

Dundela Infants' School and Nursery Unit



Positive Behaviour Policy

Reviewed June 2021

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Introduction

Positive Behaviour is an essential element of our school's ethos which aims to cultivate in pupils an acceptance and recognition of responsibility for their own decisions, their actions and their consequences. Positive behaviour creates the conditions for effective learning and helps to develop in children responsible attitudes, respect for others and values for life.

The effectiveness of this policy will be largely dependent on the degree to which it is implemented fairly and consistently by all members of staff and on the degree of support it is afforded by parents. It will be kept under regular review and will be amended as required.

This policy is informed by the guidance and procedures set out by: -

Current legislation

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 2019

ETI Inspection and Self-Evaluation Framework 2017

Links to other policies: -

- Safeguarding and Child Protection Policies
- Health and Safety Policies
- SEN Policies
- Attendance Policy
- Safe Handling Policy
- E-Safety Policy
- Anti-Bullying Policy

Aims

Dundela Infants' School and Nursery Unit's vision is to nurture, challenge and inspire our children to "be the best they can be". We aim to provide a broad, balanced, coherent and challenging curriculum which promotes the spiritual, moral, cultural, intellectual, physical and social development of each child. Through this Policy we aim to: -

1. create conditions for an orderly community in which effective learning can take place and in which there is mutual respect among all members of the school community.
2. create an ethos to develop positive behaviour and independence, thus encouraging children to become increasingly responsible for their own learning and behaviour.
3. encourage children to develop socially acceptable patterns of behaviour outside school.
4. enhance self-esteem and self-respect.
5. provide a clear set of agreed rules, rewards and sanctions, and clarify the roles and responsibilities of members of the school community.

Rationale

At Dundela Infants' School and Nursery Unit we recognise that good behaviour is a necessary pre-requisite for the school to achieve its declared aims.

While the behaviour of pupils is susceptible to influences outside the control of the school it is well established that good behaviour can be encouraged in school by ensuring that:-

- (a) there are agreed roles: rights and responsibilities.
- (b) there are good relationships and there are clear lines of communication;
- (c) there is an appropriate curriculum, teaching methods and effective classroom management;
- (d) there are agreed rules, rewards and sanctions.

Rights and Responsibilities

Pupils

Rights

- To be taught in a pleasant, safe, controlled environment
- To have access to a well-balanced, differentiated curriculum
- To be treated fairly and with respect
- To be taught by an effective teacher
- To have academic, social, physical and emotional needs met
- To receive adequate resources

Responsibilities

- To obey school rules
- To participate as fully as possible in the curricular and extra-curricular activities and to work to the best of their abilities
- To respect other people, their property and the school building
- To complete homework
- To play their part in being punctual and attending regularly

Teachers

Rights

- To teach
- To work in a safe, pleasant environment
- To be treated with respect
- To personal and professional development

- To have fair access to appropriate resources
- To receive professional support from Senior Management Team, Board of Governors, EA and other outside agencies
- To appeal decisions directly affecting them

Responsibilities

- To encourage each child to achieve his/her potential
- To be punctual, well prepared and enthusiastic
- To treat everyone fairly and with respect
- To accept opportunities to enhance professional development
- To complete a fair workload in the life of the school
- To be aware of what resources are available and to use them
- To provide support for colleagues and be prepared to accept support from colleagues

Parents

Rights

- To expect their children to receive an adequate education and adequate resources
- To be given information about their child's progress and behaviour and about school policies
- To expect that their children will be safe and secure
- To have reasonable access to staff
- To have access to conciliation when things go wrong
- To contribute and assist in partnership with the school
- To feel that they are welcome in the school
- To a broad, balanced curriculum
- To withdrawal of their children from religious education and worship
- To have representation on the Board of Governors

Responsibilities

- To ensure their children have maximum possible attendance
- To ensure that they send their children to school on time and are collected at the stated times
- To ensure their children are adequately prepared (physically, emotionally, socially and intellectually) and have the necessary equipment
- To meet with teachers when necessary and by appointment where possible
- To follow agreed grievance procedures
- To be aware of school rules and procedures, and encourage their child to abide by them
- To act as positive role models for their child in their relationship with the school

Relationships and Communication

Behaviour which is rewarded (extrinsically or intrinsically) tends to be repeated while behaviour that receives no reward tends to be eliminated. We aim to place emphasis on developing a positive approach: ignoring bad behaviour and rewarding good behaviour as

much as possible. We recognise that ignoring on its own is rarely enough and it is often necessary to intervene and sometimes to administer sanctions.

