching staff will also model expected behaviours. They will reward positive behaviours and enforce consequences for minor offences as stated in appendix 1 and 2. Major offences should be reported to teaching staff who will then enforce relevant consequences. In the cases of serious offences, where immediate help should be required, the red triangle will be used to acquire assistance from the nearest suitable adult.

The Role of Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school prospectus, and we expect parents to read these and reinforce them.

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

If the school has to use reasonable consequences to punish a child, parents should support the actions of the school. If parents have any concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Principal. If these discussions cannot resolve the problem, a parent should then contact the Board of Governors.

The Role of Governors

The governing body has the responsibility of setting down these general guidelines on standards of behaviour and behaviour, and of reviewing their effectiveness. The governors support the Principal in carrying out these guidelines.

The Principal has the day-to-day authority to implement the school Positive Behaviour Policy, but governors may give advice to the Principal about particular disciplinary issues. The Principal must take this into account when making decisions about matters of behaviour.

Sanctions and Procedures

Sanctions are an integral part of a school's behavior policy. They help to uphold the rules and procedures, and provide pupils with the security of clearly defined boundaries. In doing so they encourage appropriate and acceptable behavior.

In implementing procedures for dealing with inappropriate behavior, we believe that sanctions should:

- Be fully understood by all pupils, staff and parents;
- Be immediate (if possible);
- Have a hierarchy appropriate to the misbehavior;
- Aim for the least intrusive methods first;
- Be fair and apply consistently;
- Be appropriate to meet individual needs;
- Keep self-esteem intact and encourage a more positive attitude in future;
- Focus on the misdemeanor rather than the pupil.

The table (Appendix 2) sets out what we consider to be examples of inappropriate behavior graded from low level to very serious misbehavior.

Accompanying are a range of sanctions ranging from the least to the most intrusive. When considering which sanction to employ, teachers and supervisory staff will use their discretion, always aiming to make sanctions appropriate to the misbehavior.

Parents may be consulted at any stage during the sanction procedure.

Lunchtime Positive Behaviour Procedures

Lunchtime supervisors, where possible, should deal with incidents during lunchtimes. For any unresolved incidents, the supervisors will keep a note of the names of any children involved and will report these incidents to the class teachers when they collect the class at the end of lunchtime.

Educational Visits

The school requires children to agree to a specific behavior contract related to educational visits. This code is intended to ensure that all children can enjoy and benefit from such activities and that they can do so safely. Children are reminded that they are ambassadors for their school whenever they are taking part in such activities.

Children whose behavior gives cause for concern will be reminded that they **may not be permitted to participate** in such activities. Parents will be informed before or after if such a sanction has to be applied. Pupils whose behavior is such that the group leader is concerned for their, or others' safety, should be **withdrawn from the activity**. The group leader will consider whether such pupils will **return home early**. **If this decision is made you will be contacted and MUST collect your child from their place of visit as soon as possible.**

Extracurricular Activity Positive Behaviour Procedures

Teachers should enforce the consequences as noted in Appendix 2 for minor and major offences. In the case of a major offence, these should be recorded in the teacher's incident book and the child should be excluded from the club in the following session.

A note will then be sent home to parents to explain the reasons for this.

If a child returns to the club and commits another major offence, they will then be excluded from the club permanently and a note will be sent home to parents to explain the reasons for this.

Procedures for Dealing with Serious Situations, e.g. confrontations/fights/seriously damage to property

The staff present or on duty will deal with these situations. Prevention of situations where physical restraint has to be considered is always preferable. Under duty of care, staff may use a physical intervention in relation to a pupil for the purpose of preventing the pupil from doing (or continuing to do any of the following, namely:

- causing an offence
- causing personal injury to, or damage to the property of, any person (including the pupil themselves) or
- engaging in any behavior prejudicial to the maintenance of good order and discipline at the school or among any of the pupils.

Whilst there is no legal definition of reasonable force, the working definition of "reasonable force" is the minimum force necessary to prevent a pupil from physically harming him/herself or others or seriously damaging property, but used in a manner which attempts to preserve the dignity of all concerned.

Staff know and understand that any actions taken will always be:

- in the child's best interest
- necessary
- reasonable and proportionate
- last resort (where possible)

(Reference: Regional Policy Framework on the use of Reasonable Force/Safe Handling, May 2004.

Formal Disciplinary Proceedings

Should a serious incident(s) occur, the Senior Leadership team will decide if formal disciplinary procedures need to be implemented.

Information will be recorded in SIMS as well as on the discipline register.

