

Ardstraw Jubilee P.S.

Positive Behaviour Policy



Date Approved by Board of Governors: 12th October 2022

Policy Review Date: October 2025

At Ardstraw Jubilee Primary School we are fortunate that the majority of our children are well behaved and that parents actively encourage positive behaviour at home. Our policy therefore reflects these attitudes and seeks to reinforce the positive elements. We believe that a clear policy understood and accepted by all, helps us to continually improve our present good standards of behaviour. Good behaviour is essential for the safety of everyone in school. This policy reflects the views of all the school community.

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

- Health and Safety at Work NI Order 1978
- The Children (Northern Ireland) Order 1995
- The Human Rights Act 1998 • The Education (NI) Order, 1998
- Welfare and Protection of Pupil's Education and Libraries (NI) Order 2003
- The Education (2006 Order) (COMMENCEMENT NO. 2) ORDER (NORTHERN IRELAND) 2007
- The Education (School Development Plans) Regulations (NI) 2010
- Special Educational Needs and Disability Act (Northern Ireland) 2016
- Addressing Bullying in Schools Act (NI) 2016 DE guidance
- Pastoral Care in Schools: Promoting Positive Behaviour, DE 2001
- Safeguarding and Child Protection in Schools. A Guide for Schools, DE 2017
- Inspection and Self-Evaluation Framework 2017
- NI Anti-Bullying Forum www.NIABF.org.uk

LINKS WITH OTHER POLICIES

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

- Special Educational Needs and Inclusion
- Safeguarding & Child Protection
- Anti-Bullying
- Attendance Policy
- Pastoral Care
- Online Safety/ Acceptable Use of the Internet
 - Use of Reasonable Force

Mission Statement:

At Ardstraw Jubilee Primary School we strive to provide a happy, caring, supportive environment where our children are nurtured to enable them to reach their full potential. Our focus is the whole child.

We aim to develop children who are confident, creative, independent and co-operative learners; who approach challenges with openness, enthusiasm and a willingness to solve problems. We encourage children to have respect for individual differences, to become active contributors to society and life-long learners. We welcome the active involvement of parents and the local community in our school.

Aim of this policy

- To support all the members of our school community to live and work together in an environment that is happy, safe and secure.
- To create a positive learning environment in which all children are helped to achieve their full potential.
- To promote and encourage a greater sense of responsibility, self-discipline and commitment among pupils helping them become positive, responsible and independent members of the wider community
- To ensure that every member of our school community is aware of the school rules and expectations for good behaviour.

Consultation and Participation

We have developed our policy through the following consultation processes:

- ✦ Staff survey for all staff, teaching and non-teaching
- ✦ Whole school pupil questionnaire
- ✦ Whole school parent questionnaire

Rights + Responsibilities:

