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Saint Patrick’s P.S. Dungannon 15 Killyman Road

Positive Behaviour Policy

Ratified by the Board of Governors

of Saint Patrick’s Primary School Dungannon

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signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chairperson: Mr Brian McAllister

**St Patrick’s Primary School Dungannon**

**Positive Behaviour Policy**

Our Positive Behaviour Policy has been devised in conjunction with the Governors, the Teaching and Non-teaching staff, Pupils and Parents. This policy is part of the school’s overall Pastoral Care Policy and has links with other policies such as Child Protection, Anti-bullying and Special Educational Needs. This policy provides the framework for the creation of a happy, secure environment in which children can learn and develop as caring and responsible individuals. The policy is written for the benefit of the whole school community to help facilitate a positive whole school approach to behaviour management at St Patrick’s Primary school.

***Legislation & Guidance***

St Patrick’s Primary School Positive Behaviour Policy is informed and guided by the following legislation

* Health & 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 & 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 (NI) 2016
* Addressing Bullying in Schools Act (NI) 2016

and the following DE Guidance

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

***Duties of the Governors***

The Board of Governors of St Patrick’s Primary School have a legal responsibility for our Positive Behaviour Policy, and it is their duty to ensure that good behaviour and discipline is being implemented, that it is positive in nature and reflects the school’s ethos. They keep under review a written statement of general principles about pupil behaviour and discipline and will consider all relevant guidance from DE, EA and CCMS. The Governors set out what aspects of discipline / behaviour are the principal’s responsibility on a day to day basis and they ensure that the school follows the CCMS Management Scheme for the suspension and expulsion of pupils in accordance with the legal requirements. The Governors of St Patrick’s Primary School are also responsible for Safeguarding and promoting the Welfare of all pupils and the prevention of Bullying.

***Statement of General Principles***

The Governors of St Patrick’s Primary school believe that:-

* The core values are the basis upon which we promote and encourage positive behaviour from all members of the school community.
* All staff and pupils have the right to work and/or learn within a safe and secure environment, therefore bullying behaviour of any kind to any member of our school community is completely unacceptable and will have serious consequences.
* All staff and pupils have the right to high quality teaching and learning which is part of a lifelong process. We will strive to ensure that standards of behaviour are such that this can be achieved.
* All members of the school community should endeavour to be considerate towards the learning needs of each individual and supportive of the school as a progressive learning community.
* All members of the school community will have the opportunity to have their views listened to and responded to.
* All members of the school community should endeavour to understand and accept the principles upon which the Behaviour Policy is built and should strive to demonstrate commitment and adherence to all school policies.
* The ideas and principles of the policy are open to regular review in order to stay relevant and in keeping with the changing demands of the school environment.
* All school staff should aim to model positive behaviour and promote it through the active development of pupils’ social and emotional behaviour skills.
* Everyone within the St Patrick’s Primary school Community should endeavour to be positive ambassadors for the school on, for example, school trips, sports events and journeys to and from school.

 ***Duties of the Principal***

The Principal has a key role in determining the measures (rules and enforcement) which the school takes 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 among pupils

The principal will act in accordance with the Board of Governors Statement of General Principles and all guidance issued by them and make available a copy of the Positive Behaviour policy from the school office or on the school website. The principal will ensure that the rules of the school are administered fairly and consistently to all pupils and will support the staff where appropriate and furnish the governors with a report on discipline within the school or on the behaviour of an individual where necessary.

***Area Learning Community Arrangements***

In St Patrick’s Primary school it is the responsibility of both the Board of Governors and the principal to ensure that policies are pursued to promote good behaviour and discipline among registered pupils and that it is extended to cover all pupils attending the school whether registered or not ie (Shared Education Programme and other school sporting events) and that any misdemeanours will be reported to the principal of the school which the pupil is registered with to enable it them decide on the appropriate action to be taken.

***Consultation & Participation Process***

The Board of Governors, members of the teaching staff and non-teaching staff, pupils and parents were fully consulted when devising this Positive Behaviour Policy. Staff Development days utilising the Development of a Positive Behaviour Policy EA training resources were used as part of the consultation process with both the teaching and non-teaching staff initially, follow up meetings with teachers from each year band were held and the pupils were consulted at individual class level / school council meetings for their input.  Questionnaires were also issued to the Governors and pupils and parents as part of the consultation process.

***Mission Statement***

In St Patrick’s Primary school, we promote Diversity, Inclusion and Equality for everyone given our school context. We aim to provide a working caring, happy environment in which the potential of every child can be realised. We wish to promote in all our pupils such values as will make them caring responsible citizens. We believe in the dignity and worth of each individual and in the development of the whole person.

We believe that pupils in our school have a right to learn free from intimidation and fear. And we will not tolerate bullying behaviour. Any child who has been bullied will be listened to sympathetically and all reported incidents will be taken seriously and investigated thoroughly. All members of the school staff share these values and work to ensure a pupil centred approach in which caring is a shared responsibility of all staff. These values underpin and shape all our school policies.

