

Positive Behaviour Policy

In Botanic Primary School we aim to create a calm and caring community where teachers teach and children learn.

Legislation and Guidance

Policy informed and guided 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 2017 ETI

ETI

Inspection and Self-Evaluation Framework 2017

Duties: Board of Governors

- Ensure that good behaviour and discipline policies are pursued at school;
- Make and keep under review a written statement of general principles about pupil behaviour and discipline;
- Consult with the principal and parents before making its statement of general principles;
- Consider guidance from DE, EA and CCMS (as appropriate)

- 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 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

Duties: Principal

- Determine measures (rules and enforcement) which the school 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 written statement of these measures and give a copy free of charge to parents.
 - Copy of the Positive Behaviour Policy is available on the Botanic PS website.

Consultation & Participation Process with:

All stake holders (parents, pupils, Governors, teaching staff and non-teaching staff) have been consulted in the forming of the Positive Behavior Policy.

Rationale/Guiding Principles

- This policy should draw together all aspects of pupil welfare, i.e. pastoral care, child protection, pupil behaviour, health and well-being, safety and security
- The policy should create and maintain an ethos which promotes aspiration, achievement and restoration

In Botanic Primary School, we believe that good behaviour keeps pupils safe, reduces stress for teachers and contributes to a welcoming and caring environment in which pupils can develop as people and both pupils and teachers can do their best work.

Promotion of Positive Behaviour

This policy should create a climate that will:

- Promote learning for all pupils
- Make it easier for teachers to teach effectively
- Enhance the pupils' self-esteem and foster self-respect and respect for others
- Encourage independence by accepting the need for self-discipline, self-control and taking responsibility for their own behaviour

- Develop the pupils' interpersonal skills and their ability to work with co-operatively with others to resolve problems and potential conflict
- Have the endorsement and active support of parents
- Result in a safe, calm, hard working environment
- Have a consistent approach to behaviour with parental co-operation and involvement.
- To nurture a happy and supportive school community.

Safeguarding

The taught curriculum: PDMU, the use of “keeping safe messages” and the “preventative curriculum”, i.e. the proactive promotion of positive emotional health and wellbeing of pupils within and across the broader school community. This is achieved through the promotion of social skills such as confidence, self-reliance, resilience and interpersonal skills and in offering early intervention when pupils are experiencing certain difficulties.

Guidance & Support Removing barriers to learning

Close working links need to be maintained between the Positive Behaviour Policy and the SEN Policy to ensure that early intervention takes place when a pupil's behaviour is acting as a barrier to the learning.

School staff work closely together and when external support is needed, with appropriate outside agencies to support the care and welfare of pupils.

Using the stages of the SEN Code of Practice, individual needs are identified and met, through interventions such as:

- IEP's (PLP)
- Risk Reduction Action Plan, RRAP
- Post-incident de-briefing and use of restorative practices

School Ethos and Mission Statement

Pastoral Care in Botanic Primary School is a priority. It is acknowledged as playing a crucial role in the development of the ethos of the school. This ethos reflects the values outlined in our mission statement with emphasis on the development of each child to his or her full potential. The Pastoral Care Policy supports the school in promoting a caring, supportive environment in which staff and pupils can work in an atmosphere of mutual respect. It is this respect - at all levels that permeates our school and makes it truly special. All members of the school community are required to acknowledge and promote respect.

Ethos

At Botanic Primary we aim to provide a positive, supportive and stimulating environment for all our children.

We aim to provide an environment where children are:

- **Encouraged**
- **Seen**
- **Valued**

Children are encouraged

We wholeheartedly encourage children to take pride and put forth their best efforts in everything they do. We believe that when students strive to do their best, they not only achieve success, but also contribute positively to our school community and their wider community in the long term.

Children are seen

We see the children for their strengths, personal qualities and individuality. We notice and celebrate their achievements, not only with learning but also with personal growth (no matter how small something may seem). Every child's accomplishments matter - we ensure that our recognition is diverse and inclusive. By recognising both academic and personal achievements, we inspire our students to reach their full potential and become well-rounded individuals

Children are valued

Botanic PS can be described as 'naturally integrated' with our school community representing a range of cultural and ethnic backgrounds. We foster a welcoming ethos where everyone is valued. Mutual respect is paramount at all levels of our school community. Botanic Primary is a 'Controlled School.'

Mission Statement

With our school ethos at heart, it is our aim at Botanic Primary that our children:

- **Delight in effort**
- **Delight in achievement**
- **Delight in respect**

School Rules

At Botanic Primary School all are expected to follow 3 rules.

