

# Positive Behaviour Policy

School Behaviour Policy – Full Policy available from school on request.

## Summary:

**Aims:** This policy seeks to balance the needs of individual pupils, our general pupil population, teachers, parents, visitors and the wider community.

## **The Policy:**

- Provides guidance on: building positive relationships; promoting **Respect** and **Responsibility**; creating a positive and safe environment.
- Ensures high expectations & rules are widely known thus *ensuring the safety and wellbeing of everyone.*
- *Provides strategies for teachers, pupils and parents with appropriate rules, rewards and responses.*

**Guiding Principles:** *Build positive relationships: courtesy, respect, responsibility, equity & fairness*

***Standards of behaviour for children:*** Have kind hands, kind feet and kind words, Try your best, listen, walk quietly, use your in-door voice, Keep the school clean and tidy, play safely, be polite and share.

***Adults:*** model appropriate behaviours, including courtesy, respect & responsibility; promote positive relationships; have high expectations, use restorative practice and ensure fairness.

***Attention to any behaviour leads to an increase in that behaviour*** so we acknowledge & praise positive behaviour, effort and use agreed reward systems and ‘Golden Time’.

***Strategies*** include Aistear, Incredible Years, Friends for Life, ‘Bucket Filling’, Circle Time, Social Stories and the Continuum of Support.

## ***Teachers:***

***Teach:*** The Golden Rules, clear procedures & good manners.

***Communicate*** with all parents regularly.

***Use*** visual reminders, the 10:2 and 5:1 ratio, and differentiate for children.

***Model*** the FRESH approach: **F**airness, **R**espectfulness, **E**ngagement, **S**afety, **H**onesty.

***Get to know*** each child and protect children from being labelled.

***Are prepared*** for lessons.

When addressing behaviours teachers ask

- What is the concern?
- Why is it happening?
- How can we help?

- Did it work?

We promote health & safety and have clear procedures relating to suspension and expulsion of pupils.

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### **Introduction:**

The Positive Behaviour Committee met during November & December 2018 to review the School Behaviour Policy. The Terms of Reference of the committee were:

1. To review the school's Code of Behaviour using SSE under the Domains 'Leading Teaching & Learning': Standard: *'foster a commitment to inclusion, equality of opportunity and the holistic development of each pupil'* & 'Managing the Organisation': Standard : *'establish an orderly, secure and healthy learning environment, and maintain it through effective communication'*
2. To elicit the views of stakeholders, pupils, parents, teachers, SNA's and others about our Behaviour Policy.
3. To clarify aims, identify areas of strength and suggest areas for improvement.
4. To identify appropriate responses to help children with Behaviours of Concern.
5. To ensure policy reflects an understanding of the underlying causes of behaviour.
6. To agree standards of behaviour and school rules.
7. To give guidance on promoting positive behaviour and on responding appropriately to behaviours of concern.
8. To update our Behaviour Policy based on these recommendations.

***School Details:*** St Mary's JNS is a junior co-educational school in the parish of Rowlagh, Clondalkin. St Mary's has been designated as a DEIS Band 1 school. There are currently 199 pupils on roll. There are 11 Class Teachers, 4 Learning Support Teachers, 1 Support Teacher, 1 ASD Teacher, a Home School Liaison Teacher and the Principal. There are 7 Special Needs Assistants on the staff.

***Mission Statement:*** *'All the teachers and pupils of St. Mary's J.N.S work together to provide a positive, caring, inclusive, safe and happy learning environment which is both child centered and stimulating. We strive to provide a holistic education allowing each child to reach his/her full potential, thus fostering self-esteem, independence, tolerance and respect for self and others'.*

This Behaviour Policy reflects our schools' mission statement, ethos and philosophy, which aims to foster the values of respect, honesty, courtesy, responsibility, tolerance and consideration of others. Every individual in our school should feel valued, respected and safe.

This Code of Behaviour is part of a suite of policies designed to *'foster a commitment to inclusion, equality of opportunity and the holistic development of each pupil'* and ***'establish***

***an orderly, secure and healthy learning environment, and maintain it through effective communication***'. These include our *Anti-Bullying Policy, Dignity at Work Policy, Health and Safety Statement and Admissions and Participation Policy*. This code outlines a set of practices and procedures that together form the school's plan for helping all pupils in the school to behave appropriately, thus supporting teaching and learning. It translates the expectations of the staff, parents and pupils into practical guidelines that will help to ensure a safe and healthy learning environment.

