

# Portadown Integrated Nursery and Primary School Behaviour Policy

United Nations Convention on the Rights of the Child.

**Article 28:** You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.



## Mission Statement

It is a primary aim at Portadown Integrated Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's Behaviour and discipline policy is therefore designed to support the way in which all members of the school can live and work together in a positive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a number of rules, but our Behaviour and discipline policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

## Aims

- To ensure that every member of the school community feels valued and respected.
- To support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- To welcome new pupils and members of staff allowing them to feel valued as members of the school community.
- To foster and nurture the gifts of pupils and staff.
- To promote teaching and learning through the building of good relationships based on mutual respect and consideration for others.
- To help children grow in a safe, happy and secure environment and become positive, responsible and independent members of the community.
- To reward good behaviour and provide encouragement and stimulation to all pupils.
- To treat all children fairly and apply this policy in a consistent way.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

## Acceptable Behaviour

Portadown Integrated expects pupils and staff to behave in a manner that reflects the principles of the policy, in ways that support everyone's right to learn, be safe and be treated with respect in school. The school expects pupils to work as hard as they can

and not to disrupt the learning of others, to speak to others in appropriate ways, treat all adults and children in school with respect and care for members of the community. Pupils are expected to keep the school rules, which have been developed in consultation with them and contribute to the positive ethos of the school. It is the responsibility of everyone in school to promote our nurturing ethos and to make positive choices about their behaviour, take responsibility for their own actions, and promote the development of positive self esteem and well being. Portadown Integrated expects pupils to behave in this way both on and off the school premises.

## **A Positive Approach**

An effective Behaviour and discipline policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour. It is important that children are familiar with the school ethos and the vision statement. In this context, children will be rewarded for good behaviour, rather than merely deter misbehaviour:

- We treat all children fairly and apply this policy in a consistent way.
- Good behaviour and work attitude are celebrated; teachers congratulate children verbally and with positive comments in books.
- Special mention in class.
- Informal referral to other staff members for acknowledgement

## **The role of the Class Teacher**

- It is the responsibility of the class teacher to ensure that the school rules are followed in their class, and that their class behaves in a responsible manner during lesson time.
- The class teachers in Portadown Integrated have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- The class teacher treats each child fairly and enforces the classroom rules consistently. The teacher treats all children in their class with respect and understanding.
- If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Principal.
- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the Education Welfare Officer or Behaviour Support Team
- The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are any concerns about the behaviour or welfare of a child.
- Act as a role model for desired behaviour, treating all adults and children with respect.
- Create a calm working atmosphere in the classroom with access to resources and well established routines for clearing-up, collecting equipment, changing activities etc.

- Remind children they are representatives of the school when they are on their way to and from school and on school trips.

### **The Role of the Senior Leader/Principal**

- It is the responsibility of the Principal/SLT to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Principal to ensure the health, safety and welfare of all children in the school.
- The Principal/SLT supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- The Principal/SLT keeps records of all reported serious incidents of misbehaviour.
- The Principal/SLT has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Principal may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

### **The Role of Parents**

- The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the school rules in the school prospectus, and we expect parents to read these and support them.
- We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Principal. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### **The Role of Governors**

- The Board of Governors have the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Principal in carrying out these guidelines.
- The Principal has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Principal about particular disciplinary issues. The Principal must take this into account when making decisions about matters of behaviour.

## **Special Educational Needs**

### **SPECIAL EDUCATIONAL NEEDS DISABILITY ORDER**

The SENDO makes discrimination against pupils (and potential pupils) on the ground of their disability unlawful. It strengthens the rights of children with SEN to be educated in mainstream schools.

The class teacher will seek advice from SENCO who is responsible for ensuring that the child is treated fairly according to the advice given to schools through the Special Educational Needs Disability Order (SEUDO) in effect from September 2005 and appropriate professional advice.

At Portadown Integrated we make reasonable adjustments to the reward, sanctions and teaching strategies within this policy in order not to disadvantage pupils. This would apply to pupils with learning difficulties and disabilities and any other pupils as their personal circumstances warranted it. This group of pupils may include those with dyslexia. Autism, speech and language impairments, sensory and physical impairments and more complex behaviour, emotional and social difficulties such as Oppositional Defiant Disorder, Attention Deficit Hyperactivity Disorder and Tourette's Syndrome. These adjustments would be made before any official diagnosis if necessary and all staff would be made aware of the reasonable adjustments they would need to make. This may mean that there is the appearance of the policy not being adhered to at times, as rewards and sanctions are applied "differently" but pupils, staff and parents should be reassured that adjustments are only made when necessary in order to meet a pupil's individual need.

### **Rights Respecting Charters**

Rights Respecting Charters are drawn up each year in consultation with the children. It is displayed in each classroom and the children are referred to it regularly.

Throughout the school individual class teachers agree classroom charters with the children in their class. These will vary according to the supportive discussions but typically centre on equal opportunity and mutual respect for persons and property including good manners. If there are incidents of misbehaviour, the class teacher may discuss these at the regular circle time or with the pupils involved at an appropriate time.

### **A Positive Approach**

#### **We strive to promote good behaviour by:**

- Providing verbal praise and being interested in pupils as individuals.
- Providing positive comments in books.
- Exhibiting work in class and in the corridors.
- Encouraging more effort in work or behaviour in a positive way.
- Making the children feel good about themselves.