<p>Pupils have a right to:</p> <ul style="list-style-type: none"> ○ Be valued as members of our school community. ○ Get help when they seek it, whether for their work or with bullying or a personal issue. ○ Make mistakes and learn from them. ○ Be treated fairly, consistently and with respect. ○ Be consulted about matters that affect them and have their views listened to and, as far as is reasonable, acted upon. 	<p>Pupils have a responsibility to:</p> <ul style="list-style-type: none"> ○ Come to school on time, with homework completed and suitably equipped for the lessons ahead. ○ Respect the views, rights and property of others and behave safely in and out of class. ○ Co-operate in class with the teacher and their peers. ○ Work as hard as they can in class. ○ Conform to the conventions of good behaviour and abide by the school rules. ○ Seek help if they do not understand or are in difficulties.
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<ul style="list-style-type: none"> ○ Be taught in a pleasant, well-managed and safe environment. ○ Experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met. ○ Develop and extend their interests, talents and abilities. 	<ul style="list-style-type: none"> ○ Accept ownership for their own behaviour and learning.
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<p>Staff have a right to:</p> <ul style="list-style-type: none"> ○ Work in an environment where common courtesies and social conventions are respected. ○ Express their views and contribute to policies which they are required to reflect in their work. ○ A suitable career structure and opportunities for professional development. ○ Support and advice from senior colleagues and external bodies. ○ Adequate and appropriate accommodation and resources. 	<p>Staff have a responsibility to:</p> <ul style="list-style-type: none"> ○ Behave in a professional manner. ○ Show interest and enthusiasm in their pupils' learning. ○ Listen to the pupils, value their contributions and respect their views. ○ Expect high standards and acknowledge effort and achievement. ○ Be sympathetic, approachable and alert to pupils in difficulty. <p>Teachers should also -</p> <ul style="list-style-type: none"> ○ Ensure that lessons are well prepared, making use of available resources, and that homework is appropriately set. ○ Identify and seek to meet pupils' special educational needs. ○ Share with parents any concerns they have about their child's progress or development.
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<p>Parents have a right to:</p> <ul style="list-style-type: none"> ○ A safe, well managed and stimulating environment for their child's education. ○ Reasonable access to the school, and to have their enquiries and concerns dealt with sympathetically and efficiently (by appointment at a time that is suitable for both parent and teacher). 	<p>Parents have a responsibility to:</p> <ul style="list-style-type: none"> ○ Ensure that their child attends school regularly and arrives in good time, with homework done, and suitably equipped for the lessons ahead. ○ Be aware of school rules and procedures and encourage their child to abide by them.
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<ul style="list-style-type: none"> ○ Be informed promptly if their child is ill, has an accident or if the school has concerns about their child. ○ Be well informed about their child's progress. ○ Be well informed about school rules and procedures. ○ A broad, balanced and appropriate curriculum for their child. ○ Be involved in key decisions about their child's education. ○ A suitably resourced school with adequate and well-maintained accommodation. 	<ul style="list-style-type: none"> ○ Show interest in their child's class work and homework and, where possible, provide suitable facilities for studying at home. ○ Act as positive role models for their child in their relationship with the school. ○ Attend planned meetings with teachers and support school functions. ○ Provide the school with all the necessary background information about their child, including telling the school promptly about any concerns they have about school, or any significant change in their child's medical needs or home circumstances.
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The Role of the Principal

The Principal has a key role in formulating and reviewing discipline and establishing the ethos of the school. The Principal must ensure that teachers, parents and pupils feel that they have a vital role to play in the life and organisation of the school.

The Principal must ensure that the rules of the school are administered fairly and consistently to all pupils. The Principal should support the staff where appropriate and furnish the Board of Governors with a report on the discipline within the school or on the discipline of an individual pupil where necessary. The Principal must also ensure that the school policy on the promotion of positive behaviour is processed in accordance and alongside all other relevant school policies.

The Role of the Board of Governors

The role of the Board of Governors is to maintain a Behaviour Policy for the school that is current, being implemented and reflective of the school's ethos. If, or when, a case of indiscipline should come before the Board of Governors, they must act upon it having considered the views of the Principal, other interested parties and any reports forwarded to them. Where appropriate, they should support the Principal and the staff.

What is Good Behaviour?

Characteristics of Good Behaviour

- Being considerate towards other people and property: politeness, kindness, patience, helpfulness, caring, friendliness, respect, attentiveness, good manners, obedience
- Making an extra effort to make life better: preferring others, letting others go first, helping others who need assistance.

- Responding obediently and politely to all requests and rules.

How We Encourage Good Behaviour

Example and Expectations

- All staff will set an example in their own behaviour and in doing so adhere to the school's staff Code of Conduct.
- All staff will have high expectations for good behaviour.

Teaching and Learning

Good behaviour in the classroom will be greatly enhanced through the provision of high quality teaching that meets the needs of the individual learner. (Reference: Learning and Teaching Policy).

Our School Code of Conduct



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

Our code of conduct was drawn up in consultation with our children. It is displayed around the school and is articulated in a more suitable language in Foundation Stage.