We show:

- Effort
- Achievement
- Respect

These rules are informed directly from our school mission statement and are easy for the children/ recall. They are embedded throughout our school at every level; including within classrooms, in the corridors, the playground, dinner hall, at home when responding to homework tasks, when visitors visit and when we are on school trips. The children are aware of our school rules with visual reminders prominently displayed.

Rewards promoting positive behaviour

“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 clearly specified.”

Pastoral Care in Schools: PROMOTING POSITIVE BEHAVIOUR, DE, 2001 pg. 30 - 33

Teach the behaviours that you want to see.

There should be a hierarchy of rewards and sanctions that take frequency of behaviour into account.

The pupil voice is acknowledged in identifying motivating rewards and sanctions. Rewards and positive reinforcement should be fully understood by all staff (teaching and Non-Teaching), pupils and parents.

Rewards:

- All rewards should provide enough incentive for the behaviour to be repeated
- There should be a range of rewards, e.g. individual and whole class, intrinsic and extrinsic motivators
- Non-verbal rewards might include e.g. smiling, nodding, thumbs up sign
- Verbal rewards might include, e.g. overt or unobtrusive acknowledgements (depending on the circumstances and age of pupil), written comments in books, stickers, house points etc.

Teachers will have their own class level reward and classroom management systems in place. This is important and encouraged as the class teacher is best placed to know which incentives work within an age group and what the children respond well to. We also feel if the same class level reward system was in place school wide it would lose its effectiveness as the children progress up through the school. Classroom level reward systems include:

- Dojo points
- Star charts
- Pupil reward cards
- Table points

with each teacher bringing their own personality, creativity and building their own positive relationships with their pupils

Botanic Primary School also uses a variety of other school level rewards and incentives, These include:

- Friday assembly pupil certificates
- Munce Medal Winners' Party
- Attendance Trips
- Positive notes home
- Pupils given a position of responsibility such as a Prefect or a Digital Leader.

To name a few.

We will also respond to current issues and priorities with new incentives and initiatives throughout the school year, for example a weekly prize for the class that, for example has been "the best at being on time all week."

Positive Behaviour Management

We in Botanic PS believe that positive feedback about behaviour is the most effective strategy for managing and changing behaviour.

To promote positive behaviour we:

- Use frequent positive feedback.
- Use motivation and incentives
- Are good role models.
- Are fair, flexible and consistent.

- Foster good relationships in the whole school community.
- Create a supportive learning environment.
- Listen to pupils.
- Work with parents.
- Use tangible rewards (as appropriate in each year group.)

Managing Inappropriate Behaviour

Our school ethos and hence our Behaviour Policy focuses on promoting and celebrating good behaviour, whilst preventing incidents of unacceptable behaviour. We know however, that sometimes things go wrong and children may break our school rules or be involved in unacceptable behaviours from time to time.

We believe the inappropriate behaviour should be dealt with fairly and consistently, by a range of appropriate strategies and consequences, related to the behaviour. These involve the teaching of appropriate behaviour.

NB. At Botanic Primary School we recognise that some children have special educational needs that have behavioural implications. 'Risk Assessments' are in place for this small minority of pupils and positive behaviour strategies / implications will be on occasion flexibly applied by the teacher in consultation with the Special Educational Needs Coordinator.

WHEN THERE IS A CONCERN ABOUT A PUPIL'S BEHAVIOUR, whether a one off incident, or consistent low level behaviours the following steps may be taken at class level:

- Positive correction
- Classroom management system application
- Behaviour recorded by teacher
- Loss of privileges. (This includes loss of part of 'break' or the 'play' period of lunch time. Another example would be loss of 'Golden Time.' This is at the discretion of the class teacher and will be appropriate to the age of the pupil)
- Parent informed at pick-up, or via a phonecall/ SeeSaw message

If the incident remains unresolved, or the pupil continues to display unacceptable behaviours it will be referred to SLT:

- Pupil is referred to senior leader first then principal - usually Mrs Harper for Nursery to Primary 4 and Mr Douglas for Primary 5-7, however this is flexible depending on situation and availability.
- The pupil may be sent directly to the school principal.
- Detention may be issued(used only by members of the Senior Leadership Team. Child detained in school for a period of 30 or 45 minutes. Parents have the right to be informed of this but their permission is not required.)
- Parents informed by phone or letter and invited to discuss concerns.
- A record of behaviour on SIMS
- On rare occasions the principal may feel the need to suspend or (extremely rarely) expel a pupil – this decision would only be taken by the principal and would be done in accordance of DENI guidance (See below)

In a few cases it may be necessary to refer to an outside support agency such as Behaviour Support Team or Educational Psychologist.