Our School Behaviour Policy was developed in the context of a supportive and caring environment in which children are taught to take responsibility for their own behaviour ***commensurate with their age and stage of development***. We take every opportunity to recognise the positive qualities in every child and to celebrate ***effort***, improvement and achievement. The school is committed to serving the needs of all pupils, including those with special education needs. We provide an inclusive education. We respect confidentiality, adhere to child-protection guidelines, and acknowledge our duty of care to all pupils and staff. These are the cornerstones of the Pupil Behaviour Policy and inform all aspects of the way the Policy is implemented in our school.

The policy has been reviewed in line with the Guidelines, originally published by N.E.W.B. '***Developing a Code of Behaviour – Guidelines for Schools***' (2008) through a process of consultation with staff (teachers and SNA's), the Board of Management, pupils and parent representatives. Consultation with the pupils was conducted using Circle Time.

***The school operates within a legislative and professional framework. Relevant Legislation & Codes include:***

- Article 42 of the Irish Constitution
- United Nations Convention on the Rights of the Child
- Education Act 1988 – Sections 28 & 29
- Education (Welfare) Act 2000
- Equal Status Act 2000
- Ombudsman for Children Act 2002
- Non-Fatal Offences against the Person Act, 1997
- Disability Act
- Health and Safety Legislation
- Data Protection Act 1988
- Data Protection Amendment Act 2003 & General Data Protection Regulations (GDPR)
- The Children First Act
- of Ed. & Sills' Child Protection Procedures.
- Professional Code of Conduct for Teachers

***Aims:*** This policy strives to take account and balance the needs of individual pupils, our general pupil population, teachers, parents, visitors and the wider community.

This policy aims to provide guidance on:

- Building positive relationships of mutual respect, tolerance and consideration for others, among students, staff and parents.
- **Promoting** Wellbeing, Respect, Courtesy and Responsibility appropriate to the age and stage of development of the children
- Creating a positive and safe environment for teaching and learning *to facilitate the education and development of every child.*
- Ensuring that the school's high expectations for the behaviour of all the members of the school community are widely known and understood.
- Encouraging pupils to take personal responsibility for their own learning and behaviour *appropriate to their age and stage of development.*
- Helping pupils to *recognise and control their own behaviours* and so to mature into responsible participating citizens.
- *Encouraging and recognising* the integral role of *self-acceptance and* self-esteem.
- *Ensuring the safety and wellbeing of all members of the school community.*
- *Strategies for teachers, pupils and parents which stem from a better understanding of the systems and procedures in place to promote positive behaviour.*
- *Developing a system of rules, rewards and appropriate responses to behaviours of concern to be implemented in a fair and consistent manner.*
- *Encouraging staff and other adults to use the skills and approaches associated with the following evidence-based programmes:*
  - *Incredible Years – Carol Webster Stratton*
  - *Friends First – NEPS*
  - *Circle Time – Jenny Mosley*
  - *Behavioural, Emotional and Social Difficulties Continuum NEPS*
  - *Social Stories*
  - *Mindfulness*

### **Guiding Principles:**

- **Relationships & Wellbeing:** All stakeholders agree that *Positive Relationships* are crucial to positive behaviour.
- **Courtesy, Respect & Responsibility** underline all interactions between staff, parents, pupils and visitors.
- **Everyone's Behaviour Matters:** We believe that the behavior of adults has a significant influence on how children behave.
- **High Expectations** are encouraged and *Good Behaviour is promoted and expected.*

- **Clarity:** The code of behaviour describes the school's expectations about how each member of the school community (pupils, staff and parents) can make the school a better place for teaching and learning.
- We **recognise educational vulnerability**. We seek to provide positive support, including active teaching of relevant skills, for those pupils who exhibit behaviours of concern.
- We understand that **behaviour can often be a form of communication**.
- We promote **Equity and Fairness**. We understand that 'fairness' doesn't necessarily mean treating everyone the same, but rather treating everyone according to their needs.
- **Equality** and respecting diversity underpin our code.
- **We understand that supports may vary according to a continuum, with general supports being provided for the majority of our pupils, while increased supports may be necessary for some and/or for individual children according to their needs.**
- We provide an **inclusive education**. We respect confidentiality, adhere to child-protection guidelines, and acknowledge our duty of care to all pupils and staff.
- We seek to ensure that pupils, staff and visitors are **safe and free from threat**.
- We are at all times mindful of **the welfare of pupils and staff**.
- **The Health, Safety and Welfare** of all pupils, staff and parents is our primary goal.
- The educational needs of individual pupils need to be **balanced** with the needs of others.