***Rationale/Guiding Principles***

In St Patrick’s Primary school**,** *w*e believe that positive behaviour is an essential condition for effective learning and teaching. We also believe that pupils and staff have the right to learn and teach in an environment which is safe, friendly, peaceful and fair. The school community has defined a very clear set of non-negotiable standards of personal behaviour, which are based on respect for each individual in our community and their individual needs. Our community places self-discipline and a real sense of justice at the core in our determination to provide opportunities where each individual can flourish and develop in safety. Positive behaviour must be carefully developed and supported. Appropriate high self- esteem promotes good behaviour, effective learning and positive relationships. Put simply, we believe pupils learn best when they feel safe and happy in school. The best results in terms of promoting positive behaviour arise from emphasising potential, rewardingsuccess and giving praise for effort and achievement. We also know it is important to strike a balancebetween recognising positive behaviour and having appropriate consequences which are seen by all to befair and just and applied consistently when standards are not maintained. Through the example which adults who care for them in school and through well-developed planned and stimulating learning opportunities, we believe that children can accept learning challenges and develop self-discipline. It is the responsibility of parents and carers to work with the school in helping to foster positive attitudes and behaviour.

We believe that good behaviour means that everyone in school is;

* Careful, kind and nurturing
* Polite and friendly
* Helpful to each other
* Hardworking and conscientious
* Respectful and tolerant

This policy exists to provide a framework for supporting the aims of St Patrick’s Primary School and ensuring the happiness and learning of every individual in our community. It will do this through;

* Encouraging a calm, purposeful and happy atmosphere within school.
* Helping our children develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property and differences of others.
* Encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
* A consistent approach to behaviour throughout the school with parental cooperation and
involvement.
* Helping our children develop appropriate self-esteem.
* Encouraging our pupils to co-operate with one another and with the adults in school.
* Help create a positive, stimulating learning environment where positive attitudes and behaviour are encouraged and rewarded.
* Help working alongside parents to encourage our children to develop socially, academically, orally
and spiritually in preparation for a positive role in society.
* Ensure that everyone is clear about their role when managing a pupil’s behaviour.
* Make the children aware of unacceptable behaviour.
* Allow all children equal opportunities to learn.
* Allow all adults in school equal opportunities to fulfil their role.
* Reward and encourage positive behaviour.
* Use sanctions where appropriate in accordance with this policy.
* To develop skills necessary to resolve conflict and differences of opinion with sensitivity.

These aims support our existing school aims͙.

* to develop each child spiritually, morally, intellectually, emotionally and physically within the Catholic ethos so that our children may realise their full potential and have an appreciation of their self -worth
* to uphold the rights of the children in our care
* to help children develop an understanding of and pride in their own culture and traditions and to foster tolerance for all sections of the community by promoting respect and understanding for other’s traditions and belief’s
* to involve parents as active participants and partners in the education of their children
* to ensure all members of staff are aware of all the signs of abuse
* to ensure that all staff can identify children in need
* to help pupils acquire knowledge and understanding, fulfil their potential and develop a love for to help pupils acquire knowledge and understanding, fulfil their potential and develop a love for learning by providing a wide variety of learning opportunities and activities and delivering a balanced and relevant curriculum
* to enable our pupils to develop creative, practical, sporting, technological and decision making skills to become competent and independent contributors to society prepared for life and work.

***Promotion of Positive Behaviour and Safeguarding***

We support positive behaviour and a positive environment through;

* A consistent approach by the whole school community.
* Monitoring pupil attendance and taking swift action where necessary.
* Constructive whole school planning for PDMU, circle-time.
* Whole school nurturing approaches adopted and nurture provision
* Providing calm areas and strategies to reduce anxiety e.g. breathing exercises, sensory breaks, Lego therapy
* Developing the voice of the child, through for example the School, Class and Eco Councils, setting targets
* Appreciating and following the agreed Code of Conduct
* Encouraging our children to see themselves as part of a whole school community and recognising their responsibility within this.
* Developing the skills of co-operation and discussion.
* Encouraging everyone to take pride in the school environment.
* Having a positive and consistent approach to playtimes and lunchtimes.
* Creating a stimulating classroom environment.
* Providing a clear and positive learning experiences fairly and consistently.
* Offering a broad and balanced curriculum that is well planned, prepared and stimulating.
* Ensuring that the curriculum issues concerning organization, methods of teaching and learning,
* content and differentiation are addressed.
* Use of rewards and other incentives and motivational tools.
* Playground Pals
* P7 Buddies
* Digital Leaders
* Prefects
* Pupil Involvement in events e.g. Open morning, greeting at door, taking assembly
* Parental Involvement
* Community links

We believe it is vital that positive behaviour is rewarded through sets of rules, both in the classroom and around the school, and a reward system that is transparent to the pupils is seen and applied consistently and fairly.

***Classroom Management and Curricular Provision***

1. The maintenance of positive behaviour within the school is the responsibility of all the staff. Individual staff have particular responsibilities e.g. within their own classroom or when on duty supervising
corridors, cloakrooms and play areas.
2. Staff endeavour to model desirable behaviour and attitudes and avoid negative cycles of behaviour.
3. Every opportunity is taken to support self-discipline, whereby children are personally involved and accept responsibility for their own actions and behaviours.
4. Teaching methods, lesson content and other curriculum linked activities encourage active participation
and support the school aims to develop the skills, knowledge and understanding which will enable the
children to work and play in co-operation with others.
5. Pupils have age appropriate responsibilities assigned to them to with peers and staff to create a
collaborative ethos and promote well-being and shared stewardship of the school.
6. Praise is used to encourage good behaviour as well as good work and constructive criticism should be a
private matter between teacher/assistant and child where possible.
7. Classroom assistant/teachers may (under guidance) discretely relay specific guidance on the
8. management of a particular pupil to other key personnel in school to support that pupil’s needs
9. All staff and pupils are familiar with our school aims and our Code of Conduct.

