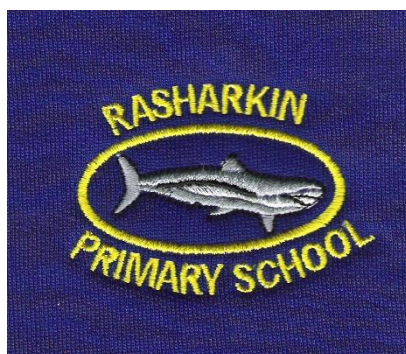


V3, November 2023

# Rasharkin Primary School



## Positive Behaviour Policy

## **Key Principles and Values**

In Rasharkin Primary School we believe that positive behaviour helps to create an optimum learning environment for achievement by all. This keeps pupils safe, reduces stress for staff and contributes to a welcoming and caring environment in which pupils can develop as people and both pupils and staff can do their best work.

After consultation with all stakeholders the governors for Rasharkin Primary School have agreed that these key principles should underpin our work.

1. Achievement – something accomplished, especially by superior ability, special effort, great courage, etc.
2. Trust – confidence in the honesty or integrity of everyone in the Rasharkin Primary School community
3. Support – to give encouragement and approval because you want the person to succeed.
4. Equality – all people must be treated fairly and with dignity
5. Positive – displaying affirmation or acceptance
6. High Expectations – the educational achievements of pupils tends to rise or fall in direct relation to the expectations placed upon them.

This policy and procedures contained are intended to promote positive behaviour and discipline and remove or reduce barriers to learning. We recognise that this cannot be isolated from, e.g. health and wellbeing, safety and security. Through this policy we aim to create and maintain an ethos in Rasharkin Primary School that promotes aspiration, achievement and restoration. By applying the six key principles of nurture<sup>1</sup> and promoting the development of social skills, such as confidence, self-reliance, resilience and interpersonal skills we believe we can help create a nurturing environment that promotes the safeguarding of children. All behaviour is recognised as communication. We are also aware of the impact adverse childhood experiences (ACES) can have on educational success and behaviour.

## **Promotion of Positive Behaviour for Learning**

In Rasharkin Primary School we aim to create a climate that:

- promotes learning for all pupils
- makes it easier for teachers to teach effectively
- enhances self esteem and respect for self and others
- encourages independence by accepting the need for self discipline, self control taking responsibility for their own behaviour
- develop children's interpersonal skills and their ability to work cooperatively with others to resolve problems and potential conflict, and
- allows everyone to work together to support and endorse the outworking of this policy.

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<sup>1</sup> The Key Principles of Nurture, 1. Children's learning is understood developmentally, 2. The classroom offers a safe base, 3. The importance of nurture for the development of self-esteem, 4. The importance of transition in children's lives, 5. Language is a vital means of communication, 6. All behavior is communication.

## **Duties**

### 1. Board of Governors

It is the responsibility of the governors of Rasharkin Primary School to:

- ensure that good behaviour and discipline policies are followed and regularly reviewed;
- make a written statement of general principles about pupil behaviour and discipline, and regularly review it;
- consult with the principal and parents before making its statement of general principles;
- consider guidance from DE and EA;
- decide and set out what aspects of discipline/behaviour should be a matter for the principal;
- safeguard and promote the welfare of all pupils;
- require that the prevention of bullying is specifically addressed;
- ensure that the school has a scheme for the suspension and expulsion of pupils in accordance with legal requirements.

### 2. Principal

It is the responsibility of the principal of Rasharkin Primary School to:

- Agree with all stakeholders the rules and enforcement of such that we will take to:
  1. promote self discipline and respect for authority amongst pupils
  2. encourage good behaviour and respect for others
  3. secure an acceptable standard of behaviour amongst pupils
- Act in accordance with the Board of Governors' statement of general principles and any guidance given by them
- Prepare a Positive Behaviour Policy and distribute freely to parents

These responsibilities apply to pupils registered at Rasharkin Primary School. Those pupils attending the school, e.g. on a shared education visit are always accompanied by their teacher, with whom the outworking of the policy will be agreed prior to the commencement of any lessons.