### **Continuum of Support Model – Behaviour**

**Classroom Support:** the process is coordinated by the class teacher and carried out within the regular classroom.

**School Support:** An assessment and intervention process involves the support teacher alongside the class teacher. Interventions are in addition to Classroom Support.

**School Support Plus:** School requests the involvement of relevant external services with interventions and for more detailed assessment. This level of interventions is for children with more complex needs where progress using Classroom Support and School Support is considered inadequate.

### **School Attendance:**

There is a strong link between a child's attendance at school, their participation and retention in school and their overall behaviour and wellbeing.

**Procedures relating to attendance are in Appendix 1 attached.**

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### **The standards of behaviour:**

**Standards of behavior expected of adults (staff, parents and visitors). Adults are expected to:**

- Be honest, polite and courteous.

- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Help the school to promote a positive, caring and effective learning environment.
- Ensure fair treatment of everyone, regardless of age, gender, race, ability and/or disability
- Acknowledge effort.
- Encourage 'kind hands, kind feet, kind words' & discourage physical aggression.

***Standards of behaviour expected of children*** – Children are expected to:

- Use kind hands, kind feet and kind words
- Always try their best.
- Listen to teacher and the adults looking after them.
- When inside -walk quietly and use their 'in-door voice'
- Keep their desk, their room and the school clean and tidy
- Play safely and carefully.
- Be polite and use good manners. Smile, say 'Hello', 'Good morning' and other nice things.
- Share and let others join in games and activities.

Our Golden Rules

These can be adapted to needs of individual children – Teachers use discretion & differentiate

Remember – '**FRESH**' Values (**F**air, **R**espectful, **E**ngaging, **S**afe, **H**onest)

'General'

1. Have kind hands, kind feet and kind words.  
(Respect everyone – play safely and carefully).

'Specific'

Hands and feet to self. Say kind things.  
If you are upset ... say 'STOP'... 'MOVE AWAY' and 'TELL' someone.  
Say 'Sorry' if you hurt someone.

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2. Do your best and let others do the same.  
Line up quietly.

Be on your line at ten to nine',  
'Ready, steady, go' – have your uniform, bag and books.  
Make room in the line for others

Ears Listening / Eyes Looking

3. Listen to teacher and do what she/he says. Lips closed / Feet on the floor  
Hands still.

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|---|--|
| 4. Walk quietly and be polite.                            | Smile, say ‘hello’, ‘good morning’, ‘please’ and ‘thank you’, hold the door for others.              |
| 5. Keep your desk, you room and the school clean and tidy | Hang up your coat and bag. Put rubbish in the bin or the recycle bin. Help collect books and copies. |

Behaviour: Roles and responsibilities are distributed across the school:

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|---------------------|--|
| School Patron &     | <ul style="list-style-type: none"> <li>· Are fully aware of their statutory obligations and ensure compliance with all legislative and policy requirements.</li> <li>· Create and maintain a climate of security and well-being in the school.</li> <li>· Develop, implement and ratify clear policies ensuring the safety and well-being of all pupils and staff</li> </ul>   |
| Board of Management | <ul style="list-style-type: none"> <li>· Fully understand the school’s responsibilities for child protection and health and safety.</li> <li>· Work constructively with the relevant statutory bodies.</li> <li>· Ensure that the values of the school enshrine equality, fairness and justice for all pupils and staff, and are clearly enunciated in policies.</li> <li>· Support the Principal and staff in implementing the code.</li> <li>· Ensure confidentiality in all areas relating to this code.</li> </ul> |
| Senior Management   | <ul style="list-style-type: none"> <li>· Fulfil their responsibility to create and maintain a climate of security and well-being in the school.</li> </ul>   |
| Principal &         | <ul style="list-style-type: none"> <li>· Fully understand the school’s responsibilities for child protection and health and safety matters and communicate these to the whole school community.</li> </ul>   |
| Deputy Principal    | <ul style="list-style-type: none"> <li>· Work constructively with the relevant statutory bodies.</li> <li>· Ensure that the values of the school enshrine equality, fairness and</li> </ul>  |

justice for all pupils and staff, and are clearly enunciated in policies.