Sanctions -Unacceptable behaviour

“Sanctions...provide pupils with the security of clearly defined boundaries and, in doing so, they encourage appropriate and acceptable behaviour. It is important to ensure that pupils are fully aware of the conditions which will lead, in all likelihood, to the imposition of sanctions.

Pastoral Care in Schools: PROMOTING POSITIVE BEHAVIOUR, DE, 2001 pg. 31

Sanctions:

- Sanctions are not seen as punishments, instead they focus upon achieving behavioural change. A restorative approach will be taken. They will take into account the vital importance of maintaining good relationships.
- Sanctions should take account, as necessary, of the age and degree of maturity of the pupil and any special educational needs they may have, home background and any other relevant circumstances.
- Sanctions should be applied as soon as possible, in a calm, measured manner.
- They should be proportionate and separate the behaviour from the child and avoid escalating the situation
- 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 or involve physical force
- Sanctions may include: a withdrawal of privileges, restriction of access to extra-curricular facilities or activities for a period of time, completion of work, ‘put things right’, detention, referral to a senior member of staff, in extreme cases, suspension

With Reflection and Repair being paramount in any consequences or sanctions we aim to ensure:

- Children are encouraged to reflect on the incident in an age appropriate manner. This may be through conversation, a social story, visual aids or a write-up of the situation (see appendix)
- Children are given the opportunity to fix or repair their actions. This may mean physically and practically fixing things (for example tidying the mess they made or replacing a broken pencil). It also refers to emotionally repairing of relationships with peers and staff, for example in the form of an apology. (note that a child would never be forced to apologise – it would need to come from them as part of their reflection and if they do not feel they should apologise then more reflection is needed). An apology made to a staff member will normally be accepted.
- All staff working with the children are aware that all behaviour is communication and that every day is a fresh start for the child (whilst bearing in mind that records are kept and consistent low level behaviours and disruption remain cause for concern)

In a few cases it may be necessary to refer to an outside support agency such as Behaviour Support Team or Educational Psychologist.

If inappropriate behaviour continues this will be looked upon very seriously and further action will be taken by the Principal. This may lead to the child being excluded from school for a number of

days (suspension) as decided by the Principal. This action will be taken if it is felt that the pupil is a serious risk to his / herself or others, and there would appear to be no other effective alternative. This action will be in accordance with DENI guidance. Return to school will be negotiated with support if necessary. Parents will always be consulted.

Botanic Primary School operate their 'suspensions' policy exactly as specified in the guidance provided through the Education Authority (in line with DENI guidelines and statutory guidance).

Further details are available from the Principal. It should be noted that the initial suspension will not be for a period exceeding 5 days.

Parents and guardians should be aware that, in line with GDPR legislation/ EA policy school will not provide any information to parents/ carers regarding any child other than their own.

Rights and responsibilities

- Pupils
- Teacher
- Parents/ Carers

Every member of the school community has a right to:

- Be valued as members of the school community
- 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
- Have a voice and be responded to
- Reasonable access to the school, and to have their enquiries and concerns dealt with sympathetically and efficiently
- Be in a pleasant, well managed and safe environment (emotionally and physically)

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

Teachers have a right to:

- 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 co-operatively 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's policies 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
- Support the school's policies and procedures
- Support their child's learning
- Act as positive role models for their child in their relationship with the school

Links to other policies

Including:

- SEN Policy
- Attendance Policy
- Safe Handling Policy
- E-safety Policy
- Safeguarding and Child Protection Policy
- Anti-bullying Policy

Continuing Professional Development (CPD)

Internal arrangements will be made for good practice to be identified and shared among staff. Botanic Primary School will identify training needs (e.g. through PRSD) and ensure that these are communicated, for example to EA Services, CSSC, etc. Opportunities for CPD should be identified through the EA Regional Training Calendar or through consultation with other external providers, e.g. RISE. The necessary resources in terms of time, expertise and materials need to be made available.

Policy review procedures

Botanic Primary School aspire to the ETI and DE recommendation that child protection/safeguarding requirements should be reviewed using the ETI Safeguarding Proforma, “at least annually on a rolling basis”, using for example the ‘RAG’ Process; Red (work overdue), Amber (work underway) or Green (work up-to-date).

