

READY, RESPECTFUL & SAFE



Strandtown Primary School

Positive Behaviour Policy

*THIS POLICY SHOULD BE READ IN CONJUNCTION WITH OUR
POSITIVE BEHAVIOUR POLICY ADDENDUM 2020*

Revised June 2021

READY, RESPECTFUL AND SAFE

POSITIVE BEHAVIOUR POLICY

As a school it is our clear aim to educate all the children to the utmost of their ability. This means offering a broad, stimulating, well-structured and organised curriculum to match the individual needs of each child. Part of this 'broad education' is to instil good self-discipline and sensitivity to others' feelings as a sound preparation for life ahead. An important priority in Strandtown is helping children become good citizens and be able to make effective decisions and contribute to society. Our positive behaviour policy is the bedrock for this. Founded in principals on consistency, fairness and positive acknowledgement. Our whole school approach is articulated as 'READY, RESPECTFUL and SAFE'. This mantra governs all we do in school and is reinforced during assemblies and class charters and recognitions.

We endeavour to promote the 'attitudes and dispositions': *personal responsibility, concern for others, commitment, self-confidence, community spirit, tolerance and respect.*

Our emphasis is to **praise effort** not achievement and encourage a growth mind-set in all children where they can feel they add value to the school and are valued.

The preventative curriculum is an important element to the outworking of this policy. Throughout the children's learning experiences there is a focus upon positive emotional health and wellbeing, and developing confidence, resilience and coping. This is particularly evident in our PDMU programme which has the thinking skills of working with others and self-management infused throughout it. Additionally, our Life Skills programmes, pupil support, play leaders, all assist children with the skills to positively regulate their own behaviour.

This policy should be read in conjunction with other Pastoral Policies: e.g., Anti-Bullying and E Safety.

Our Positive Behaviour Policy has two stages:

Stage 1 The Positive Approach

- Our preventative curriculum equips children as independent thinkers and decision makers with a concern and empathy for others.
- Our well-maintained school and attractive surroundings are seen as a means of encouraging positive behaviour.
- Our school rules and classroom codes of positive behaviour are positively framed and are discussed, generated and led by the pupils.
- Effective design and delivery of the curriculum promotes positive behaviour.

The strategies cover individual and public praise for behaviour and effort. They include: -

- positive oral and written comments
- merit stickers
- positive behaviour strategies – including positive behaviour charts – individual, group and class
- display of work
- congratulations boards – celebratory success
- Play Leaders and mentors
- School council playground boxes
- praise, awareness raising of anti-bullying and positive behaviour through assemblies and circle

times

- highlighting of exemplary work (e.g. Hutchinson Heroes)
- Each class has a recognition board
- A pastoral suite of programmes promoting pro social behaviours: Life Skills, Games Room, Friendship Groups and Pupil Support.

Stage 2 Approach

- Consequences will be used to promote positive behaviour, reduce/remove anti-social or inappropriate behaviour.
- Teachers will use a range of appropriate strategies to deal with inappropriate behaviour.
- A consistent team-work approach will be applied to solve discipline problems and to re-establish a working relationship with disciplined pupil.

Any behaviour which requires a staged response as outlined in this policy will be recorded on the behaviour log. Behaviours relayed to the Head of Year and or Vice Principals/Principal will be relayed and explained to parents. Traditionally all Level 2 behaviours will be reported to parents: See Appendix 1. This will initially take the form of a phone call and progress to a meeting if behaviours persist and it is deemed necessary.