## **Guidance and Support**

Pupils are encouraged to 'learn from their mistakes' and become increasingly skilled and self-disciplined as they progress through the school.

We recognise however that, within our inclusive school community, there are pupils who will have difficulty developing enough internal control or sufficient ability to self-regulate and experience relational difficulties due to SEN, SEBD or disability. They are unable to fit into the main school behaviour policy and require a different response and interventions through the SEN Code of Practice. We may also consult with outside agencies and other professionals for advice and support when dealing with such children, or offer parents support from e.g. CALMHS.

For the promotion of staff health and well being managing challenging behaviour is not the responsibility of any individual but is dealt with as a team.

### **School Rules**

Our school rules are a set of common values or 'Positive Behaviour Expectations' which are the standards of behaviour, required of pupils (and staff), both in school and when travelling to and from school. They are presented positively, kept to a minimum and their purpose is clearly explored and understood by all through a process of consultation:

We are gentle - We don't hurt others

We are kind and helpful - We don't hurt anybody's feelings

We listen - We don't interrupt

We are honest - We don't cover up the truth

We work hard - We don't waste our own or others' time

We respect people and property - We don't use words or actions that would hurt people, waste or damage things.

We promote, recognise praise and reinforce these rules and behaviours and respond to unacceptable behaviour or 'behavioural mis-takes' restoratively, using, e.g. 'Rule Reminders', 'Expectation Discussions' and 'Think Time Discussions' in which we reference these rules to help pupils return to positive behaviour. (See Appendix 1 for samples)

### **Rewards and Sanctions**

In Rasharkin Primary School we believe that while rules and procedures protect rights and define responsibilities, rewards and sanctions are necessary to encourage and maintain the rules in class and throughout the school. A healthy balance needs to be struck between rewards and sanctions, and both should be known by all. A system of rewards and incentives, applied with consistency by all of the staff, will help to establish and maintain a climate in which pupils come to appreciate what constitutes acceptable behaviour and positive attitudes. The fact that behaviour and attitudes of this nature are regularly celebrated within the school reinforces this point. All pupils have a need for positive affirmation, and we recognise that we should not take the positive behaviour of the majority for granted. Similarly, it is important that pupils realise that their good behaviour is noted and acknowledged, just as instances of poor behaviour are challenged and responded. Both the reward and sanction focus on the deed rather than on the child.

### **Examples of rewards which may be used in Rasharkin Primary School to motivate children to make positive behaviour choices**

1. Praise and encouragement are used as much as possible.
2. Non-verbal rewards, e.g. smiling, nodding, thumbs up, including for effort on a child's part in either improving work or behaviour.
3. Children who have worked particularly well or have been very helpful etc. are sent to the Principal for praise and, when appropriate, a certificate.
4. Positive comments in books
5. Special mention in class or in Assembly, e.g. monthly assembly certificates

6. Exhibiting good work in class or corridor
7. Using stars/smiley faces on charts, books, etc.
8. Use of special award certificates within classrooms
9. Golden Time (staff make it explicit that this is a reward for making 'green' behaviour choices)
10. Marbles in a jar
11. Position of responsibility, e.g. playground buddy, digital leader, class councillor

### **Consequences or Sanctions**

Pupils must recognise and understand that positive behaviour really does benefit everyone in our school community and we must all strive to reinforce this at all times. Staff will offer praise or other rewards in a balance with sanctions, with the balance being heavily weighted towards rewards as this can often be the motivation for good behaviour. To this end staff may actively seek opportunities to 'catch a child being good' and offer praise and other rewards for a specific display of good behaviour.

However, pupils must also understand that there are certain behaviours that prohibit learning and achievement in school. Children must learn that we are all responsible for our own behaviour and we all have to learn that we have to face up to the consequences of not following an agreed set of rules. Sanctions must be seen as a vehicle to achieving behavioural change and should offer a restorative approach that maintains good relationships. When establishing school rules, or 'Red and Green Behaviours' the children suggest 'red or green' behaviours and appropriate rewards and sanctions. In this way all staff and pupils are aware of both the rewards and consequences. For children who choose not to follow our agreed rules or choose a 'red' behaviour then they can expect a consequence or sanction.