***Guidance & Support***

In St Patrick’s Primary school we work closely with a number of outside agencies to support the care and welfare of pupils. We work with staff from the Education Authority’s Behavioural Support team on individual cases, we also work closely with staff from Tamnamore Learning Centre (EOTAS) in relation to children placed there for specialist intervention. We also work with staff from the Autism Advisory Intervention Service and implement specific individual/ whole class programmes and we liaise regularly with the Child Protection Support Services (CPSS) at the Education Authority for advice and support in relation to safeguarding matters. The school also works with RISENI staff and we implement individual/whole class behavioural programmes from the Nursery classes to Primary four. The school has also formed links with Barnardos and REACH Mentoring and we currently offer in school counselling to P6 and P7 pupils.

***Removing Barriers to Learning***

In St Patrick’s Primary school, we realise that it is our duty to ensure that each child is supported and makes the necessary progress. Following the guidance in our SEN policy all staff will identify individual pupils needs as early as possible and make provision to meet the individual needs of all children in their classes. This is achieved through individual target setting and close monitoring and review. The staff will investigate any behavioural incidents and will instigate robust post de-briefing processes and restorative procedures with all pupils involved and will maintain comprehensive records of all incidents.

***School Rules / Class Rules***

In St Patrick’s Primary school, we believe that school rules and class rules should be kept to a minimum and that all rules should be capable of being enforced fairly and consistently. The rules which are highlighted below have been devised following consultation with both the staff and the pupils and we believe that they are positive, they reflect our key principles and that they are easily monitored. We also have devised a pupil Code of Conduct which is as follows:

For a safe and happy school, we are expected to

* Arrive at school on time;
* Wear our school uniform;
* Show respect to everyone in school;
* Be truthful, well-mannered and kind;
* Take pride in our school building;
* Look after our belongings;
* Move sensibly around school
* Keep our school litter free;
* Act responsibly and set a good example to others
* Exercise self-control
* Take responsibility for our actions in school, on trips and online; and
* Exercise self-control

The Code of Conduct will be displayed prominently around the school. The School Council has been consulted when drawing up this Code

***General School Rules***

Be Respectful

* We will be kind and helpful
* We will listen carefully to everyone
* We will be honest
* We will show respect to everyone in our school community

 Be Ready

* We will be ready to learn
* We will be ready to listen

Be Responsible

* We will give our best in everything
* We will be good role models to others in school, on trips and online
* We will try to build a happy school
* We will take care of our school
* We will be proud of our school

***OTHER RULES***

Classroom - Teachers supported by the classroom assistants will develop this code within their classrooms at a level appropriate to the age and needs of their pupils.

Dining Hall/ Lunch Room - The children and school council devised rules to encourage a calm and positive atmosphere in the dining hall

* We will say our prayer respectfully
* We will eat our food politely
* We won’t waste food
* We will say please and thank you
* We will respect the staff on duty
* We will use our inside voice
* We will move around sensibly (when we are lining up and going for dinner)

Playground Rules - The children and school council devised rules for positive behaviour in the playgrounds.

* We will care for and share the play equipment
* We will let everyone join in
* We will line up quickly and quietly, ready to listen
* We will take care of each other and play safely
* We will say sorry if we hurt or upset someone

***Rewards & Promoting Positive Behaviour***

In St Patrick’s Primary School we not only promote and teach positive behaviour and attitudes with our children, we also greatly value and reward them. The emphasis of this policy is on the positive and consistent reward of positive behaviour and attitudes. As already stated we believe our pupils learn best when they are happy in school. All members of staff will recognise and celebrate positive behaviour and attitudes at all times around the school through informal praise. Wherever appropriate, children’s best efforts will be celebrated through display and performance.

* Each teacher will have their own system of class rewards.
* Rewards may include the following:
* Verbal praise, positive affirmation and smiling at children
* Verbal or written praise to parents about their child
* A simple word of thanks
* Sticker, badges or stamps
* Star of the Week
* Star of the Day
* Class of the week
* Certificates
* Written comments in books
* Sending the child to another teacher, Vice Principal or Principal for praise
* Star/ Reward Charts
* Individual or Table Points
* Special Assemblies - Special Mention, rewards for being a good friend, curriculum area, values,

Points are awarded to individuals, groups or tables and accumulate throughout the week in class, playground, lunch room, dining hall for:

* being careful and kind
* being polite and friendly
* being helpful
* being hardworking and trying our best
* being respectful and tolerant
* demonstrating good manners
* quality presentation of work
* good listening
* following instructions first time
* managing distractions
* completing homework
* looking after possessions
* lining up
* following class rules and routines
* name on work
* demonstrating patience
* being a good role model, displaying school values and following rules

Rewards may vary from year to year depending on needs and interests of class. When this policy is updated annually any new reward systems will be reflected.

**Star of the Week**

Every week each teacher will choose a pupil to be the class’s Star of the Week. This award will be given right through all classes from P1-7.

The weekly areas take into account:

* Classwork
* Behaviour
* Endeavour

The class teacher will choose a pupil, who in their opinion has made a significant contribution in the areas mentioned. The awardees will be presented with a certificate and their photograph will be on display.

**Class of the Week**

A trophy is awarded to the class that has accumulated the most points that week. Points are awarded at break and lunchtimes for following rules, showing great behaviour, being kind and helpful to others, being respectful etc. The trophy is awarded in our special assembly.

**Attendance Rewards**

Monthly attendance certificates are awarded to class with best overall attendance. Certificates are also awarded at the end of the school year for 100% attendance. Pastoral Care Leader will monitor attendance and liaise with EWO

**Principal’s Award**

An award is presented monthly to positive role models in all areas of school life.