CLASSROOM and MOVEMENT AROUND THE SCHOOL-

Class teacher investigates incident fully, speaking to all involved

1. Pupil is cautioned by teacher – teacher adopts a scripted response to behaviour which reminds pupils of their own examples of good behaviour.
2. Teacher restates classroom rules and gives consideration to the pupil's point of view.
3. Pupil is seated in a quiet space within the classroom to continue work.
4. Exclusion from classroom to another classroom for a limited period of time. (KS1 -5mins; KS2 – 10mins).
5. Pupils sent to Head of Year. Children may be placed in 'Time Out' at the discretion of the Head of Year.
6. After pupil returns, the class teacher will select an appropriate time to engage in a reparative debrief discussion about the behaviour, considering views and impact of others. This may be more appropriately carried out by a Head of Year/Vice-Principals/Principal.
7. Parents informed of persistent inappropriate behaviour and/or when additional discipline procedures outside of the classroom have been adopted.
Constructive parental support is requested. A Home /School liaison book to be completed and signed by teacher and parent.
At the discretion of the Principal, Vice Principal or Head of Year the pupil may be placed on a daily or weekly behaviour chart in order to modify behaviour and/or to encourage academic progress in school. This may be signed on a weekly/daily basis by Year Head/ Vice Principals/ Principal and parent.
8. Parents asked to attend an interview with teacher, pupil and Head of Year (if necessary).
9. Parents asked to attend an interview with teacher, Head of Year, Vice Principal or Principal.
10. Involvement of the Board Psychological Service if necessary.
11. Very serious offences - Principal and Board of Governors will decide upon course of action which may include suspension or expulsion from the school.

BREAK-TIME – playground/classrooms

Steps

1. Pupil is reminded of school expectations by teacher on duty /classroom assistant.
2. Teacher/classroom assistant restates school rules and gives consideration to the pupil's point of view
3. Pupil is removed from situation and is supervised by teacher-in-charge or classroom assistant or encouraged to go to 'cool down ' area for 5 mins.
4. Classroom teacher is informed of misdemeanour
5. If necessary, the class teacher may bring this to the attention of the Head of Year. Head of Year discusses behaviour with the pupil.

LUNCH-TIME - classrooms/canteen

Steps

1. Pupil is reminded of school expectations by supervisory/classroom assistant/teacher-in-charge.
2. Supervisory/classroom assistant /teacher-in-charge restates school rules and gives consideration to the pupil's point of view.
3. Pupil is removed from situation and supervised by supervisory/classroom assistant/ teacher-in-charge in a 'Cool Down' area/ quiet corner.
4. Classroom teacher is informed of misdemeanour.
5. If necessary, the class teacher may bring this to the attention of the Head of Year. Head of Year discusses behaviour with the pupil.

Other actions will follow steps 7 to 11 in "Classroom Situation" section

SUPPORT AGENCIES

The school and teaching staff can avail when appropriate from the support and guidance of the Educational Psychology Services, Behaviour Outreach Support Team, Education and Welfare Officers and agencies such as NSPCC and Barnardos.

READY, RESPECTFUL AND SAFE



READY:

Pupils will be in school on time.

Pupils will have the correct materials required for the day's activities.

Everyone will demonstrate good listening, letting teachers know that pupils are ready to learn.

Electronic Games (e.g. D.S., P.S.P.) are not permitted in school- unless indicated by the teacher in exceptional circumstances.

Toys and collector cards: We strongly recommend that children do not bring toys to school due to the possibility of loss or damage and distractibility to learning.

RESPECTFUL: *Considerate and Respectful Behaviour: All pupils and adults in school demonstrate respect for each other at all times.*

Manners: using the words please, 'thank you', 'excuse me,' 'may I,' where appropriate.

Considerate Behaviour towards other pupils is required at all times

- Name calling, hurting other children and bullying cannot be tolerated.
- Children are expected to play fairly and to be honest.

Respect for Adults (Teachers, office staff, classroom assistants, supervisory staff, ancillary staff, PTA members and visitors)

- Pupils are respectful e.g. open door for adults, let adults pass in the corridor and let adults enter and exit the school first.
- Pupils speak in a civil and mannerly way to all adults and do not speak back in an inappropriate way.
- Pupils are quiet and well-behaved when an adult visits their classroom.
- Respect teacher's decisions.

Self-Respect

Pupils are expected to:-

- dress appropriately in school uniform at all times.
- always care for their personal appearance and hygiene.