Senior & Middle Management AP1 & AP2	<ul style="list-style-type: none"><li>· Challenge actions, behaviours and practices that do not accord with the school's ethical standards</li></ul>
	<ul style="list-style-type: none"><li>· Manage and oversee the smooth day-to-day running of the school. Develop and implement effective systems of communication that enable all members of the school community to play their part.</li></ul>
	<ul style="list-style-type: none"><li>· Foster a commitment to inclusion, equality of opportunity and the holistic development of each pupil</li></ul>
	<ul style="list-style-type: none"><li>· Model and develop a strong culture of mutual trust, respect and shared accountability.</li></ul>
	<ul style="list-style-type: none"><li>· Foster a positive school climate encouraging respectful interactions at all levels.</li></ul>
Teaching Staff	<ul style="list-style-type: none"><li>· Ensure appropriate use of the continuum of support and follow up on recommendations.</li></ul>
	<ul style="list-style-type: none"><li>· Are familiar with the Behaviour Policy and support and implement policy in a fair and consistent manner.</li></ul>
	<ol style="list-style-type: none"><li>1. Use appropriate teaching and learning techniques and methodologies to promote positive behaviour including IY, RP and Circle Time</li></ol>
	<ol style="list-style-type: none"><li>2. Create a safe working environment for individual pupils, understanding the link between behaviour and learning.</li></ol>
	<ol style="list-style-type: none"><li>3. Report and keep appropriate records relating to behaviour.</li></ol>
SNA Staff	<ol style="list-style-type: none"><li>4. Support colleagues in managing behaviour appropriately.</li></ol>
	<ol style="list-style-type: none"><li>5. Follow agreed procedures to constructively and effectively communicate with parents in relation to teaching, learning and behaviour</li></ol>
	<ul style="list-style-type: none"><li>· Are familiar with the Behaviour Policy and support the implementation the school Code of Behaviour.</li></ul>
	<ul style="list-style-type: none"><li>· Support inclusion by helping manage and being responsive to their care needs.</li></ul>
	<ul style="list-style-type: none"><li>· Assist with reporting and recording of behaviours as appropriate.</li></ul>
Parents	<ul style="list-style-type: none"><li>· Are familiar with the Behaviour Policy and support the implementation the school Code of Behaviour.</li></ul>
	<ul style="list-style-type: none"><li>· Help and support the school in promoting positive behaviour and responding to behaviours of concern.</li></ul>
	<ul style="list-style-type: none"><li>· Cooperate with the school to resolve any issues relating to behaviour</li></ul>
	<ul style="list-style-type: none"><li>· Know and follow the rules of the class and school</li></ul>
	<ul style="list-style-type: none"><li>· Be kind and respect others.</li></ul>
Children	<ul style="list-style-type: none"><li>· Help other children in the class to have good behavior by giving good example.</li></ul>

## **What is Good Behaviour?**

### **In the morning:**

- Be safe crossing the road, use the lollipop man.
- Be on the line at 10 to 9.
- Come in to school through the small gate.
- Smile, say 'Hi' and make room in the line.

### **In Class**

- Show me 5: Good listening, good looking, good sitting, lips still, hands on lap.
- Put litter in the bins
- Always walk when inside the classroom.
- Always use your 'indoor voice'

### **Around the school**

- Always walk quietly inside the school and walk along the white lines in the hall
- Hold the door for others.
- Smile and say things like 'Hello' or 'Dia Dhuit'
- Always say 'Please and Thank You'.
- Say nice things like 'Good Morning', 'Excuse me'. We love to give and hear compliments.

### **Using the Toilet:** We want our toilets to be clean and safe.

- Always ask teacher when you want to go to the toilet
- Flush the toilet after you.
- Wash and dry your hands
- Only one person can use the toilet at a time.