A whole school approach to Encouraging Positive Behaviour throughout the whole school:

We support positive behaviour and positive environment through:

- * A consistent approach by the whole school community

- * Monitoring pupil attendance and taking action when required
- * Whole school planning for PDMU
- * Developing the voice of our children through our ECO Council
- * Appreciating and following the agreed Code of Conduct
- * Encouraging our children to see themselves as part of a whole school community and recognising their responsibility within this
- * Developing the children's 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 involving our Playground Pals
- * Creating a stimulating classroom environment
- * Providing clear and positive learning experiences fairly and consistently
- * Offering a broad and balanced curriculum that is well planned, prepared and stimulating
- * Ensuring that all curriculum issues concerning our organisation, methods of teaching and learning, content and differentiation are self-evaluated and planned for
- * Rewarding children both in the classroom and around the school
- * Having a transparent reward system for the children that is seen and applied fairly and consistently

Our Positive Behaviour system:

An effective behaviour policy is one that enhances the self-esteem and self-discipline of our children. Good discipline follows from good relationships and from setting clear expectations of good behaviour.

It is important that the children are familiar with our school rules - they are displayed prominently around the school, explained and discussed in assemblies and reinforced in all areas of school and by all members of staff.

Our School Golden Rules:

- ✓ **We are gentle**
- ✓ **We are kind and helpful**
- ✓ **We listen**
- ✓ **We are honest**
- ✓ **We work hard**
- ✓ **We look after property**

Classroom Rules + Routines -

At the beginning of the school year the class teacher and children agree class rules or a Code of Conduct and acceptable behaviours. These are reinforced consistently throughout the year by praise and reward.

Rewards

- Praise - verbal or a smile, thumbs up etc.
- Sharing good work with other members of staff and/or parents.
- Displaying work in classroom or corridor.
- 'AJPS Achiever' award (weekly assembly).
- Sticker, pencil, certificate etc. to recognise particular effort.
- Golden Time (Fridays).
- Extra play time.
- Dojo Points
- PAtHs Pupils
- Written comments in books or Seesaw
- Individual or table prizes
- Special responsibility for jobs

Playtime and Lunchtime Supervision

Children are aware of the agreed rules when they are in the playgrounds. The children are allowed to enter the school building from 8.30a.m. onwards for breakfast club. The school is opened at 9 a.m.

A daily duty rota is in place for teachers and the non-teaching staff to supervise the playgrounds at break time.

Supervisory assistants and teaching assistants are employed to supervise the children in the playgrounds at lunchtime. All staff have received PAtHs training. The PAtHs strategies are also displayed in the playground.

The lunchtime supervisors are asked to report incidents of misbehaviour to child's class teacher or the principal. All staff are encouraged to offer praise for good behaviour and encourage children to use their PAtHs strategies if they have a problem.

Depending on the seriousness of incident at break time or lunchtime, the staff on duty will give a verbal warning with an explanation of the consequences of future misbehaviour. If the incident is more serious or there is a recurrence by the same pupil, the matter will be referred to a member of the teaching staff. If appropriate,

pupils may be removed from playing with other pupils for a period of time in order to reflect on their behaviour or calm down. Children may be asked to fill out a Time to Think sheet (4 W format for KS2) to reflect on their behaviour and to think how they could manage the incident better in the future.

Dealing with 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.

Managing Incidents: Off Site or Before/After School Hours

In accordance with guidance from the Department of Education for Northern Ireland, the Board of Governors of Ardstraw Jubilee Primary School reserves the right to impose sanctions on pupils for incidents directly related to school, which occur off the school premises or outside of school hours.

This includes:

- while travelling to or from the school during the school term;
- while the pupil is in the lawful control or charge of a member of the staff of the school;
- or while the pupil is receiving educational provision arranged on behalf of the school and provided elsewhere than on the premises of the school.

Incidents of this nature may include:

- Bullying of other pupils or fighting on the way to school, or on the way home from school;
- Verbal abuse to pupils, parents/carers, governors or other adults on the way to school, or the way home from school;
- Cyber bullying of another pupil, staff or governors during or outside of school hours (Refer to the school's e-Safety Policy and Acceptable Use of Mobile Phones and Other Related Technologies Policy);
- An attack on the property of a member of staff or school governor after school hours;
- Verbal abuse or physical abuse of a member of staff or school governor after school hours

Use of Reasonable Force

The use of reasonable force is another strategy available to members of staff to secure pupil safety and well-being and maintain good order and discipline. The use and degree of force must be proportionate to the circumstances of the incident and to the seriousness of the behaviour. The Education (NI) Order 1998 defines 'reasonable force' as 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.