SAFE:

Movement in and around the school building

Pupils are required to-

- line up in an orderly fashion when directed.
- wait quietly for the teacher
- walk quietly in the corridors (no eating or drinking)
- walk on the left-hand side
- use toilet areas appropriately and keep them clean
- use appropriate exits and entrances
- use designated walkways at the front and back of school
- only walk on school paths and use steps



Restricted areas include: Staffroom, car park behind pavilion, grass banks adjacent to front steps

Bicycles/Scooters in School Grounds

- All pupils must wear helmets.
- Children must NOT ride bicycles/scooters in the school campus for safety reasons.
- All bicycles/scooters must be left in the designated areas. (Electric scooters are not permitted)

Jewellery

We do not encourage children to wear jewellery when coming to school. This is for safety reasons and especially when playing in the playground and for physical education.

Should any child wish to wear rings or earrings these must be removed before physical education, thread friendship bracelets may be allowed.

Hair styles

Hair styles e.g. various **colourings** or **cuts** are deemed inappropriate for the primary school environment Parents are requested to ensure that children who attend the school have their hair in a **natural style**.

Mobile Phones: - Must remain in the school bag while on the school grounds.

- not to be taken out at break or lunchtimes.
- not to be used in playground before school.
- must be switched off between 8.50a.m. and 3.00p.m.
- under no circumstances should children record videos or take photographs in the school building or in the school grounds.

To ensure the safety of everyone, pupils should not bring any dangerous items, such as knives/laser pens, to school

PROCEDURES FOR 'TIME-OUT'

When a pupil's behaviour needs intervention 'Time Out' is utilised. The following steps may be taken.

1. If a member of staff sees a situation which warrants immediate action they must withdraw the pupil to ensure the safety of all (Primary responsibility for investigation remains with the class teacher).
2. After investigation it may be deemed that pupil/s should attend Time Out if the Level 2 threshold has been met.
3. At this stage the Head of Year must become involved. The class teacher MUST give a full debrief to Head of Year with any investigation notes shared.
4. The appropriate form is completed by the Head of Year. Parents are informed of the behaviour and resulting 'Time Out'.
5. The pupil then goes to attend the next appropriate 'Time Out' session.
6. A careful record is kept by each Head of Year.

1st incident: Pupil has 'Time Out' from the playground and has a slip signed at home and returned to the class teacher. (Possibly miss a break and/or a lunchtime). Parents must be contacted by the class teacher to explain the situation.

2nd incident: as above, but the Principal/Vice Principal will speak to the pupil and remind him/her that the consequence of a further incident may result in parents being contacted. Parents contacted by the Head of Year.

3rd incident: the Principal may decide to arrange a meeting with parents/guardians to discuss the necessary support and intervention for the behaviours.

'Time Out' Activities

The Time Out Activity is a reflective exercise on the incident/behaviour. It allows children the opportunity to reflect and consider alternative responses if they find themselves in the same situation again. See Appendix 2.

Timeout from after-school provision and /or educational trips

The school requires children to agree to a specific code of conduct related to after-school provision and educational visits. This code is intended to ensure that all children can benefit from and enjoy 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.

The school believes that because the learning environment can be less formally structured during after-school provision or on an educational visit, children need to have demonstrated consistently acceptable standards of behaviour in school if they are to participate.

Severely Disruptive Behaviour

If a child's misbehaviour is so frequent and/or so extreme that it may cause injury to self or to other children, then the child responsible will be referred immediately to the Principal and School Leadership Team and appropriate action will be taken.

The sanctions that the Senior Leadership Team can use include:

- Timeout at break and/or lunchtime
- Timeout from after-school provision and/or educational visits
- **Suspension**

The school, with approval of Board of Governors, may suspend children in cases of extreme or repeated serious behaviour in accordance with the EA and Department of Education policies. We regard suspension as a very serious sanction which will normally only be used when other available strategies have failed to modify extremes of behaviour. The school reserves the right in exceptional circumstances and in accordance with policy, to suspend a child immediately from the school.

