



Howard Primary School

Positive Behaviour Policy

"Care before Curriculum"

Positive Behaviour Policy

Positive behaviour is an essential pre-requisite for effective teaching and learning. It is vitally important and ensures that every child attending Howard Primary School has the potential to achieve to the maximum of his/her ability. The Staff at Howard Primary School always strive to create an environment promoting mutual respect, where pupils are valued, and pastoral care is integral. A whole school culture of special needs support, safeguarding, trauma informed, and nurturing practice embodies everything we do at Howard PS.

Home – School Partnership

The school will aim to be a warm, welcoming place where pupils are treated fairly and with respect. At Howard Primary School, we believe in a preventative approach. The nurturing atmosphere, and the differentiated, trauma informed curriculum we offer, are designed to encourage positive behaviour, and proactively address behavioural issues that may occur. The school will keep parents well-informed and involved, support and guide pupils, and respond promptly to any concerns, including pupil relationships and progress.

We ask parents to support school policies, encourage their children to show respect for others and for the school rules and keep in touch with the school. Please support homework and make sure that your children bring what they need for school.

Pupils should attend school as consistently as possible, arrive on time with their homework done, respect others and show kindness to all. We support pupils to behave sensibly and to work well in class.

We recommend that all members of the school community treat others respectfully and with kindness to support this positive approach.

The Role of Staff

Staff will:

- Treat the children with respect.
- Provide a welcoming and comfortable environment.
- Provide work to suit the individual needs of the children.
- Promote achievement and positive behaviour.
- Help to maintain a safe and structured school environment.

Staff will provide a model of mutual respect and inclusivity and will allow time for the children to discuss school rules, rights and responsibilities, and respect for others.

The Role of the Pupils

During the school day, teachers have responsibility for the education, care, and safety of the children. While in school we ask that children follow the guidance below:

- Adhere to School and Classroom charters.
- Be kind and thoughtful to others.
- Behave well in school and going to and from school.
- Settle to work well in class.
- Play safely and be kind to others.
- Children should avoid entering an unsupervised area, e.g. the classroom, Assembly Hall
- Help to keep the classroom, cloakroom, and school tidy by using bins and hanging things up.
- Look after your own property and respect the property of others.

Travel

- Use seat belts (if fitted) when travelling by bus.
- Stay in your seat when on a bus.
- Obey any rules which the driver has given you.
- Display positive behaviour, following safety rules, when travelling to and from school.

The Role of Parents

Our school works collaboratively with parents and guardians and believes in the principle of parental involvement. We may utilise a range of approaches to inform parents where children have demonstrated good behaviour. This may be using stickers, stamps, notes home and telephone calls. However, where children have demonstrated socially unacceptable behaviour, we will inform parents and welcome their support and cooperation in this instance.

In the case where appropriate consequences have been suggested, parents will be kept informed. If parents are concerned about any aspect of how a behavioural incident has been addressed or appropriate consequences implemented, they should follow the School's Complaints Policy. In supporting the school's behaviour policy, we ask that parent:

- Stay in touch with the school.
- Support homework.
- Talk about school and encourage children to behave.
- Ensure that children attend school regularly and arrive on time.

Please contact school at an early stage if there are any problems which we can help with, firstly with the class teacher and if necessary, the Vice Principal/ Principal.

Positive Behaviour Policy Principles

We need to be in setting expectations but at the same time flexible - children need to have the possibility to succeed.

A positive relationship counts for a lot: children can accept guidance and can strive to achieve expectations, if they feel that they are **cared** for. Pupils who feel valued will normally want to please their teacher and earn his or her good recognition.

We take a positive approach to developing and supporting positive behaviour, which includes the following principles:

- An opportunity at each stage for children to make amends and a fresh start.
- The involvement of parents at an appropriately early stage.
- The involvement of children in taking responsibility for their actions.
- Discussion with the children in circle time about the need for positive behaviour and the responsibilities we each have to one another.
- A readiness to be flexible in applying strategies with children who may have challenges, to help establish more positive behaviour.
- Ensuring a shared understanding of what will happen if...
- A restorative approach to making amends and moving forward.