Formal disciplinary proceedings comprise:

- Three verbal Warnings that will be administered by the Head of Key Stage, a member of the Senior Leadership Team or the Principal.
- Three Written Warnings that will be administered by the Principal.
- Suspension in consultation with the Chair of the Board of Governors, using guidance from the Department of Education and providing notification to the Education Authority of reason and duration.
- Expulsion in consultation with the Education Authority following consideration by the Board of Governors.

Castle Garden Primary School's Approach to Promoting and Sustaining Good Behaviour and Managing Behaviour Difficulties in Relation to the Code of Practice for Special Educational Needs

Strategies for promoting and sustaining good behaviour and managing behaviour difficulties are part of the 5-stage approach set out in the Code of Practice for Special Educational Needs. Social Emotional and Behaviour Difficulties (SEBD) belongs to one of the categories of Special Educational Needs in the 1998-2005 Code of Practice (COP).

Where a pupil is placed on the COP for SEBD after the exhaustion of normal classroom management strategies which have been ineffective in addressing the difficulty, procedures to meet the needs of the pupils must be followed in lines with actions identified within the SEN policy.

Stages 1 and 2 of the Code are entirely school based but with help and support from agencies outside the school.

Stage 1

Stage 1 of the Code relates to management of special needs within the ordinary classroom. As a result of whole-school discussion, the staff has agreed to:

- a) Promote positive behaviour.
- b) Discourage and deal with unacceptable behaviour by the use of a range of strategies that include:
 - Effective positive teaching strategies
 - Appropriate work at the pupils' abilities
 - Clear success criteria are set for each work activity and all pupils understand them before an activity begins
 - Pupils are active participants in lessons
 - Pupils receive appropriate reinforcement for their efforts and behaviour
 - Common class rules that are on display and regularly reinforced
 - A consistently applied hierarchy of a range of sanctions
 - Measures to prevent and deal with bullying (please refer to Anti-Bullying Policy)
 - Focused in-service training
 - Early identification of pupils presenting behavioural problems and "registering" such pupils on the Special Needs register

Stage 2

In collaboration with the class teacher, the SENCo will begin to implement the second stage which is characterised by an Individual Education Plan (IEP). This will be discussed with the pupils and parents/guardians. The plan will identify targets to be achieved by the pupil within a given time. It will also indicate strategies proposed by the school to manage the child's behaviour, with arrangements for monitoring and reviewing the success of these strategies.

Stage 3

This will involve the referral to agencies outside the school that include:

- Educational Psychology
- Outdoor Support Services
- EA's Behaviour Support team

Following such consultation at Stage 3, a new IEP will be drawn up, implemented and reviewed, again following consultation with parents and pupils. Further details can be found in the Special Educational Needs (SEN) Policy.

Links to Other Policies

This policy is set in the context of our Pastoral Care Programme and reflects our Mission Statement. It has clear links to other policies such as:

- Safeguarding and Child Protection;
- Pastoral care
- SEN
- Marking
- Health and Safety
- Anti-Bullying

Monitoring

The Principal monitors the effectiveness of this policy on a regular basis. He also reports to the Board of Governors on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher will record minor and major classroom incidents in the class incident book. The Principal will record those incidents where a child is sent to him on account of a serious or persistent incident of bad behaviour. The class teacher will also keep a record book of any incidents that are reported by supervisors at lunchtime.

Review

The Board of Governors will review this policy annually. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Rewards/Awards

In Castle Gardens Primary School, we seek to reward all pupils. In rewarding pupils, we aim to move from gaining compliance to gaining motivation. The rewards used will:

- Positively recognise and reinforce good effort and behaviour.
- Provide opportunities for the involvement of all the school community.
- Seek to motivate children, develop a positive attitude towards good behaviour and promote self-esteem.
- Be consistent, appropriate and available to all pupils.
- Seek to reflect the school ethos that everyone in the school community is valued.

Teachers aim to focus on private, specific and non-conditional praise to acknowledge, approve and affirm positive behaviour, using the most appropriate type of praise for the individual child and situation.

Below are the types of rewards we in Castle Gardens Primary School use on a regular basis:

<u>Verbal</u>	<u>Non Verbal</u>	<u>Honour</u>	<u>Material</u>	<u>Privilege</u>
Well done....	High 5	Whole class praise	Stickers	Giving responsibility
Good....	Smiling	Class of the month(KS2)	Stars	Trips or outings
I like the way...	Thumbs up	Class of the week (KS1)	Badges	Library assistant
Congratulations...	Smile from Principal	Peer praise	Certificates	Member of School Council
I'm really pleased that...		Pupil of the week	Note to parent	Playground buddies
Great thinking....		Visiting another teacher	'Well done' pen or pencil	Golden Time
Terrific...		Circle of praise	Lunch sticker	Friday Bonus Break (Foundation)
Private praise		Photo displayed	Classroom treats	
Greetings by other Staff		Good work displayed	"Caught Being Good" Rewards (KS1/KS2)	
		Positive comments in books		
		End of year trophies		
		Principal's 'Wall of Stars'		
		Stickers or prizes from Principal		
		House Points		
		House Movie		

Appendix 2

In an effort to try and ensure a consistent approach to the use of consequences at Castle Gardens Primary School, and to also ensure that consequences are applied appropriately, the following table sets out a comprehensive list of misbehaviours in three levels of seriousness. These misbehaviours will then be dealt with using the range of consequences listed starting with the lowest level of response appropriate.