**Supervisor Stars**

Supervisors award weekly certificates to pupils displaying positive behaviour in the playground/ dining hall.

**Hierarchy of Rewards**

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| **Behaviour Displayed****(In no particular order)*** Saying ‘Please’ and ‘Thank You’
* Being a good sport.
* Treat others as you would like to be treated yourself.
* Opening doors for people.
* Keeping the school tidy by putting litter in bins; keeping classrooms organised and taking care of property.
* Helping to carry someone’s bags if they perhaps have too many.
* Helping younger/more vulnerable pupils.
* Telling the truth.
* Admitting any mistakes.
* Being a good listener.
* Following instructions.
* Always doing your best.
* Sharing.
* Taking part in the lessons.
* Respecting property and others’ views and opinions.
* Showing an awareness of safety for self and others.
* Including others.
 | **Likely Rewards****(In no particular order)*** Quiet verbal praise.
* Public verbal praise.
* Award in line with class system
* Class sticker or certificate.
* Random spot prize from any staff member.
* Superkid Award
* Star of the Week Certificate.
* Principal’s Prize.
* Official letter of praise home to parents.
* House Points (KS2)
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***SANCTIONS FOR UNACCEPTABLE BEHAVIOUR & CONSEQUENCES***

In St Patrick’s Primary school the focus of this policy is on encouraging and rewarding positive behaviours and attitudes, however we recognise that it may be necessary to employ a number of sanctions to enforce our Code of Conduct and Classroom Rules to ensure a safe learning environment. As with matters relating to reward, consistency and fairness are vital in the application of sanctions which should be appropriate to each inappropriate behaviour. When dealing with all forms of inappropriate behaviour, our staff should employ the following strategies;

* Be calm- all children must be dealt with in a calm yet firm manner, referring to which behaviour is not acceptable and the action being taken.
* Make clear that it is the behaviour which is being punished and this is not a personal matter.
* Logical consequences- a logical consequence is a sanction that is proportional to and fits the misdemeanour. The first step is to stop the behaviour and the second step is to provide an action that recalls the rules, reinstates the limits and teaches alternative behaviours.
* Make good choices- remind the pupil they need to make good choices.
* Fresh start- although persistent or serious misbehaviour needs recording on SIMS, every child must feel that every day is a fresh start.

**Class Charter**

In St Patrick’s Primary school, we believe that children respond well if expectations are made clear to them and at a level which they understand. Through collaboration and a sense of ownership for the class charter, children are encouraged to make the right choice

As a school we will;

* Teach the rules just as we would teach any curriculum area
* Emphasise the aspect of pupil choice in engaging in appropriate behaviours
* Share information with parents and carers with regards to the Classroom Management
* Clarify with all stakeholders any areas of concern

The Class Charter aims to help pupils to make good choices in terms of their behaviour.

**Class Plan for Learning P1 - 7**

We believe that good behaviour is about making the right choices. Children decide with their teacher acceptable behaviour for a happy classroom. The charter changes annually with each class but the principles remain the same.

**Our Classroom Charter**

1. We follow instructions carefully

2. We use kind hands and kind feet

3. We only use kind words

4. We follow the signal for attention

5. We listen to the person who is talking

6. We respect adults, our peers, our school and equipment as well as property of others

7. We will try our best in everything

***Hierarchy of Sanctions***

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| --- | --- |
| **Behaviour on Display*** Talking out of turn.
* Shouting out.
* Leaving seat at wrong time/being
* where you shouldn’t be.
* Not being properly prepared
* with the right equipment.
* Making inappropriate noises.
* Not paying attention.
* Distracting others.
* Not doing a homework.
* Negative attitude.
* Huffing/sulking.
* Bad manners.
* Using inappropriate language.
* Talking behind backs.
* Hitting/pushing.
* Giving cheek/bad attitude to ANYONE.
* Telling lies through fear.
* Deliberately telling lies.
* Stealing.
* Verbal aggression.
* Physical aggression/violence.
* Inappropriate physical contact.
* Wilful damage to any property.
* All forms of bullying / threatening
* behaviour which puts self or others in danger.
* Vaping/smoking.

Note: repetition or persistence in any of the above will increase the seriousness of the offence and thus the consequence. | **Sanctions** * Directed ‘look’.
* Quick verbal reminder.
* Targeted, specific verbal reminder.
* Use of assertive tone of voice (not shouting at a child).
* Moved in the line.
* Class system-based sanction eg loss of table points.
* Incident-specific activity/task.
* Withdrawal of privileges ie representing school
* Letter of apology.
* Strike System.
* Time-Out in another classroom
* Time-Out at break or lunch.
* Teacher/Pupil meeting
* Involvement of Principal / Vice-Principal.
* Parental consultation.
* SEN Intervention.
* Suspension.
* Expulsion.

Note: these sanctions are not ‘matched’ to behaviours and may be administered in a combination appropriate to the incident. |

It should be noted that each child’s behaviour will be considered as part of a larger picture when determining the consequence or reward. Staff will use their professionalism in the distribution of appropriate rewards and sanctions*.*

**Pupils Experiencing Difficulty - Managing their Behaviour**

On occasions there will be pupils who struggle to manage their behaviour and who do not respond to the whole-school strategy. Where possible we attempt to help them cope, taking an individual approach to their behaviour by making a daily monitoring diary, based not on sanctions but on rewards, for managing control of their less desirable behaviours.