Positive Behaviour in Howard Primary School is nurtured through:

- a) All in Howard Primary working together as a community to provide a happy, secure, and courteous atmosphere.
- b) The provision of a broad and balanced NI Curriculum which provides for each pupil as an individual in his/her own right and is designed to help each child develop:
 - a sense of self-respect, self-control and self-confidence.
 - respect for others and their property.
 - toleration and appreciation of the opinions of others.
 - good manners and politeness.
 - a caring attitude and responsibility towards all living creatures, buildings, plants etc.
- c) Teacher/parent consultations both formally and informally.
- d) Opportunities for each child to assume responsibility.
- e) Opportunities for each child to develop comradeship through wide experiences of curricular and extra-curricular activities.
- f) A clean and tidy school environment in which children are encouraged to take pride.
- g) A clear and precise set of School expectations:

e.g., All children should: -

- Arrive at school before 8.45am and we encourage independence through children walking alone from the School Gate.
- Line up quietly in an orderly fashion.
- Walk on the left-hand side of the corridor to ensure safe transition and movement.
- To display respect and courtesy by giving way to others.
- Knock on doors and say 'Excuse Me' when entering rooms or coming to the Offices.
- Speak politely, both to adults and other pupils, remembering 'please' and 'thank you' where necessary and always showing respect.
- Deposit litter in bins provided.
- Settle differences with other children through discussion - not by physical methods. Staff will assist in this process.
- Always use only socially acceptable language.

Class expectations are agreed with the class teacher and pupils at the beginning of each school year. Class and school rules are reinforced during Circle Time, Role Play and Assemblies.

Praise and reward for positive behaviour may take the form of:

1. Efforts mentioned and highlighted in:

- Class
- Assembly
- Local newspapers
- School website
- Homework books
- Parent consultations
- School reports
- Class charts

2. Work displayed in:

- Class
- Assembly Hall

- Corridors
- School Noticeboard
- Foyer
- School Website
- Facebook

3. Being given responsible tasks with appropriate guidance from staff e.g., outdoor play

4. Being sent to the Principal, Vice Principal, teachers, or other school staff for praise

5. Star of the Week

Class Rewards include:

Stars, merit stickers, piggy bank coins, class prizes, reward certificates, table points, additional free play, treats from Treat Box, Star Pupil of the Week, Superstar Awards, Dojo points, looking after the pet, sent to principal or vice principal for praise/rewards, scented rewards, night off homework.

Rewards should be fair, effective and inclusive and, where possible, will allow pupils input into the decision-making process.

They should:

- contribute to the ethos of the school.
- positively recognise and reinforce positive behaviour.
- be available to all pupils.
- encourage pupils to take responsibility.
- be appropriate to meet individual needs.
- be consistent.
- provide opportunities for involvement of all teaching/non-teaching staff.
- provide opportunities for parental involvement.
- promote self- esteem.

Regardless of how high the standard of behaviour, there will inevitably be occasions when appropriate consequences are required to show that some behaviour is not acceptable. It is important to stress that all behaviour is communication, therefore it is the behaviour being displayed and experienced that needs addressed and supported. At the same time, it is essential that if the behaviour is out of character a possible reason is sought e.g., through contact with a parent.

Appropriate Consequences

Consequences will be fair and effective and, where possible, will allow pupils input into the decision-making process.

They should:

- be immediate and effective.
- provide opportunities to make discreet responses to behaviour being displayed.
- have a defined system of appropriate consequences in response to behaviours displayed.
- be fair.
- be consistent.
- be appropriate to meet individual needs.
- keep self- esteem intact.

In most instances, e.g., unsettled in class, inattention, running in corridor, etc., **a verbal chat from a teacher is sufficient**. In some instances, (e.g., when behaviour is impacting others) the child may be moved within the classroom. Any significant incidents should be recorded in the Class Incident Record and, if appropriate, will entail a phone call or a note to parents informing them of the concern and outlining how they and school can work together to provide support to resolve the concern. To maintain the environment which we want for the children, we encourage the following behaviour.

Mutual respect- care and consideration. To achieve this, we will:

- Be friendly and polite.
- Move around the building quietly and safely.
- Follow directions from staff.
- Look after personal and school property.
- Be helpful to those in need.
- Only use socially acceptable language.
- Put things away in their proper place.
- Always be in the right place.

Action to support and reinforce positive behaviour.

It is the responsibility of all members of staff to monitor the children and to promote positive behaviour. Pupils should understand and be aware of the implementation of appropriate consequences.

The following may be considered examples of socially unacceptable behaviour. (This is not viewed to be a full list.)

- ☐ Task avoidance.
- ☐ Not following instructions.
- ☐ Difficulty working with others.
- ☐ Leaving the classroom or school without permission.
- ☐ Disruption of teaching and learning.
- ☐ Swearing.
- ☐ Physical contact, e.g., pushing, shoving, hitting, kicking, fighting.
- ☐ Damage to property.
- ☐ Unpleasant comments, these may be written, verbal or gestures.
- ☐ Property taken without permission.
- ☐ Misuse of a digital device.
- ☐ Eating/ drinking at an inappropriate time or location.
- ☐ Causing emotional distress to others.