Fundamental principles are listed below.

- Interactions with pupils are characterised by kindness, respect and an understanding of their needs.
- Positive language is used to encourage and promote learning.
- At all levels there is a sense of community and sense of pride and belonging in the school.
- Teachers have realistically high expectations of their pupils' academic, physical, emotional and social development.
- Through good models of adult behaviour, there is constant encouragement for children to develop their self-esteem, self-discipline and autonomous adherence to high standards.
- Flexible approaches and reasonable adjustments need to be made in certain circumstances.
- The school encourages the support and involvement of parents in its efforts to maintain high standards of behaviour.

Curriculum and Methods

What is taught and how it is taught will have a powerful effect on pupils' attitudes to school. The higher levels of pupils' motivation and interest are, the more readily learning takes place and the less likely behaviour problems are to arise. Discipline problems will be lessened if the fundamental principles listed below are followed.

- Curriculum aims, content, methods and forms of evaluation are generally accepted by teachers, children and parents as relevant and worthwhile. If children find work relevant they are more likely to be interested in it and motivated to place effort in the activity rather than causing discipline problems.
- Children are provided with opportunities to experience success. As well as making the content of lessons being as relevant as possible to pupils' interests they must also be as relevant as possible to pupils' abilities. Teachers must do everything possible to try to ensure that children experience success at their level - children need to feel challenged and to succeed if they are to sustain interest. The teacher should endeavour to develop realistic expectations of pupils. If expectations are unrealistically high or low, then both children and teachers will become dispirited.
- Teachers give pupils regular, prompt, constructive feedback.
- The curriculum provides choices that recognise individual styles of staff and pupil.
- Children are given help if they cannot complete tasks.
- The children are actively involved in tasks and contribute to an inclusive classroom.

Classroom Management

Effective class management techniques reduce the likelihood of behaviour problems arising. This would include the techniques listed below.

- Confidence of manner: calm and clear delivery in speech and actions; avoiding over-reaction to a child's behaviour.
- Careful instruction and guidance: the teacher should have the full attention of the class; instructions should be clear, brief and to the point.
- Consistency and fairness: consistency in the way the class is managed. Standards and procedures set by the teacher are not subject to unexpected change and individual children are not treated differently. Ensure follow through with agreed sanctions /rewards.
- Awareness of what is happening: the effective teacher promptly spots children who have difficulties in their work or are engaging in inappropriate behaviour. Teachers scan the class regularly and move around the classroom to maintain close contact with pupils to become aware of learning or behavioural problems, and to be in a position to deal with them readily.
- Knowledge of children: teachers should be sensitive to the needs of individual pupils. Knowing them also provides ready topics of conversation when the teacher seeks to reward the child with attention.
- Punctual: teachers should always be punctual at beginning of school and collection of pupils after break, lunch etc.
- Settle class quickly to work: a quick and decisive start to work is required so that the children's attention is focused upon the teacher and the learning task. Teachers should have clearly established routines, which should increasingly promote independence and responsibility as pupils get older.
- Good questioning techniques: the effective teacher poses frequent questions at the class, directs them at a large number of specific children - this helps keep everyone active and attentive. If a child is likely to be asked a question at any moment during the lesson he/she has more incentive to remain focused. Teachers should use a variety of types of questions which help maintain interest and focus attention on the teacher.
- Delegate classroom tasks to children where practical: they enjoy doing these, it helps make them feel responsible and it indicates teacher's trust. It also gives the teacher time to tackle more essential tasks.
- Attractive classroom environment: children's work displayed to encourage a sense of ownership and commitment.
- Avoidance of queues at the teacher's desk - 'wasteful waiting'

Pupils Experiencing Difficulty Managing their Behaviour

Some of our children in school may have additional needs, for example, communication or sensory difficulties, or social and emotional needs. This can affect behaviour and there may be times or unexpected situations when these children react in a way that is outside the expectation for the majority of the children within the school. Although all children will be expected to try their best, individual needs will be taken into account and reasonable adjustments made, whilst also considering the needs of all the children in our school.