We believe that sanctions should:

- ✓ be fully understood by all staff (teaching and non-teaching), pupils and parents;
- ✓ be applied by staff in a fair and consistent manner;
- ✓ be applied as soon after the offence as possible, not impulsively, but in a calm and measured manner;
- ✓ be proportionate to the offence;
- ✓ defuse, rather than escalate, the situation;
- ✓ focus on the misdemeanour, rather than the pupil;
- ✓ allow the pupil to save face, and encourage a more positive attitude in future;
- ✓ take account, as necessary, of the age and degree of maturity of the pupil and any special educational needs he or she may have, the home background and any other relevant circumstances.

Sanctions should not:

- ✗ be applied to entire classes or groups of pupils, when the guilty parties have not been identified;
- ✗ degrade pupils, or cause them public or private humiliation;
- ✗ involve physical force.

Inappropriate and counter-productive sanctions which should not be used include sarcasm, mimicking the pupil, making unfavourable comparisons with brothers or sisters or criticising

the parents. They also include overreacting, making threats which cannot be carried out, or backing the pupil into a corner, either verbally or physically.

Staff recognise that a quiet, firm reprimand is much more effective than a public display of temper, and is much less stressful. The pupils should be in no doubt as to why they are being asked to do something as a consequence of their choice, and what would have constituted a more acceptable form of behaviour. They should have an opportunity to reflect on their misdemeanour, understand its effect on others in the school community and, as appropriate, make some form of reparation. They should also be encouraged to develop a more positive attitude, and appreciate the benefits of so doing to others and also to themselves.

In Rasharkin Primary School the following sanctions or consequences have been suggested and agreed by governors, staff, pupils and parents and may be used.

- Member of staff verbally discusses the unacceptable behaviour with the child, helping them see how their choice impacted on others around them and what a better choice would have been.
- Withdrawal of privileges / extra work may be applied. These will be appropriate to the situation and the age of the child and parents will be informed if deemed necessary. Care will be taken not to jeopardise the delivery of the curriculum and sanctions may involve:-
  - exclusion from a particular class. (*Exclusion from an extra-curricular activity or school-organised outing or trip will only be used if a risk assessment has deemed it appropriate for the safety and well being of other children and staff.*)
- Completion of a task or tasks at break or lunch time appropriate to the seriousness of the unacceptable behaviour. This sanction is also used to isolate children causing problems in the playgrounds at break or lunch time. Additional work will complement or reinforce current studies (not lines) and will not involve the child missing all of their playtime, unless the completion of a risk assessment deems this appropriate, in which case an alternative may be offered.
- Carrying out a useful, low-level task in school.
- A reporting system which allows staff and parents to monitor the behaviour, attitude and response to authority of a particular pupil over a given period.
- The referral of a pupil to a senior member of staff for reprimand.
- The temporary removal of a pupil from his/her peers into another class or to the principal's office (occasionally used). In such circumstances the teacher should indicate exactly where the pupil is to go; this should be somewhere where there will be supervision. Unless it is for a very short period (normally no more than ten minutes) the teacher should set work to be done.
- In extreme cases and as a last resort, suspension, or expulsion following suspension.

We welcome all children to our school and are aware that a small minority of pupils may find it difficult to establish and maintain positive behaviour, due to their specific individual behavioural needs. We strive not to label children as 'naughty' or 'bold' as this labels 'the child', rather than naming their unacceptable behaviour, and can reinforce their 'discouragement and negative behaviour'. In such instances teachers refer these pupils to the SENCo and consider interventions to support change. Referral may be appropriate to other

services, e.g. RISE(NI), Behaviour Support Team (EA) and Educational Psychologist. Individual support may be required and a Behaviour PLP prepared. Parents will be involved at every stage. Parental consent must be provided for the Behaviour Support Team to work alongside a child and for the Behaviour PLP.

Serious and ongoing misconduct will be treated as a behaviour management issue. In such cases, additional advice and support may be sought as detailed above and an appropriate way forward will be agreed and support or intervention put in place.