### **Eating Lunch**

- Wash your hands before you eat.
- Eat at your desk
- Tidy up after lunch. Bring home what you don't eat, use the bins and recycle.

### **In the Playground:**

- Have kind hands, kind feet and kind words.

- Be safe. Play safely and carefully so no-one gets hurt.
- Let others join in your game.
- Play on the tarmac and inside the yellow lines.
- If you are upset you can say 'STOP', 'MOVE AWAY' and 'TELL' teacher.
- Listen to the adults and do what the adults say.
- When play is over line up and make room in the line for others.
- We only sit at the picnic tables. We can run on the tarmac.
- We walk and sit in the 'quiet area'. We skip in the skipping area. We play on the tarmac.

#### **At hometime:**

- Say 'Goodbye' or 'Slán Leat' to teacher.
- Go out through the small gate.
- Be safe crossing the road, use the lollipop man.

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#### ***Steps to help follow our behavior policy.***

- The Behaviour Policy is given to parents at enrolment and is on the school webpage.
- Good behaviours are taught, discussed and revisited regularly with the children in class.
- Classes have a poster with the golden rules based on this policy. These are the same in every room.
- We know and follow guidelines to promote positive behaviours.
- We acknowledge, recognise and where appropriate reward positive behaviours.
- We differentiate: rules can be made simpler so individual children can understand them.
- We use visual cues to reinforce positive behaviours for pupils with language difficulties.
- We know and follow the guidelines when responding to behaviours of concern.
- We are positive, proactive, preventative and pastoral in our approach.
- We follow our guiding principles and focus on:
  - ***Modelling appropriate behaviours.***
  - ***Relationships & Wellbeing***
  - ***Courtesy, Respect & Responsibility***
  - ***Clarity – teach rules, be consistent, and use visuals for nonverbal children***
  - ***Highlighting that Everyone's Behaviour Matters***
  - ***Have High Expectations***
  - ***Ensure Equity and Fairness:***
    - ***Listen to both sides***
    - ***Be open minded & never make assumptions.***
    - ***Never label children.***

- **Use Restorative Practice Questions**
  - *What happened?*
  - *What were you thinking?*
  - *Who was hurt / who else could have been hurt?*
  - *What could you have done differently?*
  - *How can we make things right?*
- **Look after the welfare of all pupils and staff**
- **Keep everyone safe and free from threat.**

**Strategies for promoting Good Behaviour – Morning, Class, Playtime, Home-time.**

*(these not prescriptive, are agreed among teaching staff then followed by everyone)*

**Positive & Proactive (Continuum pages 19 -35)**

Area	Strategies we use	Examples
Positive Relationships	<i>Get to know each child.</i>	
	<i>Promote home /school communications –e.g. positive notes / ‘happy-gram’</i>	<i>Greetings / interact / celebrating / involve / recognise emotions ...</i>
	<i>Provide opportunities for pupils to express opinions / listening to pupils.</i>	
The Social Environment of the Classroom	<i>Children have opportunities to work alone, in pairs, in groups. / Teach co-operative &amp; play skills / negotiate class rules / Use circle time / Celebrate difference / role play friendship skills.</i>	<i>Role models &amp; model behaviour</i>
The Learning Environment	<i>Differentiation / flexible groups / plan fun activities / balance of individual, paired and group work / Adapt to learning styles / anticipate feelings.</i>	<i>Golden time, Using ‘feeling scale’</i>
Classroom Organisation	<i>Rooms are clean, attractive, well maintained and uncluttered / Consider light, heat &amp; ventilation / Use visual aids / Teach Rules.</i>	<i>‘Give me Five’ / procedures e.g. for starting, finishing change</i>
Adult Attitudes and Behaviour	<i>We reflect on our own beliefs, attitudes, emotions and how we respond to conflict. We make sure our response doesn’t reinforce behaviours of concern. We try to understand behaviour;</i>	<i>Positive relations Consider ‘Triggers’</i>
A Systematic Approach to Responding to Behaviour	<i><u>We know that attention to any behaviour leads to an increase in that behaviour.</u> / Give Attention &amp; Praise for positive behaviour / Planned ignoring of negative ones / we use incentives and rewards if &amp; as appropriate</i>	<i>Praise-well done! / show confidence in child / positive consequences of behaviour.</i>
Social and Emotional Teaching Strategies	<i>We use SPHE to develop pupils’ awareness of self &amp; others. SPHE is integrated across subjects</i>	<i>Feelings chart, bucket filling, Random acts of kindness / compliments</i>