WORKING TOGETHER TO IMPROVE BEHAVIOUR

We try to form good relationships with children helping them to develop their self-esteem. We believe true success and increased self-esteem occurs when children learn how you expect them to behave and then choose that behaviour as their own. We are concerned with helping children to set and achieve their personal, social and academic goals within a supportive atmosphere. Each class teacher has a pastoral role and works to establish stable, supportive relationships with the children in their care, encouraging them to become increasingly capable of making independent, responsible choices. Additionally, being able to appreciate and understand the consequences of making the wrong choice and how that can affect yourself and others.

Pastoral advice and support is an important part of the behaviour policy of our school. When we are following up incidents of misbehaviour, we try to discuss feelings and attitudes and more appropriate forms of behaviour with the children concerned.

Keeping Parents informed

We do not normally inform parents about every lapse of behaviour (Level 2 behaviour **will** be shared with parents). Everyone can make mistakes or act inappropriately at times, but we do monitor the behaviour of each child so that if a pattern of unacceptable behaviour begins to show we can let you know. We may speak to you briefly at the school gate or contact you by telephone or in writing. There will be times when we may need to arrange a meeting with you to discuss our concerns, or your concerns, about your child's behaviour. We don't expect you to have all the answers any more than we have them, but we do ask for and expect your co-operation in trying to improve your child's behaviour if it is causing concern. We believe when parents and school work together it is possible to help any child to improve their behaviour.

Keeping School Informed

We recognise that at times unsatisfactory behaviour can stem from personal problems or difficulties. Children can become upset about things inside or outside of school. If you are aware of what may be a difficult time for your child, please do let us know, so that we are more prepared and able to help them cope with it.

Please see section: - 'If you have a concern or issue about your child'



IF YOU HAVE A CONCERN OR ISSUE ABOUT YOUR CHILD

Listen and decide	Contact the school
<p>Listen to what your child is saying and decide</p> <ul style="list-style-type: none"> • Is this not serious, serious to the child but easily dealt with at home, or serious enough to contact the school. • Is the information you heard likely to be accurate or is it exaggerated in any way? • Does the issue affect your child alone or other children? • Should you encourage the child to speak up themselves or should you be the one to raise the issue? 	<p>Contact the teacher</p> <ul style="list-style-type: none"> • If there is an ongoing issue, a book can be established for frequent communications with the class teacher. • By telephone to speak to the teacher by contacting the office. • By emailing school with general enquiries or questions. • Sending a message on Class Dojo. • If it is a very urgent or serious matter that involves the immediate safety of the child, speak directly to the Principal, or Vice Principal

The teacher's route for dealing with issues	Range of school responses
<ul style="list-style-type: none"> • The teacher will take some time to investigate the issue especially if it involves other children. (As you can appreciate none of the children are treated as if they are responsible for something without evidence.) • This should take an agreed reasonable time unless one of the named is absent. • The teacher will weigh up the evidence and will speak to your own child. This is done to bring further clarity to what has happened. • The teacher will usually decide the course of action and liaise with the Head of Year about it. • The Head of Year will agree the course of action, giving advice and support as required. • You will be contacted by the teacher to explain what is being done but other children's confidence and confidentiality will be observed so the information will be limited to what actually went on and an outline of sanctions or arrangements to make sure it should not happen again. <p><i>Please note we are only able to discuss the situation as it impacts and pertains to your child.</i></p>	<p>The range of school responses will vary depending on the level of severity and frequency of the issue or incident/s.</p> <p>Teachers will always endeavor to foster positive relationships and will explore these during class through PDMU or circle time.</p> <ul style="list-style-type: none"> • The teacher might re-arrange the classroom to give some children space from one another and monitor contact between individuals. • The teacher might refer a child through the class referral system to the Year head outlining his/ her concerns which may be of an academic, social or other concern. • The teacher might refer the child or children whose behaviour is unacceptable to the Year Head for pastoral support and/or Time Out (See Positive Behaviour Policy) which can range from 1 to 3 days. • The Head of Year might refer the child to a Lifeskills, Games Room, Friendship Group or Pupil Support. These groups are to foster positive friendships and to explore the nature of supportive rather than destructive relationships. • The Head of Year might set up arrangements for the segregation of play areas and inform the supervisors. • Should the child be guilty of a third offence of that nature the child will be referred to the Principal or the Vice Principal, who will contact parents when some arrangements are made to extend sanctions into the home. • In really serious issues the school may seek advice from our support agencies to advise us on behaviour plans or referrals.