This Positive Behaviour Policy will be used in conjunction with Botanic Primary School’s Anti-Bullying Policy when the Head of Pastoral Care presents her Annual Report to the Board of Governors at the end of each year.

Botanic Primary School’s SLT will monitor and evaluate the school’s approach to: Promoting the health and well-being, child protection, attendance, good behaviour and discipline of pupils.

Regular consultation should be used as a means of informing and updating policy.

The Positive Behaviour Policy will be reviewed at intervals of no more than 3 years.

- from time to time additional policy amendments will be made as a result of the feedback generated from the baselining audits/debriefing processes, and when changes to legislation occur
- amendments may be made in response to: issues arising from a current situation; from data generated to identify existing behavioural patterns and trends

Appendix- EA Behaviour Support Team

RULE IMPLEMENTATION

Rule 1 WE SHOW EFFORT

COMMUNICATE / ORGANISE	MOTIVATE / MAINTAIN	CORRECT
<ul style="list-style-type: none"> • Visual display. • Assembly focus. • Rule reminder. • Expectations and instructions clear. • High Expectations • Teach individual skills. • Differentiation of tasks / required responses within the classroom. 	<ul style="list-style-type: none"> • Positive feedback. • Noticing and praising effort as well success • Display work. • Rule reminder. • Non-verbal cues. • Tangible rewards. • Communicate with parents. • Send to principal. • Rule reminder. • Friday certificates 	<ul style="list-style-type: none"> • Positive correction and encouragement. • Rule reminder. • Casual questions • Physical proximity. • Proximal praise. • When / then. (When youthen I will ...) • Direction / redirection. • Where / what? • Broken record. • Tactically ignore. • Choices. • Partial agreement. • Take-up time. (Allowing a short period of time in which to comply as judged appropriate by the teacher.) • Warning followed by consequence e.g. move seat.

Rule 2 WE SHOW ACHIEVEMENT

COMMUNICATE / ORGANISE	MOTIVATE / MAINTAIN	CORRECT
<ul style="list-style-type: none"> • Visual display. • Assembly focus. • Rule reminder. • Teach feeling of pride • Expectations and instructions clear. • High Expectations • Teach individual skills. • Differentiation of tasks / required responses within the classroom. 	<ul style="list-style-type: none"> • Positive feedback. • Valuing all achievements • Opportunities for all to succeed • Display work. • Rule reminder. • Non-verbal cues. • Tangible rewards. • Communicate with parents. • Send to principal. • Rule reminder. 	<ul style="list-style-type: none"> • Positive correction and encouragement. • Rule reminder. • Casual questions • Physical proximity. • Proximal praise. • When / then. (When youthen I will ...) • Direction / redirection. • Where / what? • Broken record. • Tactically ignore. • Choices. • Partial agreement. • Take-up time. (Allowing a short period of time in which to comply as judged appropriate by the teacher.) • Warning followed by consequence e.g. move seat.

Rule 3 WE SHOW RESPECT

COMMUNICATE / ORGANISE	MOTIVATE / MAINTAIN	CORRECT
<ul style="list-style-type: none"> • Visual display. • Assembly focus. • Roots of Empathy programme • Personal Development and Mutual Understanding - Circle Time Role Play Social Skills • Model the behaviour e.g. manners. • Tidy, organised classrooms, litter bins in playground. • Giving responsibility eg area of school, classroom responsibility. • Expectations clear. 	<ul style="list-style-type: none"> • Positive feedback. • Giving responsibility. • Picking out good example /proximal praise. • Rule reminder. • Consistent expectations for behaviour. • Well organised, tidy and looked after school. 	<ul style="list-style-type: none"> • Positive correction. • Rule reminder. • Reflection sheet. • Private reprimand. • Labelling behaviour not child. • Reparation/fixing it e.g. doing something for a person he/she has hurt, apology etc. • Consequence - for serious behaviours e.g. sent to a senior member of staff.

BEHAVIOUR STRATEGIES

(Strategies should be carried out with positive expectation - say it as if they are already doing it.)
Strategies should range from the **least** intrusive to the **most** intrusive.

CATCH THEM BEING GOOD – notice good behaviour, describe it, tell the pupil why it is good, and encourage them to repeat it.

NON-VERBAL CUES - hands up, finger on lips.

CASUAL QUESTIONS - got your pencil, John? Know what to do?

DIRECTION – tell them what to do, say “thank – you” in advance, walk off.