***Attention to any behaviour leads to an increase in that behaviour: Suggestions for Paying Attention to Positive Behaviour to promote high standards.***

- Acknowledge it. Positive teacher remarks, praise from others etc.
- Praise to parents, note home, send to Principal for praise and recognition
- Acknowledge effort in the presence of another adult and/or parent.
- Use weekly comment book or agreed system to share good news with home.
- Have a reward system – e.g. ‘dojos’, stamps & stickers, prizes, messenger, certs.
- Student of the Week, Student of the month, Best Line, Best Group...
- Compliment sheets – Encourage Random Acts of Kindness (RAKs)
- Use a system of merit marks or merit badges
- Give some special responsibility or privilege for effort
- Use ‘Golden Time’ as a reward for good effort. Golden time is short (20mins), curriculum rich, structured and should involve a favourite curriculum activity – e.g. themes from science, art, music, story, P.E., parachute, etc...
- Consider using PE, fitness, yoga; 10@10; maths, science and Gaeilge activities as rewards.

***Staff (and parents) should be aware of these important programmes, curriculum areas, publications and strategies which contribute to developing a culture of Positive Behaviour.***

- Aistear – using structured play as a methodology
- Incredible Years Programme – show me five, strategies and responses
- Friends for Life – building resilience, empathy and self-esteem.
- ‘Bucket Filling’ – Building self-esteem using Compliments, Random Acts of Kindness
- Circle Time.
- Social Personal and Health Education (SPHE)
- Social Stories
- Behavioural, Emotional and Social Difficulties – A continuum of support
- Lamh
- PECS
- Promote ‘Growth Mindsets’

***Proactive:***

- Teach and discuss Golden Rules.
- Teach clear procedures e.g. for lining up, moving from classroom, lunches, toilets, messages etc.

- Assign roles for the line: Line leader, Door holder, line end ('all in' / 'all out' person).
- Teach politeness- how to greet, hold the doors open, inside voice, do messages, say 'please' etc.
- Have appropriate activities ready for early finishers, for wet days and staff absences.
- Teach games and rules for the playground and revisit these regularly.
- Use drills to get children's attention.
- Display Golden Rules poster in class and around the school to remind children.

***Preventative (comes from being positive and proactive)***

- Communicate and engage with all parents around strategies.
- Use Visual reminders of rules and routines (e.g. posters)
- Be prepared (materials & equipment – P.E. activities, Art )
- Be punctual to supervise play and to collect from play.
- Teach child about designate areas e.g. class early – finishers table, playground – skipping area, games area and quiet play area.
- Have procedures for sending messages. Teach messengers and send in pairs.
- Ensure tasks are appropriate to a child's age and stage of development.
- Ensure adequate supervision. Tell a colleague if leaving the room.
- Have suitable work for early finishers and wet-play.
- Provide sensory breaks.
- SNA can 'shadow' child and intervene before incidents.
- Use positive reinforcements and give choices

***Pastoral***

- Model what's expected: **'FRESH' Values**(Fair, Respectful, Engaging, Safe, Honest)
- Model respect, courtesy and responsibility.
- Get to know each child and their needs – build positive relationship between adult and child.
- Use SPHE to teach about feelings and appropriate expression of these.
- Give children an opportunity to express how they feel – feelings chart & encourage others to support.
- Use the 10 to 2 Behaviour strategy:: spend 2 minutes per day for 10 days in a row.
- Remember 5 to 1. A child should hear 5 positive comments to cancel out 1 negative one.
- Differentiate – for learning styles, ability and SEN.
- Use both verbal and non-verbal cues.
- Adults use every opportunity to acknowledge, recognise and praise effort.
- Timetable to suit the pattern of children who exhibit behaviours of concern.
- Be aware of sensory overload.
- Protect children from being labelled.