Levels of Unacceptable Behaviour and Relevant Sanctions

Whilst a positive system of rewards and reinforcement is in place to guide our pupils towards self-discipline, it is important that we also have strategies to assist and support staff in dealing with undesirable behaviour.

The following sanctions have been agreed by staff and are listed in a structured order (in extreme circumstances a pupil may go directly to the final steps):

It is important that teachers keep a record of incidents, particularly at Levels 2 and 3. Notable incidents should be filed in the pupil's record folder. All referrals/PLPs should be held on file and referred to on the LSC records.

***We are using The Behaviour Module on SIMS.NET to record any reports of bullying.**

Managing undesirable behaviour

Level 1 Behaviours	Level 1 Modifications/Strategies/Sanctions
<p>Misbehaviour that can be effectively managed within a classroom environment by the class teacher/ classroom assistant/supervisor - (the class teacher should be informed- Principal may be informed)</p> <ul style="list-style-type: none"> * Infringement of playground and class rules/Code of Conduct. * Disregarding instructions * Speaking out of turn * Minor bad language- spontaneous swearing, sectarian, racial, insulting or rude remarks * Disrupting/distracting another child leading to incompleteness of tasks * Unsafe movement around the classroom/school e.g. running in corridor. * Entering out of bounds areas such as classroom at specified times, without permission * Use of property/resources without asking * Unsafe use of property/resources causing damage. * Insensitivity to others * Not taking instructions * Telling lies/getting others into trouble * Rough play 	<ul style="list-style-type: none"> * Verbal/Non Verbal e.g. a quiet word, a look, gesture * Verbal warning to individual/whole class * Private discussion with child * Reminder of class/school rules/Code of Conduct * Filling out a Self-reflection sheet * Use of PAThS strategies * Oral apology * Repositioning of pupil * Withdrawal of pupil from situation (temporarily) * Use of quiet corner/calm box/thinking area (age dependant) * Reduction in play privileges / Golden Time etc. in line with class routines.
Level 2 Behaviours	Level 2 Modifications/Strategies/Sanctions
<p>More serious behaviour that is not so easily managed within a classroom environment. (Class Teacher/Assistant/Supervisor will notify other staff and involve Principal. Parents may be notified in writing or by phone call)</p> <p>Persistence of Level One behaviours e.g.</p> <ul style="list-style-type: none"> * Deliberate use of bad language to hurt others (includes 	<ul style="list-style-type: none"> * Inform parent through a phone call * Meeting with parent/s if necessary. * Principal discusses sanctions with pupil if age appropriate. * Ensure work is completed at another time * Pupils sent in from playground to a supervised area

<p>sectarian/racial/ abuse written or verbal)</p> <ul style="list-style-type: none"> * Deliberate destruction of another child's piece of work * Persistent infringement of school rules. Persistently not taking instructions. Persistently telling lies/getting others into trouble/name calling <p>Also</p> <ul style="list-style-type: none"> * Bullying behaviours * Answering back/ shouting * Refusal to work or cooperate * Stealing/intent to steal * Isolated acts of violence - kicking, hitting, thumping, biting etc. Threatening behaviour * Working or playing in an unsafe manner * Outburst of anger but pupil regains composure 	<ul style="list-style-type: none"> * Stay in at break/lunch-time in a supervised area, as directed by principal * Loss of privileges - football day/golden time/stars/Dojo points/playtime etc. (not curriculum areas) * Written apology or self-reflection e.g. oral or written * "Time out" in the classroom or in another classroom
<p>Level 3 Behaviours</p>	<p>Level 3 Modifications/Strategies/Sanctions</p>
<p>Very serious misbehaviour or persistent Level Two behaviours. Formal involvement by the Principal and parents. (Additionally, other outside agencies may also become involved).</p> <p>Persistence of Level Two e.g. Persistent bad language (includes racial/verbal abuse) /defiance/ Persistent stealing/intent to steal/ Vandalism of school building or property/ Dangerous refusal to obey instruction. Violent playtime incident repeated and deliberate incidents of bullying major disruption of class activity</p> <p>Also</p> <ul style="list-style-type: none"> * Leaving school premises without consent 	<ul style="list-style-type: none"> * Principal informed immediately if crisis occurs pupil removed from situation and supervised in designated area e.g. office/interview room. Appropriate protection for staff in place * Risk assessment of location/situation * Principal/LSC involved in monitoring situation from level 2 * Crisis/anger management and de-escalation intervention * Parents contacted to meet principal along with class teacher (DTCP/ LSC may attend if appropriate) * Note of Concern regarding placement on SEN Code of Practice / Placement on SEN register (SBEW) for Social Emotional and Behavioural reasons