The school believes that any information relating to the school or pupils which is posted on social media impacts upon privacy and personal dignity and prevents issues being properly addressed. Please do not publish any information relating to school issues on social media sites.

Appendix 1

Examples of inappropriate behaviour: hierarchy of seriousness

LEVEL 1 – TEACHER	LEVEL 2 – HEAD OF YEAR	LEVEL 2 – HEAD OF YEAR/ V. PRINCIPAL/PRINCIPAL
<p>* If persistent - inform parents</p> <ul style="list-style-type: none"> • <i>Teasing/name-calling</i> • <i>Pushing/pushing in</i> • <i>Talking when teacher/CA/SA is talking</i> • <i>Interrupting or calling out</i> • <i>Attention-seeking/clowning around</i> • <i>Distracting others</i> • <i>Avoiding work/wasting time</i> • <i>Careless with school equipment</i> • <i>Running inside/rolling around</i> • <i>Arguing with other pupils</i> • <i>Being Uncooperative</i> • <i>Spoiling Other Pupils Games</i> • <i>Play fighting</i> • <i>Inappropriate Cheekiness</i> • <i>Eating in Class</i> 	<ul style="list-style-type: none"> • <i>Persistent Level 1 behaviour</i> • <i>Persistent hindering of other children's' learning</i> • <i>Arguing back or rudeness to staff</i> • <i>Deliberate defiance/disobedience</i> • <i>Spitting (on the floor)</i> • <i>Lying</i> • <i>Biting, hitting, kicking</i> • <i>Defacement e.g. scribbling on desk or others' work</i> • <i>Graffiti / vandalism to property</i> • <i>Fighting – squabbles</i> • <i>Cussing and swearing e.g. when they fall over</i> • <i>Refusal to follow instructions</i> • <i>Frequent disruption of lessons</i> 	<p>* Inform parents</p> <ul style="list-style-type: none"> • <i>Persistent Level 2 behaviour</i> • <i>Any ' perception' of abuse, discrimination or prejudice-based bullying because of sex, race, disability, religion or belief, sexual orientation or gender reassignment.</i> • <i>Persistent disruption of lessons</i> • <i>Vandalism-deliberate damage to school property.</i> • <i>Vicious Kicking</i> • <i>Dangerous Defiance - refusal to follow instructions</i> • <i>Putting themselves or others at risk of harm.</i> • <i>Stealing</i> • <i>Extortion/bullying</i> • <i>Spitting at others</i> • <i>Fighting/thuggery</i> • <i>Verbal/physical abuse of staff</i> • <i>Using swear words in violent or intimidating way.</i> • <i>Persistent hitting.</i> • <i>Causing bodily harm</i> • <i>Biting & breaking the skin</i> • <i>Purposeful, unsafe behaviour online eq - texting offensive messages to other pupils on mobile phones/through online gaming.</i> • <i>Leaving the classroom without permission</i>

ie 1st 'Port of Call' = Class Teacher
 2nd 'Port of Call' = Year Head
 3rd 'Port of Call' = Vice Principal or Principal

Thinking about my behaviour

What I did?

Which rule did I break?

What I say happened.

What can I do to make things better?

Draw yourself playing with your friends in school.

Behaviour Reflections



Strandtown
Primary School

Think back to what happened. What did I do?

Which rule was broken? How did this affect others?

What is my side of the story?

What can I do to fix things up? How can I make things better?

When you get back to your classroom remind yourself of your class rules.