## ***What are Behaviours of Concern?***

Behaviours of concern refer ‘to difficulties which a pupil or young person is experiencing which act as a barrier to their personal, social, cognitive and emotional development. These difficulties may be communicated through internalising and/or externalising behaviours. Relationships with self, others and community may be affected and the difficulties may interfere with the pupil’s own personal and educational development or that of others. The contexts within which difficulties occur must always be considered, and may include the classroom, school, family, community and cultural settings’.

### ***A range of factors can influence behaviour. These include:***

***Biological factors*** e.g. medical conditions or disabilities.

***Psychological factors***, including emotional trauma or lack of social skills.

***Behavioural/social factors***, these include behaviours learned through reinforcement, consequences or adaptation to social practices e.g. misbehave to avoid something.

***Cognitive factors***: resulting in faulty thought processes

***Historical community factors***, e.g. family members had difficult/traumatic experiences of school and/or government agencies.

***Cultural factors*** particularly in terms of responding to behaviours.

Student group dynamics, e.g. bullying and teasing, cliques or pupil apathy or hostility.

***Environmental factors***, e.g. classroom organisation, seating arrangements noise etc.

***Organisation issues*** e.g. inconsistent routines, lack of materials, cultural difficulties.

***Adult behaviour*** e.g. adults who are responsible for children being disorganised, over-reacting to behaviour or being over-reliant on punishments, threats or sanctions.

## ***Responding to Behaviours of Concern***

The needs of pupils exhibiting behaviours of concern are best considered in terms of a continuum therefore the responses and the support given is also based on a continuum. Where behaviours impact negatively on Teaching and Learning and/or on Health & Safety they are taken extremely seriously and every effort is taken to resolve them.

The continuum ranges from ..... To...

Milder Needs

More Complex Needs

We follow a 4 step process:

1. What is the concern?
2. Why is it happening?
3. How can we help?
4. Did it work?

Strategies used across the school are chosen following consultation and based on the nature of behaviour. Staff take account of the needs of individual children, balanced with the needs of all

pupils and respond accordingly. Different responses can be appropriate depending on the level of need of the child. Most children '***The Vast Majority***' behave well most or all of the time. '***A Minority***' of children may experience difficulties from time to time but really want to follow the rules. A '***Small Number***' children may experience significant difficulties from time to time.

3. A few pupils
4. Some pupils
5. Most pupils

Strategies for Responding to Behaviours of Concern

***'Most Pupils'***

In reviewing our Behaviour Policy we found that the vast majority of children enjoy learning, behave well and follow the Golden Rules. When they forget they are easily brought back on track. This is reflected in how we respond to behaviours.

***Always Consider: What is happening? Why? How to help? Does it work?***

***Low Level Strategies include:***

- Ignoring behaviour while praising other pupils who are behaving well.
- Using a disapproving look, tone, or stopping and waiting for attention
- Stand in the vicinity of the pupil – using proximity
- Withholding a reward until behaviour improves.

***Higher Level Interventions: Attention to any behaviour leads to an increase in that behaviour Strategies include:***

N.B.: Before using ‘Higher Interventions’ we consider ‘Why’ behaviour is happening so as not to make situation worse. The ‘suite’ of higher level interventions includes:

- Giving a verbal warning.
- Moving the pupil to a quiet place to reflect (Time out)
- Using Restorative Practice to resolve difficulties.
- Speaking with Parents / Note home
- Speak with Principal and/or other Senior staff Member.

***‘Some Pupils’***

A minority of children (some) experience difficulties from time to time but generally they enjoy learning, behave well and follow the Golden Rules.

When they forget we aim to get them back on track.

***Always Consider: What is happening? Why? How to help? Does it work?***

***Low Level Strategies include:***

- Ignoring behaviour while praising other pupils who are behaving well.
- Using a disapproving look, tone, or stopping and waiting for attention
- Stand in the vicinity of the pupil – using proximity
- Withholding a reward until behaviour improves (if appropriate for this individual)

***Higher Level Interventions Attention to any behaviour leads to an increase in that behaviour***

Again before using ‘Higher Interventions’ we first consider ‘Why’ behaviour is happening so as not to make the situation worse. It is important to know and understand the child before deciding on interventions. The ‘suite’ of higher level interventions in this case could include:

- Giving a verbal warning
- Moving the pupil to a quiet place in the room / another room (Time out/Calm down)
- Using Restorative Practice to resolve difficulties.
- Speaking with Parents / Note home
- Use a written warning –recording the child’s name and behaviour
- Use a card system – yellow & red
- Removing the child from the room / activity / playground for a period of time.
- Ask Principal or Deputy Principal to speak with the child.
- Teacher meets with parents to discuss improvements
- Principal or Deputy Principal meets with parents to discuss improvements
- Develop an Individual Behaviour Plan, in consultation with parents

- Putting a behaviour sheet in place to record behaviours and signed by teacher/parent.