### **Support: Reasonable Adjustments**

At certain stages in a child's or young person's school life they may struggle to access, or manage within, the typical provision offered by the school as a result of:

- Social, Behavioural, Emotional and Well-Being Needs (SBEW) and/or;
- Special Educational Needs and Disabilities (SEND)

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/Education, Health and Care Plans.

Reasonable adjustments may include, but are not limited to:

- preparing pupils for new routines, this could include visuals/leaflet etc.
- identification of a key member of staff to act as point of contact who will provide support when needed
- additional support at break and lunch time
- adapted resources
- liaising with EA Support Services, e.g. Autism Advisory and Intervention Service, Psychology Service, Primary/Post-Primary Behaviour Support & Provisions
- liaising with external agencies as appropriate e.g. Child and Adolescent Mental Health Service, Social Services, Health and Social Care Trust, Family Support Hub.

Responding to ongoing concerns together with the pupil:

- 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, complete a Risk Assessment and develop a Risk Reduction Action Plan (RRAP). This should be drafted in consultation with staff, pupil, parent/guardian and supporting agencies to identify and target support to address the presenting SBEW
- address serious health-related issues of non-adherence to COVID-19 measures, such as coughing and spitting at others through the implementation of a RRAP

### **Suspension and Expulsion:**

When appropriate support has been implemented, monitored and reviewed but a pupil's SBEW continues to cause significant risk to self or others in the school community, a short period of suspension may be considered to allow time for a Risk Assessment and the development of an appropriate RRAP. As part of a planned return to school following a suspension, parents/guardians will be requested to attend a meeting with the Principal (or their representative) to agree the implementation of the RRAP. If, when all appropriate supports and guidance have been implemented and reviewed, a pupil continues to be unable to follow the safety rules, the Principal may, consider alternative arrangements to formally suspend a pupil for a fixed period or, as a last resort, move towards expulsion proceedings <https://www.education-ni.gov.uk/articles/suspensions-and-expulsions>

**Note, suspension should therefore be considered only after:**

**2.1a period of indiscipline**

*The school must maintain a written record of events and of the interventions of teachers, contacts with parent / guardian and any requests for external support from the EA's Education Welfare Service, Educational Psychology Service or other applicable EA services; and / or*

**2.2a serious incident of indiscipline**

*The school must have investigated and documented the incident. The investigation should include an opportunity for the pupil to be interviewed and for his or her version of events to be given before any decision to suspend is made. Consideration should be given to the necessity of a parent / guardian being present at an interview particularly if the child is of primary school age.*

(see Appendix 1)

## **Rights and Responsibilities**

**Every member** of the school community has a right to:

- be valued as members of the school community;
- get help when they seek it, and to have a their enquiries and concerns dealt with sympathetically and efficiently;
- 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;
- be in a pleasant, well-managed and safe environment (emotionally and physically);
- have a voice and be responded to;
- have reasonable access to the school.

**Every member** of the school community has a responsibility to:

- be punctual, prepared and suitably equipped;
- respect the views, rights and property of others;
- work co-operatively with the other members of the school community;
- contribute to and adhere to the school's underpinning values and principles;
- seek help if they do not understand or are in difficulties.

**Teachers** have a right to:

- work in an environment where common courtesies and social conventions are respected;
- support and advice from senior colleagues and external bodies;
- adequate and appropriate accommodation and resources.

**Teachers** have a responsibility to:

- ensure that lessons are well prepared, making use of available resources, and that homework is appropriately set and constructively marked;
- work cooperatively (e.g. be sympathetic, approachable) with pupils to overcome barriers to learning;
- identify and seek to meet pupils' special educational needs through the SEN Code of Practice.



**Parents** have a right to:

- a safe, well-managed and stimulating environment for their child's education;
- be well informed about their child's progress and prospects;
- be involved in consultation regarding the school rules and procedures.

**Parents** have a responsibility to:

- ensure that their child attends school regularly and arrives in good time, with homework done, and suitably equipped for the lessons in the day ahead;
- be aware of and support school policies and procedures, and encourage their child to abide by them;
- act as positive role models for their child in their relationship with the school;
- support their child's learning.