Stage 1

Low level behaviour issues.

Behaviour which is effectively managed within the classroom by the class teacher/ classroom assistant/ supervisor (VP/Principal may be informed)	Appropriate Consequences
<ul style="list-style-type: none">• Infringement of class rules/ playground rules• Task avoidance• Speaking out inappropriately• Not following instructions• Disruption of teaching and learning• Unsafe movement• Leaving school grounds without permission• Rough play• Minor bad language• Unkindness to other	<ul style="list-style-type: none">• Verbal warning• Verbal reprimand• Private chat with the child• Reminder of class rules, safety rules• Time out in another area/ classroom• Oral apology• Completing task in another area of the room or adjacent classroom• Replacing playtime with a learning/reflection opportunity• Withdrawal of a privilege

A variety/ range of appropriate consequences can be used should the low-level behaviour persist e.g.

First time – warning.

Second time – moved within class.

Third time – Play session replaced by learning/reflection time.

Fourth time – miss a privilege.

Fifth time – sent to a senior colleague, Vice Principal or Principal (Stage 2).

Children should be allowed to move down the stages as well as up.

Consideration should also be given to keeping children motivated and not feeling that ‘all is lost’. If children reach the full extent of these consequences, they may then move to the next stage.

Teachers should note that behaviour charts will often help to reduce increase positive behaviour if used consistently. Charts should be kept simple, focused on a limited number of issues, and be pitched to permit success- some children will need to be brought forward in small steps.

Stage 2

Senior colleague, Vice Principal or Principal (as appropriate).

More serious behaviour that is not easily managed within the classroom and requires a senior colleague, VP or Principal	Appropriate Consequences
<ul style="list-style-type: none">• Persistent of stage 1 behaviour over a period• Persistently telling lies• Being offensive to an adult/ member of staff• Physically hurting another child with intent• Deliberately vandalizing school or another child’s property• Fighting• Verbal abuse including racist/ sectarian remarks• Involvement in bullying type behaviour• Threatening behaviour• Causing emotional distress to others• Refusal to complete work in class or cooperate with class teacher/ classroom assistant/ lunchtime supervisor• Outbursts of negative behaviour/ emotional dysregulation in the classroom, etc.	Replacement of extra play sessions Removal to another classroom for a period Written apology A letter home explaining significant concerns Telephone call to parents Meeting with parents Weekly Behaviour Report Chart PLP/Behaviour observation chart

External support will be sought as appropriate (for instance if any underlying specific need may be an issue or presenting behaviours are cause for ongoing concern). This may include referral to the Educational Psychologist or to the Behaviour Support team.

Stage 3

Most serious behaviour, involving Principal, parents, child and possible external agencies	Appropriate Consequences
<ul style="list-style-type: none">• Persistent bad language• Repeated bullying type behaviour• Violence/causing deliberate injury• Aggression/violence towards members of staff• Deliberate leaving of school premises• Removal of school or another's property without consent• Misuse of a digital device	Principal informed immediately. In challenging/difficult situations child will be removed from the classroom into a supervised area (e.g. Principal's office) Emotional dysregulation Parent contacted Parent meeting PLP/Behaviour Report Card Use of Behaviour Support Materials Involvement of outside agencies e.g. SENCo, Behaviour Support Service, Social Services, Counselling service Risk assessment

Possible Suspension of Provision

The principal may decide a period of suspension is appropriate.

Following a consistent presentation of socially unacceptable behaviour, or where behaviour has a serious effect on staff or pupils, suspension of provision may be required, where a pupil is presenting a danger to self or others. The purpose of the suspension is to give a time for staff, in consultation with multi-agency partners, the pupil and parents/carers to draft or update safety plan/behaviour plan. This process ensures that the environment and reasonable adjustments are appropriately amended to facilitate inclusion. Staff are committed to ensuring that suspension of provision is avoided where possible and return to school is at the earliest opportunity.

Procedures for suspension will include written information to parents, EA and Chair of Governors. Parent(s) will meet with the principal prior to a return to class.

If behavioural issues continue or recur on a regular basis a PLP may be drawn up in consultation with the Special Needs Co-ordinator. Should these efforts fail to achieve a positive outcome, the child, after agreement with parents, will be referred external support teams for further advice. Where appropriate, support from the EA Behaviour Support Team will be sought.