Low level misbehaviour	Range of Sanctions
<ul style="list-style-type: none"> • Talking out of turn • Shouting out • Leaving seat inappropriately • Not doing home work • Not listening • Not paying attention • Distracting others • Not completing the amount of work expected • Not doing best work • Inappropriate questions • Telling tales • Sulking • Teasing 	<ul style="list-style-type: none"> • Tactical ignoring • The look • Use of proximity praise • Positive correction of inappropriate behaviour • Reminders about classroom rules • Traffic light warnings • Loss of Golden Time
Moderately serious misbehaviour <ul style="list-style-type: none"> • Hitting/pushing • Telling lies through fear • Persistently talking out of turn • Persistently shouting out • Persistently leaving seat inappropriately • Persistently not doing homework • Persistently not listening • Persistently not paying attention • Persistently distracting others • Persistently not completing the amount of work expected • Refusal to participate • Refusal to complete a task • Persistently not doing best work • Persistently making noises • Throwing things • Rudeness to peers or adults • Insolence/defiance 	<ul style="list-style-type: none"> • Time out in own classroom • Time out of room – head of Key Stage • Break time reflection (Appendix 3) • Completion of reflection sheet • Lunchtime reflection time (after 3 break reflections) • Parent informed - informal • Principal's office • Weekly report monitored by class teacher • Working away from own classroom • Temporary exclusion from classroom
Very serious behaviours <ul style="list-style-type: none"> • Deliberately telling lies • Stealing • Significant or persistent rudeness to adults • Hurting others – physically or mentally • Persistent insolence/defiance • Bullying • Swearing • Willful damage to school property or the property of others • Truancy • Aggression towards staff • Persistent/ deliberate lateness • Abuse of alcohol or drugs 	<ul style="list-style-type: none"> • Possible referral to behaviour support • Behaviour contract involving Principal, parent and pupil • Referral to educational psychologist • Parent informed – formal <ul style="list-style-type: none"> ○ Verbal Warnings x3 ○ Written Warnings x3 • Suspension • Expulsion

Break Time Reflection

Class teachers will use classroom strategies such as traffic lights, time out in another class and the non-award of Golden Time when dealing with low level misbehaviors.

Reflection Time will be completed by pupils following moderately serious behaviours. Several periods of reflection will be given for very serious behaviours.

Classwork that is not completed should be sent home to be completed that evening. If the classwork is not completed at home it will be completed during reflection time the following day.

Homework that is not completed should be sent home with the pupil to complete that evening in addition to that night's homework. If the first homework is not completed it will be completed during reflection time.

Before a period of reflection time is completed, a notice of reflection time sheet (Appendix 4) should be sent home to notify parents that reflection time will be completed the following day(s) detailing the reasons.

Pupils completing reflection time should report to the board room at break time along with their notice of reflection time sheet.

During reflection time pupils will be given a think sheet (Appendix 5) to reflect on their actions, what they should have done and how they can rectify the situation.

A record of names will be kept along with the notice of reflection time sheet and the reflection time activity. A pupil who has to undertake three sessions of reflection time will be given a further period of reflection over lunchtime with prior notice being provided to parents.

Castle Gardens Primary School

Reflection Time Notification

Dear Parent/Guardian,

Your son / daughter has been given some Reflection Time for the reason stated below. Reflection Time will take place over Break Time (15 minutes) tomorrow or at the next possible opportunity.

A sheet will be completed during this time which will allow your child to think about the particular behaviour in question and how they could respond more positively in future.

We trust you will speak with him/her about this matter and take appropriate action. Should you require further information please contact your child's class teacher in the first instance.

Reason for reflection time:

Please sign and return the completed form to your child's class teacher tomorrow.

Child's name: _____ **Teacher:** _____

No. of days Reflection Time: _____

Signed:

Teacher: _____ **Date:** _____

Parent: _____ **Date:** _____

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Think Sheet

1. Why have you been given Reflection Time?

2. What happened that was wrong?

3. What should you have done?

4. Write an appropriate apology here.

5. Sign your name here and write the date. Show this form to the teacher in charge of the Reflection Room today.

Name _____ Class _____

Date _____ Teacher on duty _____