<ul style="list-style-type: none"> * Violent hitting/kicking/fighting - aggressive violent behaviour, causing deliberate injury * Aggressively threatening behaviour towards staff/parents/ pupils 	<ul style="list-style-type: none"> * Other interventions - Targets, Daily home school diary etc. * Counselling * Anger de-escalation strategies
Level 4 Behaviours	Level 4 Modifications/Strategies/Sanctions
<p>Where there is persistence of Level Three behaviours and the above interventions are not supporting the pupil adequately, further agency involvement may be deemed necessary.</p>	<ul style="list-style-type: none"> * Continued Placement on SEN Register in line with Code of Practice * SBEW referral * Other agencies e.g. CAMHs, EWO, Psychology, Social and Emotional Behaviour Team involvement. * Suspension or exclusion following appropriate EA procedures

Staff will explain to the pupil why he/she is receiving a consequence/sanction and what would have constituted a more acceptable form of behaviour. He/she will be given an opportunity to reflect on their misdemeanour, understand its effect on others in the school community and, where appropriate, make some form of reparation.

Complaints/Concerns

We expect all parents/ carers to behave in a reasonable manner to all school staff. Incidents of physical or verbal aggression will be reported to the Principal who will take appropriate action, reserving the right to involve the PSNI.

If the school has to use reasonable sanctions against the poor behaviour of a child, the parents should be supportive of the school.

If a parent/carer has any concerns about how the school is dealing with their child in matters of behaviour, they should;

1. Discuss the matter with the class teacher. Parents should make an appointment to speak to the teacher.
2. If after speaking to the teacher the matter is not resolved, the parent/Carer can speak with the Principal.
3. Ultimately if the issue is still not resolved the parents/ carers can write to the Chairperson of the Board of Governors- please refer to our Complaints Procedure.

Policy 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. This policy will be regularly monitored and reviewed as necessary as part of the ongoing audit of practice within the school. The next policy review will take place in October 2023.

Appendix 1

Examples of current 'Good Practice'

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

- * Staff professional development/training opportunities linked to Pastoral Care/SBEW/SEN/Health and Well Being etc. are planned for as part of the School Development Plan/ Staff Development Plan
- * There is consultation with staff, pupils, parents and Governors to review practices and ensure coherence and consistency in practice across the school.
- * PDMU (incorporating personal safety, developing self-esteem, values education, positive strategies for cooperation, community awareness etc.) is an integral Area of Study within the curriculum and is planned and systematically delivered to all pupils P1-P7
- * Special assemblies/visits by speakers, charities and community groups promoting well-being, safety and resilience.
- * Anti- Bullying Week activities across all Key Stages (November)
- * Health Promotion Initiatives (Health Action Award, Health Week etc.)
- * WAU - food topics/Bodies/Healthy Eating
- * PSNI workshops e.g. Cyber bullying, accident prevention, and anti-bullying strategies.
- * Helping Hands Programme Year 5
- * Neuronimo Programme
- * Circle Time
- * Golden Time- (P1-P7 on Friday afternoon earned by adhering to School Code/ Class Rules)
- * AJPS Achievers
- * Reward Chart/Reward Certificates/ Stickers
- * Playground Pals
- * High level of supervisory staff present before school/at break/ lunch in playgrounds

- * School Council
- * Eco Council
- * Shared Education projects
- * Respecting Differences Programme
- * Close working relationships with LSC (Learning Support Co-Ordinator) and regular review of PLP's (Personal Learning Plan),
- * SBEW (Social, Behavioural, Emotional Well-being) issues addressed via this route and in direct liaison with Principal
- * Involvement with external support agencies where deemed necessary through the appropriate channels. (LSC /Principal)