The format of these diaries changes from class to class and is designed individually to suit the age and needs of the child in question. These will be used for a predetermined period of time. Such daily monitoring strategies are only implemented in consultation with the parent(s) and are removed when the pupil displays the capacity to manage their own behaviour independently. They will almost always be accompanied by a home-school behaviour diary. Targets are negotiated with the child, placed in clear, child-friendly language, and discussed regularly.

**Severely Disruptive Behaviour**

If a child’s misbehaviour is frequent and/or extreme, then they will be referred to a member of the school’s Senior Leadership Team and appropriate action will be taken.

**This could include removal from the school.**

Referral to the Senior Leadership Team will normally involve:-

For children in P1 to P3: Miss R Campbell (Vice- Principal)

For children in P5-P7 & Learning Support Classes Mr D Muldoon

Further/Extreme incidents will normally involve referral to the Principal- Mr K. Devlin.

**Any child who verbally or physically abuses a member of staff will be sent home from school immediately.**

The sanctions that the Senior Leadership Team can use include:

* Time Out at Break/Lunch
* Withdrawal from class by Principal/Vice Principal
* Debarment from school
* Suspension
* Expulsion

Normally these are applied in order of severity, but they may be by-passed in extreme cases. We apply these sanctions following agreed procedures and usually only when other efforts have failed to make a real improvement in a child’s behaviour.

**Time Out Break/Lunch**

The school will use ‘Time Out’ at break/lunch for a length of time deemed appropriate, based on the severity of an issue and/or frequency of misbehaviour.

**Withdrawal from Class by Principal/Vice-Principal**

This sanction is applied for offences that warrant a serious sanction, but do not warrant suspension from school. The pupil is withdrawn from daily class routine to complete work set by their teacher. It will be employed to give pupils a chance to reflect upon their actions and attitudes. Parents are informed about the withdrawal and it is emphasised that continued unsatisfactory behaviour will have more serious consequences.

**Debarment**

The school will debar children whose behaviour is so poor that other children are in need of protection from them or because a child is involved in constant and/or serious disruption. Debarment means that the child will be sent home, at the earliest opportunity for collection by the child’s parent(s), or by someone designated by them to collect their son/daughter. The responsibility for care is thereby returned to the parent(s) for the remainder of the school day. In normal circumstances we would expect the child to return to school the following day and a meeting would be arranged with the parents prior to returning to class to discuss the nature of the incident and sanctions to be applied would be discussed and a formal warning issued.

**Formal Oral Warning**

A Formal Oral Warning is given to a pupil (where appropriate) by the Principal/Vice-Principal in the presence of his/her parents following debarment and will form the first stage of formal disciplinary proceedings. It will normally be given alongside other sanctions

**Formal Written Warning**

A Formal Written Warning is given to a pupil, where appropriate, by the Principal (or Vice-Principal if standing in for the Principal), in the presence of his/her parents and forms a stage before suspension. It will normally be given alongside other sanctions.

**Suspension**

For very serious misconduct or repeated misconduct where other sanctions have not been effective, the Principal (or Vice-Principal if standing in for the Principal), may suspend a pupil from school in accordance with the CCMS 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 Board policy, to suspend a child immediately from the school. Suspensions vary in length from one to five days. A pupil will not be suspended for more than 45 days in any one school year. There are circumstances when a pupil may be suspended for precautionary or investigative reasons. Under these circumstances, suspension will not be recorded as a disciplinary sanction unless it is warranted. The school may suspend children in cases of extreme or repeated serious behaviour

**Expulsion**

It is envisaged that the permanent expulsion of a pupil by the Principal would only happen as a result of repeated suspensions or the most serious breach of school discipline.

**Consistency of Approach**

To ensure consistency of application, regular meetings are held between; Supervisors, Classroom Assistants, Class Teachers, the Vice-Principal, the Principal, and the Leadership Team.
The procedures are regularly discussed and kept under regular review

**Reasonable Force/ Safe Handling**

The Education (NI) Order 1998 (part ll Article 4 (1)) states;

“ a member of the staff of a grant aided school may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely:

* Committing any offence
* Causing an injury to, or damage to the property of, any person (including the person himself); or
* Engaging in any behavioural prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether the behaviour occurs during a teaching session or otherwise.” Based on this legal framework the working definition of “reasonable force” is the minimum force necessary to prevent a pupil from physically harming himself/herself or others or seriously damaging property, but used in a manner which attempts to preserve the dignity of all concerned.

Under Duty of Care, staff may use a physical intervention and when they do so, they should be clear that the action was;

* In the child’s best interest
* Necessary
* Reasonable and proportionate
* **Last resort (where possible)**