### **Anti- Bullying Culture**

Socially unacceptable behaviour can become bullying (see Anti-bullying Policy). In our school harassment, victimisation and discrimination will not be tolerated and any such allegation will be regarded very seriously. We treat all our pupils and their parents with consideration and we expect this to be reciprocated. Any kind of bullying is unacceptable. With this in mind Rasharkin Primary School uses many preventative measures to reduce the incidences of socially unacceptable and bullying behaviours, e.g. taught PDMU curriculum, themed assemblies and annual Anti-bullying Workshops, celebrations of 'green choices', etc.

### **Links to Other Policies**

This policy should be read in conjunction with other policies, including:

- SEN
- Safe Handling and the Use of Reasonable Force
- Safeguarding and Child Protection
- Anti-bullying
- Complaints

### **Continuing Professional Development**

There will be a continuing need among staff for professional development to help them further develop skills and strategies for meeting the diverse needs of the children who are enrolled in our school. The Board of Governors recognise this and will support the provision of resources (including time), training and materials, as deemed necessary by the principal.

### **Legislation and Guidance**

This policy has been informed and guided by:

#### 1. Current legislation

- 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 Human Rights Act 1998

#### 2. DE guidance

- Pastoral Care in Schools: Promoting Positive Behaviour, DE 2001
- Safeguarding and Child Protection in Schools. A Guide for Schools, DE 2017

- Scheme for the Suspension and Expulsion of Pupils in Controlled Schools (2015)

### 3. Publications

- Every School a Good School (2009), ETI
- Together Towards Improvement (2011)
- Inspection and Self-Evaluation Framework (2017)

### **Consultation, Monitoring and Review**

The opinions and views of all stakeholders have been sought in the writing of this policy and as appropriate when reviewed (required at least once every three years by DE).

Consultation methodologies have (and may in the future for review) include:

- Questionnaire used with parents, staff, governors and pupils
- School council discussions
- Discussions with board of governors

The success of our behaviour policy is evidenced in the day to day behaviours and attitudes of children and staff, the positive atmosphere within the school and the good relationships between all parties. An annual audit is completed and presented to the Board of Governors and staff, analysing both qualitative and quantitative data, and identifying amendments to this policy and procedures.

Signed (principal)           *Roe*           Date: 27/11/23           

Signed (Board of Governors, chair)           *L. Dyer*           Date:   27/11/23

## Appendices

### 1. EA Scheme for Suspension and Expulsion of Pupils in Controlled School (April 2005)

<https://www.eani.org.uk/sites/default/files/2018-12/2015-0513%20Approved%20EA%20Scheme%20for%20the%20Suspension%20and%20Expulsion%20of%20Pupils%20in%20Controlled%20Schools%20%2812%29.docx.pdf> (Link accessed 20/04/2020)

The governors of Rasharkin Primary School have agreed to adopt this scheme for use in Rasharkin Primary School

### 2. Sample Behaviour Reflection Sheets

**Behaviour Reflection (Sample sheet)**

Often, we rush through life without thinking about what has happened.  
Take time to read and think about all the questions below.

Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

What happened?	<hr/> <hr/>
What could I have done differently?	<hr/> <hr/> <hr/>
What did I achieve?	<hr/> <hr/> <hr/>
What could have gone better?	<hr/> <hr/> <hr/>
What have I learnt?	<hr/> <hr/> <hr/>

**Behaviour Reflection (Sample sheet)**

Often, we rush through life without thinking about what has happened.  
Take time to read and think about all the questions below.

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

What happened?	<hr/> <hr/>
What did I do?  I could have...	<hr/> <hr/> <hr/>
What did I think?  Challenge the thought	<hr/> <hr/> <hr/>
What did I feel?  This would have helped...	<hr/> <hr/> <hr/>
What was my body language?  I could try...	<hr/> <hr/> <hr/>

# Think Sheet (Sample Sheet)

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Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

I was not:      Following Rules      Being Respectful      Being Safe      Listening  
(Circle all      Following Directions      Being Cooperative      Being Responsible  
that apply)

Other: \_\_\_\_\_

And \_\_\_\_\_  
Describe what happened  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I should have \_\_\_\_\_  
What should you have done differently?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If I had done this \_\_\_\_\_  
What would have been different?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

So from now on I \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

My Signature \_\_\_\_\_