RE-DIRECTION – repeat direction without being side-tracked. Use thanks and take-up time – don’t stand over them in a confrontational way.

TACTICALLY IGNORE – ignore secondary behaviour, minor interruptions.

PHYSICAL PROXIMITY – move closer to disruptive pupil.

PROXIMAL PRAISE – praise to children complying, a private message to those not complying.

DISTRACTION / DIVERSION – ask question, give task to disruptive pupil.

WHEN / THEN and FIRST / THEN – first we do this, then we do that – avoids “no”.

RULE REMINDER – refer to rule, use thank you **and take-up time**.

HAND UP RULE – “I’m looking for a quiet hand.”

WHERE / WHAT? – where should you be? (in my seat) what should you be doing? (my work)

CHOICES – in your bag or on my desk, do it now or later, put on your coat yourself or with help, remind of consequences. Give take-up time.

BROKEN RECORD – calmly repeat request or rule or consequence, to avoid confrontation or being drawn into argument. Stay neutral.

PARTIAL AGREEMENT – that may be so, but I need you to do this

PRIVATE REPRIMAND – a quiet word rather than a public confrontation.

REPAIR AND REBUILD – As soon as possible after a reprimand, find an opportunity to say something positive about the pupil – catch them being good

POSITIVE CORRECTION

Correction should be phrased so that you are telling the pupil what to do, rather than telling them what not to do. Try to re-phrase these comments to give a positive direction.

NEGATIVE CORRECTION	POSITIVE CORRECTION
Stop fidgeting	Let me see good sitting
Stop running	Walk
Don't make a mess with the paint	Keep the brush in the pot etc
Don't push	Hands by your side / leave a space
Stop shouting out	Let me see a quiet hand / quiet voices please
Don't throw sand on the floor	Keep the sand in the tray
Stop hitting	Hands down / gentle hands
Stop wasting time	Time for work. How far have you got to?

Appendix 1

Time for Reflection

Name:

Class:

Date:

Explain what happened in your own words

How did you feel?

How do the other people involved feel?

What could you have done differently?

What do you need to do now?

Notification of Pupil Suspension to Education Authority

(Please read the Notes for Guidance before completing this form)

1. **School Details**
 Name Reference No

2. **Pupil Details**
 Name Year Group (See Note 1)
 Unique Pupil Number Gender. Male Female
 Date of Birth
 Home Postcode
 Ethnicity (See Note 2)
 SEN Yes No
 If Yes state stage (See Note 3)
 Child Looked After Yes No (See Note 4)
 Disability Yes No (See Note 5)

3. **Suspension Details**
 New or Continuation Date Started Length Days

4. **Previous Suspensions** (See Note 6)
If there have been previous instances of suspension for this pupil, the school should consider any issues that may be affecting the behaviour of the pupil and put in place any support necessary (see Note 12)

5. **Reason for Suspension – Tick one box only** (see Note 7)

	Exclusion Code	
• Substance abuse: possessing, using or dealing in illegal drugs or solvents on school premises	ABSE	<input type="checkbox"/>
• Alcohol abuse: possessing, drinking or selling alcohol on school premises	ABAL	<input type="checkbox"/>
• Bullying of pupil: (see Note 8) all forms whether physical, verbal, threats or other	BLPU	<input type="checkbox"/>
• Verbal abuse of pupil: (See Note 9) of a personal nature including swearing, threatening behaviour and sexually explicit language	VLPV	<input type="checkbox"/>
• Physical attack on pupil: (See Note 9) with or without a weapon	PHPU	<input type="checkbox"/>
• Disruptive behaviour in class: persistent or one-off incidents which occupy teacher time and/or distract other pupils	DRPT	<input type="checkbox"/>
• Persistent infringements of school rules: smoking, non co-operation with sanctions etc., (this should be significant infringement to warrant a formal suspension - (see Note 10)	INFG	<input type="checkbox"/>
• Significant damage to or misuse of property: belonging to School staff or other pupils in or outside school (see Note 11)	PRTY	<input type="checkbox"/>
• Stealing: from school, pupils, staff in school or outside school while in uniform	STLG	<input type="checkbox"/>
• Verbal abuse of staff: of a personal nature including swearing, threatening behaviour and sexually explicit language	VLSF	<input type="checkbox"/>
• Physical attack on staff: with or without a weapon	PHSF	<input type="checkbox"/>

6. **Additional Explanatory Information (if any)** (See note 12)

7. **Authorisation** (See Note 13)
 Signed
 Date
 Print Name Position in School