***Rights of Pupils in St Patrick’s Primary School Dungannon and Respecting the Rights of Others***

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| **Rights** | **Respecting Rights of Others** |
| * Be valued as members of the school community;
* Get help when they seek it, whether with their work or with bullying or other personal worries and to have a sympathetic audience for their ideas and concerns;
* Make mistakes, and learn from them;
* 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 taught in a pleasant, well-managed and safe environment;
* Work and play within clearly defined and fairly administered codes of conduct;
* Experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met;
* Develop and extend their interests, talents and abilities,
* To feel safe and happy in school, on trips and online.
* Feel respected by the whole school community
 | * Respect others rights by coming to school on time wearing uniform, with homework done, and suitably equipped for the lessons in the day ahead;
* Respect the views, rights and property of others;
* Respect others’ rights in class and out of class and behave safely at all times;
* Co-operate in class with the teacher and with their peers;
* Work as hard as they can in class
* Conform to the conventions of good behaviour and school rules;
* Seek help if necessary
* Accept ownership for own behaviour and learning, and to develop the skill of working independently;
* Act responsibility in school, on trips and online.
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| ***Rights of Staff in St Patrick’s Primary School Dungannon and Respecting the Rights of Others*** |
| **Rights** | **Respecting Rights of Others** |
| * Work in an environment where common courtesies and social conventions are respected;
* Express their views and to contribute to policies which they are required to reflect in their work;
* A suitable career structure and opportunities for professional development;
* Support and advice from senior colleagues and external bodies;
* Adequate and appropriate accommodation and resources;
* To be treated with care and dignity from all members of our school Community
* To feel safe and respected in their work place
 | * Behave in a professional manner at all times;
* Ensure that lessons are well prepared, making use of available resources, and that homework is appropriately set and constructively marked;
* Show interest and enthusiasm in the work in hand and in their pupils’ learning;
* Listen to the pupils, value their contributions and respect their views;
* Be sympathetic, approachable and alert to pupils in difficulty or falling behind;
* Respect all members of the school community
* Identify and seek to meet pupils’ special educational needs through the SEN Code of Practice;
* Share with the parents any concerns they have about their child’s progress or development
* Expect high standards and acknowledge effort and achievement; pursue opportunities for personal and professional development;
* Report suspected cases of bullying to Designated Teacher for Child Protection or in their absence to Deputy Designated Teacher for Child Protection. The Principal must also be informed;
* Follow up any complaint by a parent about bullying, and follow the procedure as outlined in our Anti-Bullying policy.
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| ***Rights of Parents in St Patrick’s Primary School Dungannon and Respecting the Rights of Others*** |
| **Rights** | **Respecting Rights of Others** |
| * A safe, well-managed and stimulating environment for their child’s education;
* reasonable access to the school, and to
* have their enquiries and concerns dealt
* with sympathetically and efficiently in a respectful manner;
* be informed promptly if their child is ill or has an accident, or
* if the school has concerns about their child;
* be well informed about their child’s progress and prospects;
* be well informed about school rules and procedures;
* a broad, balanced and appropriate curriculum for their child;
* be involved in key decisions about their child’s education;
* a suitably resourced school with adequate and well-maintained accommodation.
 | * 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 school rules and procedures, and encourage their child to abide by them:
* show interest in their child’s classwork and homework, where possible, provide suitable facilities for studying at home;
* act as positive role models for their child in their relationship with the school treating other parents, pupils and members of staff in a respectful manner;
* attend planned meetings with teachers and support school functions;
* provide the school with all the necessary background information about their child, including telling the school promptly about any concerns they have about school, or any significant change in their child’s medical circumstances.
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***Links to other Policies***

This Positive Behaviour Policy is set within the broader school context of Pastoral Care and as such should be read in conjunction with the following school policies:

* Pastoral Care policy
* Child Protection & Safeguarding Policy
* Safe Handling Policy
* Special Educational Needs Policy
* E Safety Policy
* Anti-Bullying Policy
* Intimate Care Policy
* Relationships & Sexuality Policy
* First Aid Policy
* PD&MU Policy
* Storage & Administration of Medication Policy

***Policy Review***

Monitoring the effectiveness of the Positive Behaviour policy is the responsibility of all the members of the senior leadership team (Mr Muldoon, Miss Campbell and Mr Devlin). In line with current SDP requirements guidance and with specific relation to promoting the health & well-being, child protection, attendance, good behaviour and discipline of pupils, this positive behaviour policy will be reviewed on annual basis. The school will consult with all members of both the teaching and non-teaching staff, all pupils, members of the school council and all parents / guardians to gauge its effectiveness and will make any amendments necessary. After this consultation, the reviewed policy will be submitted to the Board of Governors to inform them how they are fulfilling their specific responsibilities in relation to the policy and to discuss any amendments necessary before their final approval.

***Continuing Professional Development (CPD).***

The school will continue to provide all the necessary training and development for both the teaching and non-teaching staff relevant to behaviour management issues through the following methods

* Provide Induction training for all new / temporary members of staff
* Provide all staff with relevant guidance and support materials
* Arrange appropriate training needs tailored to specific needs and priorities.

# COVID-19: Addendum to Positive Behaviour Policy

The principles as set out in our School Positive Behaviour Policy remain and will continue to be followed.  This addendum is not intended to be used as a stand-alone document and therefore should be read in conjunction with the existing policy. It sets out the expectations of St Patrick’s Primary School in response to the COVID-19 guidance and the need for the whole school community to adjust to this guidance upon return to school. The new guidance will describe how the school community will be supported to adhere to the new procedures and routines outlined in the addendum.

This addendum follows the guidance provided by the Department of Education for Northern Ireland:

<https://www.education-ni.gov.uk/landing-pages/education-restart>

<https://www.education-ni.gov.uk/publications/northern-ireland-re-opening-school-guidance-new-school-day>

The return to school will see some significant changes to the structure of the school day, daily routines and social and behavioural norms. There is an awareness that COVID-19 has potentially impacted significantly on the mental health and wellbeing of staff, pupils and their family members due to the experiences that they may have had during the lockdown period.

To ensure that our school continues to be a calm, nurturing and supportive learning environment, it is essential that new routines and expectations are established for the safety of the whole school community.