Support: Reasonable Adjustments

- School staff will be supported by the Special Educational Needs Coordinator (SENCO) to implement the school's Special Educational Needs Policy and be guided by existing/new Personal Learning Plans.

Responding to ongoing concerns together with the pupil:

- The school will review, amend and implement support strategies and, through consultation with school staff and parent/guardian, agree a plan which is in line with Special Needs Code of Practice and the school's Special Educational Needs Policy.
- If appropriate, the school will complete a Risk Assessment and develop a Risk Reduction Action Plan (RRAP). This will be drafted in consultation with staff, pupil, parent/guardian and supporting agencies to identify and target support to address the presenting behavioural issues.

Emotional Health and Wellbeing

A whole-school approach will be taken to promote emotional health and wellbeing and will involve all members of the school community actively working together in partnership to achieve this outcome through delivery of the curriculum by:

- creating an environment where pupils and staff feel safe and happy;
- providing opportunities for pupils to build self-esteem, develop confidence and cope with change;
- supporting the development of emotional literacy and resilience to help pupils understand and find ways to promote their own health and wellbeing;
- lesson planning;
- talks/discussions;
- raising awareness of how and where support can be accessed;
- developing supportive networks and promoting self-care.

School Rules

Our three main objectives are:

1. We respect ourselves, each other and our school.
2. We come to school on time, prepared and ready to do our best.
3. Each of us is important, valued and special.

Rules are few and are based on the following:

- attitude to learning
- the child's own safety
- the child's relationships with others
- respect for school property and the property of others

We explain to the children that rules are made so that everyone can ***Be Happy*** in school. Our three main rules are:

1. **Be Kind**
2. **Be Safe**
3. **Be Ready to Learn**



Each class draws up a class charter using these 3 rules. The rules are explained in class, in assembly and can be seen throughout the school. All members of the school community are aware of the rules and use them to reinforce positive behaviour in class, in the dinner hall and in the playground.

Rewards

We recognise the importance of acknowledging and rewarding both success and effort to promote positive behavior. Some children may benefit from being given tangible rewards to reinforce positive behaviour. Once behaviour or work patterns have been established, the need for regular tangible incentives is reduced and the most motivating factors are the positive relationships which result, the success which comes with effort, verbal praise, positive self-evaluation and intrinsic rewards.

Rewards include: -

- Star of the day/week
- Class helpers/leaders
- Dinner helpers

- Small prizes
- Teachers' certificates
- Golden Time
- Praise -own teacher
 - sent to another teacher
 - sent to SLT /Principal/Vice Principal
- Presentation in assembly
- Class awards/certificates
- Good Work Boards
- Displays of work in classroom and corridor
- Written comments, stickers, stamps, smiley faces etc.
- Message/photo sent on Seesaw to parent
- Dojo points
- Rewards for best table, for example: - '**Stars in the Jars**', where each table can earn points for good listening, following instructions, quiet working, everyone trying hard etc. The children who sit at the table with the most stars in the jar at the end of each day get a sticker and a clap from the other children.
Every day is a new day, and the 'Stars in the Jars' begin afresh each morning.
Teachers try to ensure that it is not always the same table that wins.



○ **Busy Bees (Foundation Stage)**

- Children all have a named bee that can move up the chart through the different stages – Flowers, Hive, Honey Pot
- The children's bee can be moved for any reason the teacher deems appropriate. e.g. good sitting, good listening, being kind, being helpful, using good manners, good sharing, good effort/improvement, good work, homework, spelling test results etc.
- When a teacher sees this behaviour the child's bee is moved from the sky to a flower in the first instance and for subsequent 'good' behaviour they will move to the golden bee-hive.

P1

- Upon reaching the golden bee-hive their success is celebrated by the class – giving a clap – the child gets a special golden beehive sticker and a small prize from the prize box.
- Teachers look for opportunities to ensure every child in the class will make it to the golden beehive at some point.

P2

- Children are rewarded with a sticker on arrival at the 'Honey Pot' and then the process begins again.
- Teachers look for opportunities to ensure every child in the class will make it to the golden beehive at some point.
- Every 3rd visit to the 'Honey Pot' is rewarded with a small prize.



P3

- Weekly Dojo points for individual pupils, with two prizes awarded in each class every week.
- Rewards for best table/group of children in each class every week.
- “Gold Star” motivational awards for individual P3 pupils in Literacy and Numeracy.