The final consequence available to schools is recommended permanent exclusion after discussion with the Education Authority. A Consultation Meeting with Governors, Parents, Pupil, and EA representative will take place prior to a meeting of the full Board of Governors.

Special Educational Needs and Disability

Where children may have specific needs, we will be empathetic, inclusive and differentiated in our approach to help children succeed and learn positive behaviour. Help will be sought from support agencies such as the schools' psychology service, when appropriate. Teachers in Howard PS have received training in a wide range of Special Education Needs as well as medical conditions e.g., ADHD, ASD and challenging behaviours etc. We consider all children as individuals and endeavour to be fair, appropriate and balanced in our approach to managing behaviour.

In most cases, challenging behaviour will be dealt with using the processes already described. However, in some cases, different approaches will be necessary and personalised according to the individual needs of the child and/or their family circumstances.

Lunchtime Supervision

During the lunchtime break the Supervisory Assistants (assisted by Teaching Staff) are responsible for the supervision of children and the maintenance of positive behaviour. Lunchtime supervisors will support the children at play. Equipment will be provided, and supervisors will organise games etc for pupil enjoyment. Supervisory Assistants have the means to act, to address matters where socially unacceptable behaviour is displayed and/or experienced by:

- Verbal discussion in line with current procedures.
- Standing pupils in a position visible to the supervisor for a period to enable emotional regulation and reflection.
- Discussing matters with Teachers, Vice Principal or Principal.

Travelling to/from School

Children are in School Uniform and as representatives of the school are encouraged to behave in a respectful, kind manner always. The rules of road safety and of public transport must be obeyed in the context of personal safety. Class teachers advise and remind children of these positive behaviours.

Parents will be informed if reports suggest otherwise, and appropriate consequences outlined may be used if deemed necessary by the principal.

Rights and Responsibilities

All members of the Howard Primary School Community have rights, but they also have responsibilities. This section of the policy should act as guidance for each member as we strive to make Howard Primary School a happy, secure, and successful school.

RIGHTS	RESPONSIBILITIES
<p><u>Pupils</u></p> <ul style="list-style-type: none">• To have a voice in class through the School Council• To enjoy a safe, pleasant, well managed environment• To have problems taken seriously• To be dealt with fairly and consistently• To be happy• To have efforts and work valued• To be able to confide in staff• To make mistakes and learn from them• To experience a broad, balanced and suitably differentiated curriculum and have any special learning needs identified and met• To work and play within clearly defined and fairly administered codes of practice	<p><u>Pupils</u></p> <ul style="list-style-type: none">• To come to school on time• To work to their full potential• To behave appropriately in class/playground• To treat other children, adults and property with respect• To develop self-control and honesty• To complete homework• To listen attentively and seek help if needed• To listen to teachers, non-teaching staff and substitute teachers• To develop the skill of working independently• To seek help if they do not understand or are in difficulty

RIGHTS	RESPONSIBILITIES
<p><u>Staff</u></p> <ul style="list-style-type: none"> • To be respected by pupils, other staff and parents • To deliver the curriculum in a supportive, safe environment • To expect common courtesies and to be free from abuse from parents and pupils • To engage in socially acceptable communication with parents and pupils • To be consulted and informed on matters associated with the school • To have a safe, clean, healthy environment in which to work • To have support from Governors/management/EA/external bodies • To access suitable career structure and opportunities for professional development 	<p><u>Staff</u></p> <ul style="list-style-type: none"> • To behave in a professional manner • To deliver the NI Curriculum • To create a stimulating, positive learning environment • To develop children’s confidence and self-worth • To prepare and mark work • To listen to children and be responsive to their individual needs • To accept each child as an individual • To identify and provide solutions to any problems/learning needs the child may have incorporating SEN Code of Practice if required • To share with parents any concerns they have about their child’s progress or development • Expect high standards and acknowledge effort and achievement • Follow school’s guidelines for use of social media

RIGHTS	RESPONSIBILITIES
<p><u>Parents</u></p> <ul style="list-style-type: none"> • To be respected by staff and pupils • To expect common courtesies • To engage in socially acceptable communication with ALL school staff • To be consulted and informed on matters associated with the school and their child in particular • To be invited to attend School when appropriate • To be invited to support the school as a volunteer 	<p><u>Parents</u></p> <ul style="list-style-type: none"> • To behave in a respectful and responsible manner • To support their child in learning and positive behaviour • To support the school policies and procedures • To share any concerns with staff • To respect other families • To use social media responsibly