- Making class and school charters rules positively phrased and visually present in the classroom and around the school.
- Giving simple and clear instructions that are easily followed. Pupils with specific learning needs may also be given instructions visually.
- Ensuring that children understand what the 'good' and 'expected' behaviour is, through discussion in class, circle time, assemblies and providing and drawing attention to good role models.
- Intervening promptly where there is poor behaviour so that it is clear that it will not be tolerated.
- Attempting to identify and address any underlying causes of poor behaviour in consultation with parents if appropriate.
- Anticipating situations and environments where the 'unwanted' behaviour is likely to occur and employ distraction techniques.
- Encouraging children to identify examples of good behaviour in their peers through the use of circle time.
- Involving the children in making amends for unacceptable behaviour.
- Ensuring that pupils are given opportunities to put things right.
- Avoiding humiliating pupils and deal discretely with poor behaviour.
- Make positive recognition of individual pupils or group achievements in good and improved behaviour through mentions in assembly, consistent with individual class positive reward systems and Principal.
- Support behaviour management through circle time and individual charts.
- Encouraging pupil self evaluation of their own behaviour and its effects on staff and peers.
- Providing a stimulating and differentiated curriculum.
- In cases of consistent poor or disruptive behaviour, involve the child, through a 1:1 session, to agree targets for improving behaviour in a behaviour plan.

## **Reward System**

Each class teacher takes responsibility for administering individual and class reward systems that operate in their class, having first agreed this system with a member of the Senior Leadership Team.

- A pupil may be sent to another class teacher or Principal for special praise.
- Badges.
- Star of the day.

- A note home.
- Principal certificates and golden box treats.
- Table of the day.
- Positive comments/expressions.
- Magic box/treasure chest.
- Golden Time.
- Homework passes where appropriate (we do not want to create a situation in which important activities are not completed)

## **Consequences for Unacceptable Behaviour**

(To avoid unacceptable behaviour escalating the following consequences have been

- Verbal reminder.
- Non verbal reminder – yellow/red cards.
- Simple direction e.g. 'This way please'.
- Rule reminder.
- Diversion techniques.
- Change seating.
- Reminder of reward systems.
- Proximity praise.
- Tactical ignoring.
- Target setting within behaviour plan.
- Time out to consider/cool down.
- Loss of choosing time/golden time/privileges.
- Short-term behaviour report.
- Parents asked to collect child from school
- Suspension
- Expulsion

**(It must be clear why a sanction is being applied and what changes in behaviour are required to avoid future sanctions. All failures to comply with this policy will be documented.)**

**When misbehaviour occurs children are reminded of the Rights Respecting charter and of any rules that are in place. They are asked to behave appropriately.**

**The following steps are followed throughout the school when behaviour is deemed to impact negatively on the class, playground or other area of the school:**

**Step 1** – Verbal reminder of rules. (Yellow Card 1).

**Step 2** – Verbal reminder with outline of the consequences if the unacceptable behaviour continues. (Yellow Card 2).

**Step 3** – Pupil will spend time apart from his peers in a class within the same key stage. (They will have work sent with them, or an age appropriate sanction). (Red Card).

**Step 4** – Pupil will be sent to the Stage head will be alerted to the difficult behaviour the class teacher has been experiencing in class. The head of stage will talk to the child about their behaviour and record the incident in the Behaviour Record File. The teacher referring the child will complete form appendix 1.

**Step 5** – If unacceptable behaviour continues to occur the child will be sent to the Principal.

**Step 6** Principal will contact the pupil's parents and a meeting will be convened to discuss the way forward.

**Step 7** – If unacceptable behaviour continues the Principal will discuss the matter with the Board of Governors.

**Step 8** – Principal will suspend pupil. (We foresee this happening only in exceptional circumstances).

**Step 9** – Expulsion from school. (This is the ultimate sanction of any school and is something we would take every step to avoid.)

In severe circumstances the school staff reserve the right to go straight to step 5. We follow EA guidelines on suspensions and expulsions outlined in our Suspension and Exclusion Policy.

## **Bullying Behaviour**

The school does not tolerate bullying of any kind. If we discover that an act of bullying has taken place, we act immediately to stop any further incidents of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

### **Links with other Policies**

This Behaviour policy has links with other school policies such as;

- School policy on Bullying.
- School Pastoral Care Policy.
- School Policy on Safe Handling.
- School SEN Policy.

### **Links with other Agencies**

In circumstances where a child's unacceptable behaviour is thought to be due to an underlying condition or situation outside the pupil's control the pupil may be referred to the school SENCO. The SENCO may place the child on the SEN Register at Stage 2. The SENCO may, in agreement with parents, seek help and advice from outside agencies. These may include;

- EA Psychology Service

- Educational Welfare Service.
- Department of Health & Social Services
- EA Behaviour Management Support Team.
- Pupil Personal Development.
- Autism Advisory Service.

## **Monitoring**

The Principal monitors the effectiveness of this policy on a regular basis.

He also reports to the Board of Governors on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Principal records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the office. The Principal keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

## **Review**

The principal and staff will monitor and review the effectiveness of this policy on a regular basis and make further improvements in light of their own experiences of working with the children.

Review date: February 2021