Consequences

Consequences are a stated/negotiated outcome related to inappropriate behaviour.

Consequences:

- occur when pupils make inappropriate behaviour choices;
- ensure a calm atmosphere is maintained;
- are certain, inevitable, fair and appropriate;
- do not humiliate;
- make links to more specific pupil support, which can further assist individual pupils, for example, individual education plans and pastoral support plans;
- enable positive relationships to be maintained;
- ensure situations are resolved as quickly as possible.

If necessary, sanctions may be imposed as a consequence to inappropriate behaviour.

The severity of the offence will determine which sanction is imposed.

The quality of education and safety of all children in the school will be the over-riding consideration and should this be jeopardised over a period of time, the Board of Governors will not hesitate to suspend or expel an offending pupil, following DENI and Education Authority – Belfast Region set procedures for suspension and expulsion of pupils.

A one-off lapse in conduct will not be dealt with in the same manner as a continuation of persistent, unacceptable behaviour.

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

Level 1 – Minor Offences

No written record required

- A quiet word or look by the child's teacher often will prevent more major problems from developing.
- Reprimand by the class teacher. Where it is considered that reprimand is appropriate, it will be constructive in its approach and include advice on how to improve behaviour.
- Children may be expected to finish classwork at home.

- Isolation in class – for a set period only and within the teacher's vision and direct control.
- Removal of privilege i.e. at break time or lunchtime.
- Inappropriate behavior during playtime- The teacher will remove the child from the play area for a few minutes, will talk with the child about what happened and discuss why that type of play is not acceptable, how it made the other child/children feel, and will remind him/her of the need to play kindly. If a child persists with this type of behaviour parents will be notified so that they might reinforce at home the need to play kindly in school.

Level 2 – Moderately Serious Misbehaviour

A written record is kept of the incident for a period of three months.

Removal from the class to another class for a short period

Child may be sent to:

- (1) Another teacher
- (2) Member of SLT
- (3) Principal/Vice Principal

Completion of a task or tasks at break or lunch time appropriate to the seriousness of the breach of the school's rules, to be used to isolate children causing problems at break or lunch time.

Level 3 – Serious Persistent Misbehaviour

A written record is kept.

If all previous sanctions fail, or in the case of very serious misconduct, then a **formal interview with the parents** will be arranged (parents may be involved informally at an earlier stage at the discretion of the class teacher) and a formal record made of the outcomes which will be selected from the following:

Placement in

Another Class: For short periods only.

Isolation: For short periods only. Child is removed from the class and completes work under the supervision of a member of SLT.

Withdrawal

of privileges: e.g., exclusion from after-school activities, school trips, school sports' etc.

Code of Practice: If appropriate the child may be placed on S.E.N. Code of Practice.

Level 4 – Serious and Persistent Misbehaviour

A written record is kept.

If appropriate, one or more of the sanctions listed below will be invoked but only if all other measures fail.

Referral: Child may be referred to the Education Authority Psychology Department. This may lead to support from the Primary Behavioural Support Service, or the child being issued with a statement for behavioural difficulties.

Debarment: Debarment during the lunch break. (In the case of a pupil whose conduct during the lunch break is becoming unacceptable, the principal may exclude the pupil during this period.) The parents will be sent a written notice to include the times during which the pupil is not allowed on the school premises.

Suspension: Suspension for serious breaches of the school's rules. The school may follow the Procedures for the Suspension and Expulsion of Pupils in schools as outlined by the Department of Education for Northern Ireland.

Categories for Suspension:

- 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: 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

In accordance with guidance from the Department of Education for Northern Ireland, the Board of Governors of Dundela Infants' School and Nursery Unit 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.

Incidents of this nature may include:

- Bullying or fighting on the way to school, on the way home from school or when wearing the school's uniform.
- Verbal abuse to pupils, parents or other adults on the way to school, on the way home from school or when wearing the school's uniform.
- An attack on 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.

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 policy, encouraging innovation and flexibility in interacting with our pupils.

It would be hoped that through the adoption of this policy, with the teachers, pupils and parents working together, we will provide a safe, secure, happy and structured atmosphere for effective learning.

Review of Policy

In accordance with school procedures this policy will be reviewed every three years during which pupils, parents and staff will be consulted.