### ***‘A Few / Individual Pupils’***

A very small number of children may, for a variety of reasons, experience significant difficulties in relation to behaviour. Experience tells us that these children enjoy learning, want to behave well, want to fit in and would love to be able to follow the Golden Rules. They need extra help and support to help them with their behaviour. When strategies work everyone benefits because everyone wants to be safe and free from harm. These children may need Individual Behaviour Plans and/or Personal Pupil Plans. Support of outside agencies may be needed including NEPS and/or CAMHS. These plans will detail appropriate strategies similar to those listed above.

In deciding which strategies to use, staff will take advice and consider:

1. The welfare of the individual pupil balanced with that of other pupils and staff.
2. Keeping all pupils and staff safe and free from fear and harm
3. Frequency, Intensity & Duration:
  - Frequency how often the behaviour happens – regular disruptive behaviours can interrupt teaching and learning as much or more than a one off serious incident.
  - Intensity – the level of behaviour on a scale of 1 to 10. 1 is mildly disruptive, 6-8 would be serious and 9 or 10 could be consider gross misbehaviour.
  - Duration – How long does the behaviour last.
4. The ABC i.e. Antecedents (Triggers); Behaviours (&Why?) Consequences.

Inclusion of children with Special Education Needs in mainstream classes and in the playground involves emphasizing the individual needs of each child. Individual plans are drawn up in consultation with parents, relevant teachers, SNA's and external professionals. The IEP can list targets, rewards and appropriate responses to be used. When targets are reached the pupil is expected to follow the general code of behaviour. Implementing the school rules begins with Carolyn Webster Stratton's non-verbal interactions "Show Me 5" from the incredible years programme. For non-verbal children behaviour is a form of communication, so teachers strive to be consistent, clear and visual in our approaches.

For individual children, Paying Attention to Positive Behaviour and being Proactive, Preventative,

Pastoral and Patient is particularly important. These children may struggle with behaviour for a wide variety of reasons and they often require intensive support from adults in their lives.

These children will be on a Continuum of Support for Behaviour and will be given an Individual Behaviour Plan. This plan will have specific strategies for the classroom, for playtime and for home.

### ***Serious and/or Gross Misbehaviours***

***In the event that strategies are not working and the Principal considers that:***

1. Certain behaviours constitute Serious or Gross Misbehaviour as described in the NEWB Guidelines on Codes of Behaviour see Appendix 2
2. There is a substantial risk to the safety of an individual child, to other pupils or to staff;
3. There is significant and ongoing disruption of Teaching & Learning;
  - 1.

The principal will meet with parents to review strategies. Where no improvement is forthcoming then the school may implement procedures relating to the suspension or expulsion of an individual child.

- Procedures for suspension: See Appendix 2
- Procedures for expulsion: See Appendix 3.

### ***Bullying: (See also Policy on Bullying)***

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*The school adopts a zero tolerance to bullying.*

Bullying is the continued application of hurt or pain by one individual or group on another party. It can take the form of physical, verbal or psychological abuse.

- *Any incident of bullying must be taken seriously*
- *Concerns should be discussed with Principal:*
- *Reference should be made to School Bullying policy.*

### ***Special Needs***

Flexibility is required when dealing with pupils with Special Educational Needs. As a staff we share a common language and have a consistent and uniform approach to behaviour with special needs' pupils. We are aware and understand that pupils with special needs may take longer to process language when an incident occurs in the classroom or on the playground. Our Behaviour Policy is designed to be flexible and to take account of Individual Behaviour Plans (IBPs) and Individual Education Plans (IEPs). In the case of gross misbehaviour or repeated instances of serious misbehaviour however, when the safety and duty of care to others is at issue, the school Behaviour Policy will take precedence.