# Addendum Guiding Principles – A Trauma Informed Approach

Clear communication will support and build their confidence and re-establish a sense of familiarity - Appropriate and effective measures are in place for communicating and involving pupils regarding their expected behaviour upon returning to school.  These will include, video tours, online materials, social stories. Communication will be tailored to be age-appropriate and take account of pupils with special educational needs and/or disabilities.

Expectations for behaviour will be clear - We will teach pupils that they have a responsibility to keep themselves and others safe, physically and emotionally.  We will apply our expectations consistently and fairly so that pupils know the consequences of their behaviours and support will be provided to ensure all pupils are able to meet these expectations.

Routines and behaviours will be taught - Routines and expectations for behaviour will be taught and modelled by all. Our aim is to support the school community in a trauma informed way, therefore **first and foremost behaviour will be seen as communication.**  Behaviour that challenges is not seen as a choice, but as communication of an unmet need.  The school community will strive to understand the function behind the behaviour and offer support.

Supporting emotional health and wellbeing - We will seek to reconnect and rebuild relationships and focus on the emotional health and wellbeing of the school community by promoting connection and communication, predictability and providing opportunities for movement before focussing on the academic curriculum.

Mutually respectful relationships are key - Relationships, showing empathy and feeling safe will continue to be prioritised.

Parents/guardians will be kept fully informed - We will continue to nurture close relationships and ensure that appropriate and effective measures are in place for communicating the new system in place around the behavioural changes expected upon return to school.  The school will encourage parents/guardians to share concerns and we will respond.

A proactive and supportive approach will be taken - we will look at patterns of behaviour and anticipate risks, we will continue to update/implement Risk Reduction Action Plans as required, to support pupils.

Behaviour for Learning

We will celebrate the resilience of pupils in how they deal with the demands of Education Restart. It is important to continue to praise and reward the expected behaviour within school.

There are occasions when behaviours which are neither safe nor conducive to learning occur.  In order to promote positive behaviour, the school community will seek to reduce tension and anxiety by actively promoting de-escalation strategies.

To support pupils’ reintegration a range of supports will be implemented consistently across the whole school, proportionately and fairly. These include the following:

* *emotion coaching, i.e. talking with a pupil calmly about their feelings and behaviour and discussing strategies that could help, goal is to empathise, reassure and teach*
* *supporting pupils to assess their learning progress, gaps and requirements as a result of school closures and blended learning;*
* *offering time to reflect and plan for better choices*

# New Procedures and Routines

The school will disseminiate the New DE School Day Guidance with all members of the both the teaching and non-teaching staff as soon as it is circulated by DE. This will be delivered through regular Staff meetings and Year band meetings. Teachers will implement key messages with their individual classes and parents will be informed using the Teachers 2 Parents TXT Service and on our school web site and Facebook.

<https://www.education-ni.gov.uk/landing-pages/education-restart>

<https://www.education-ni.gov.uk/publications/northern-ireland-re-opening-school-guidance-new-school-day>

Our school’s current arrangements with regard to:

* All classrooms have been stripped of all unnecessary furniture, soft play equipment and have been redesigned following the DE guidance so that all desks are forward facing.There is a designated two metre zone at the front of each classroom for the class teacher and classroom assistant and windows are opened to ensure a flow of air. Social distancing guidance is displayed in all classrooms.
* Every class in each year band is now a separate bubble both inside the building and outside in the playground and classes follow a strict transition plan which ensures that they do not mix with other children from other class bubbles. Class bubbles do not mix in the toilets and all interactions are closely monitored by the class teacher and classroom assistant.
* Children arrive at the school at different times each morning and they enter the building through their designatedentrance and leave through this door only. The same procedures are followed at break and dinnertimes and classes do not mix on corridors or on stairwells. The school operates a soft dismissal procedure each afternoon and this is determined by the buses. Office staff inform the teachers using the school internal tannoy system what children to dismiss in order and this is supervised. This prevents a build up of children in the building and parents have been informed where to collect their children. All lunches and dinners are served in the classrooms as the dining room is being refurbished and this maintains the intergrity of the individual class bubbles.
* All children who arrive in school each morning have their hands sanitised before they enter the building by a designated member of staff and they go straight to their classes. The children then are asked to wash their hands again with soap and water and their lunchboxes are sprayed. The children are supervised until their class teacher arrives. The children must wash their hands before and after break time, before and after dinner time and each time they go to the toilet to mitigate the risks. All classes have been informed about these new rules and routines to promote the health and safety of everyone. The class teachers and classroom assistants have and are continually reminding the children about the importance of regular handwashing and sanitising, what is expected regarding sneezing/coughing, the importance and disposal of tissues (‘catch it, bin it, kill it’). They are instructed to avoid touching their mouth/nose/eyes with their hands, and most importantly what they should do if they develop symptoms of coronavirus.
* The school does not allow children to bring school bags from home each day. Children are allowed to bring in lunchboxes but these are sprayed with antibacterial aerosols on arrival and are stored at the front of each classroom. All children have their own individual resources on their allocated desks and they do not share resources*.*
* Children have been informed by their class teachers about the rules about not coughing or spitting at or towards another person and know that this is a serious offence which will mean that their parents will be notified immediately to come into school and meet with the vice principal or principal given the current situation.
* Each Year Band has drawn up clear rules/ code of conduct for pupils during remote learning and this is shared on TEAMS platforms
* The school has erected signs/posters/visual prompts throughout the school as reminders of the new safety measures
* Each year band has informed their children how concerns can be shared by using a worry box, message system, school council etc. to ensure concerns can be heard and responded to
* The school has also specific arrangements in place for pupils who are ‘clinically vulnerable’ and learning from home and this is the responsibility of class teachers and is monitored by the vice principal and or principal.
* All pupils will be reminded regularly by their respective class teachers what is expected during this challenging time and any child who struggles to follow/adhere to these new rules and routines will be spoken to again by the class teacher following consultation with Mr Muldoon and/or Miss Campbell. If matters do not improve then the child’s parents will be contacted and this is following the schools procedures in the Positive Behaviour Policy.
* All pupils who require additional support to follow the expectations will be catered for and any reasonable adjustments will be made in line with their identified needs through the Code of Practice and the school’s Special Educational Needs Policy.

# Emotional Health and Wellbeing

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

* creating an environment where pupils and staff feel safe and happy;
* providing opportunities for pupils to build self-esteem, develop confidence and cope with change;
* supporting the development of emotional literacy and resilience to help pupils understand and find ways to promote their own health and wellbeing;
* lesson planning;
* talks/discussions;
* promoting small group work, 1:1, peer-mentoring, team building;
* providing wellbeing through providing therapeutic support;
* raising awareness of how and where support can be accessed
* developing supportive networks and promoting self-care.

# 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 Individual Education Plans/Education, Health and Care Plans.

Reasonable adjustments may include, but are not limited to:

* preparing pupils for new routines
* 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.*

Extract from Approved EA Scheme: <https://www.eani.org.uk/publications/school-document/2015-0513-approved-ea-scheme-for-the-suspension-and-expulsion-of>​

NB. There is a statutory requirement for schools to arrange for the provision of suitable education for registered pupils of the school when they are suspended, regardless of the length of suspension or reason for the sanction.

<https://www.education-ni.gov.uk/publications/circular-201125-education-suspended-pupils>

# Safe handling: Use of Physical Intervention

In the present COVID-19 circumstances while it is unlikely that school staff would choose to use physical intervention, there may be times when physical intervention is deemed necessary as per Article 4 of the Education (Northern Ireland) Order 1998, enabling a member of staff to prevent a pupil from: a. committing an offence; b. causing personal injury to, or damage to the property of, any person (including the pupil himself); or c. engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether during a teaching session or otherwise. See the Regional Policy Framework on the Use of Reasonable Force/Safe Handling:

<https://www.education-ni.gov.uk/publications/regional-policy-framework-use-reasonable-forcesafehandling>

St Patrick’s Primary School will be guided by the above principles during COVID-19 circumstances and acting in line with the school’s Safe Handling Policy, staff will:

* be aware of possible risk of infection if they physically intervene, contrasted with the risk of not intervening
* act in accordance with Public Health and Government guidelines on COVID-19
* focus on early intervention as a preventative measure alongside de-escalation strategies and reducing ‘triggers’ to manage risk
* only use physical intervention as a last resort, ensuring that their actions are reasonable and proportionate and in the best interests of the pupil
* continue to explore alternatives that maximise safety and minimise harm when risky behaviours occur
* maintain accurate records of physical intervention according to the school’s Reasonable Force/Safe Handling Policy
* act to maintain the care, welfare, safety and security of all members of the school community

# New procedures and routines: Tracking and monitoring arrangements

Regularly collect data to review how effectively the new routines and procedures are being implemented and embedded, e.g. new entry and exit arrangements, RRAPs are working effectively, one-way systems are being used, maintenance of social bubbles.

Invite regular feedback from staff and pupils (School Council) to inform practice and guide adjustments to procedures and routines and make improvements as appropriate

# Useful links

Trauma information:

<https://pureadmin.qub.ac.uk/ws/portalfiles/portal/168356931/ACEs_Report_A4_Feb_2019_Key_Messages.pdf>

<https://beaconhouse.org.uk/resources/>

https://www.safeguardingni.org/aces/publications-and-helpful-resources

<https://www.bps.org.uk/sites/www.bps.org.uk/files/Policy/Policy%20-%20Files/Psychological%20wellbeing%20in%20the%20approach%20to%20a%20new%20school%20day%20%28DECP%20NI%29.pdf>

Legislation/DE Guidance:

<https://www.education-ni.gov.uk/landing-pages/education-restart>

<https://www.education-ni.gov.uk/publications/northern-ireland-re-opening-school-guidance-new-school-day>

Pastoral Care in Schools: Promoting Positive Behaviour

<https://www.education-ni.gov.uk/publications/pastoral-care-schools-promoting-positive-behaviour>

Towards a Model Policy in Schools on the Use of Reasonable Force

<https://www.education-ni.gov.uk/publications/towards-model-policy-schools-use-reasonable-force>

**Pupil Voice:**

<https://www.education-ni.gov.uk/publications/circular-201414-pupil-participation-0>

Special Educational Needs and Disability Act (Northern Ireland) 2016: <http://www.legislation.gov.uk/nia/2016/8/contents>

New SEN Framework: Details legislative duty to seek and have regard to the view of the child when making decisions about them.

<https://www.education-ni.gov.uk/articles/review-special-educational-needs-and-inclusion>

‘Seeking the views of the child’ document, provided to SENCo at EA SEND Implementation Team training.

Well-being and Mental Health information:

<https://youngminds.org.uk/>

<https://www.place2be.org.uk/our-services/services-for-schools/mental-health-resources-for-schools/return-to-school-resources/>

<https://www.publichealth.hscni.net/publications/take-5-steps-wellbeing-english-and-11-translations>