

KILLOWEN PRIMARY SCHOOL

**POSITIVE BEHAVIOUR
POLICY**

MAY2016

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KILLOWEN PRIMARY SCHOOL

POSITIVE BEHAVIOUR POLICY

This policy has been devised in conjunction with Governors, Staff, Pupils and Parents.

The Policy is part of the school's overall Pastoral Care Policy and has links with other policies such as Child Protection, Anti-Bullying, PDMU and Special Needs.

This document provides the framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible individuals.

It is written for the benefit of the whole school community to help facilitate a positive whole school approach to behaviour management at Killowen Primary School.

Aims

This behaviour policy aims to:

- Establish a community wherein staff, pupils and parents are valued and enjoy a sense of belonging.
- Create an acceptable level of order and behaviour so that effective teaching and learning can take place.
- Develop, in all children, positive self-esteem and a sense of self-worth which will help them realise their potential in their physical, intellectual, social and personal development.
- Encourage self-respect, self-discipline, respect for others and property in the school and community.
- Help children become courteous, well-mannered, tolerant and understanding of others
- Begin to develop the skills necessary to resolve conflict and differences of opinion with sensitivity
- Ensure that parents are informed of our disciplinary policy procedures and to encourage their co-operation and support in the successful implementation of our school discipline policy.

Introduction to Behaviour Management

The Principal and Staff at this school believe firmly that effective learning cannot take place without a requisite standard of good behaviour. In the context of this school good behaviour is defined as:

“Conduct which assists the school to fulfil its function, namely the full development of the potential of all its pupils.”

Conversely, unacceptable behaviour would be defined as conduct which prevents this, either when an individual prevents his/her own development through inappropriate behaviour or when unacceptable conducts disrupts the development process for other members of the school community.

A Positive Approach

Whilst this policy outlines sanctions which may be imposed as necessary, we do not see discipline within our school as a series of rules and regulations. Rather, we view discipline in a positive way, where praise and reward are fundamental. It is our desire to cultivate in pupils an acceptance and recognition of their own decisions, their actions and consequences. We hope to train and guide children, in partnership with parents, to behave in a socially acceptable way.

Roles, Rights and Responsibilities

(1) Rights and Responsibilities of Pupils

We would expect the children who attend Killowen Primary School to enjoy their education and to have their needs met. However, at the same time we wish to encourage children to realise that other children deserve and must enjoy the same treatment as they do. A child who is experiencing difficulty at school should inform his/her class teacher, the Principal or any other member of school staff.

Pupils have a Right to:

- Be valued as a member of the school community
- Work and play in a calm, well managed and safe environment
- Receive a broad, balanced and suitably differentiated curriculum
- Be listened to in a sensitive manner
- Get help when they seek it
- Be made aware of the school’s standard of expectations with regard to work and discipline
- A fair, consistent, clear and calm approach to behaviour management

Pupils have a Responsibility to:

- Follow the school's code of conduct contained in the discipline policy, including rules relating to attendance, punctuality and uniform
- Show respect for staff, visitors and other pupils in school
- Show respect for their own and others' property
- Behave in an acceptable manner and always represent the school in a positive way
- Listen attentively and work to the best of their ability at all times
- Promptly follow the directions of staff, both teaching and non-teaching

(2) Role of Parents/Guardians

Standards of behaviour are well established in children before they come to school. Accepted standards of behaviour may vary from home to home and family to family. Behaviour which can be tolerated at home may not always be acceptable at school because of the large numbers involved in the school community.

We believe in the principle of partnership and therefore encourage parents and guardians to establish and maintain a positive relationship with the class teacher and principal.

It is essential that staff and parents work in partnership in order to achieve and maintain the standard of discipline expected by the school for the benefit of every child. The support of parents is essential in order to maintain high standards of pupil attendance, punctuality, pupil appearance, wearing of school uniform, caring for learning materials (particularly those belonging to the school) and supervision of homework.

Rights and Responsibilities of Parents and Guardians

Parents have a Right to expect:

- A safe, stimulating and happy learning environment for their child
- The delivery of a well balanced, broad and suitably differentiated curriculum
- Be well informed about their child's progress and any concerns the school has about the child
- Up-to-date information on the school behaviour policy and procedures
- To be kept informed should their child not meet the standards of behaviour set
- An opportunity to discuss disciplinary matters with the class teacher or principal, including sanctions imposed in accordance with policy procedures
- A consistent and fair approach to behaviour, with sanctions commensurate with the seriousness of the misdemeanour.
- A school community which is sensitive to the needs of the individual child
- An acceptable level of courtesy and respect to be shown to their children by staff

Parents have a Responsibility to

- Act as positive role models for their children in their relationship with the school
- Promote an understanding of what is acceptable and unacceptable in terms of behaviour
- Support the school in implementing the behaviour policy and in maintaining a high standard of discipline
- Ensure children are well rested and prepared to start the school day.
- Ensure that children comply with school rules regarding uniform, attendance and punctuality
- Encourage children to show respect to all staff, school visitors and peers
- Encourage children to value their own property, school property and that of others
- Be realistic regarding their child's ability and offer encouragement and support to them
- Encourage children to complete school work and homework to an acceptable level
- Check and sign all written homework and homework sheets/ diaries.
- Advise school at the earliest opportunity of any problems concerning their child
- Work in conjunction with the teachers and principal should any discipline be required.

(3) Role of the Teacher

A teacher's role is to provide education for the children in his/her care.

'A climate which fosters effective learning, both within the classroom and about the school, is at the heart of the education process.'

'Promoting Positive Behaviour' p.6. DENI, 2001

When the teacher and pupil understand their different roles a positive, well ordered learning environment can be achieved. Children at different stages in education require instruction and guidance and our school rules form the framework of our expectations as teachers for the behaviour of the children in our care. Our rules will be clearly displayed in each classroom and commented on, at regular intervals, by the teacher. Teachers will enforce acceptable behaviour in their class in a positive manner, having regard to the positive nature of the school policy, consulting with the Principal when necessary.

Rights and Responsibilities of the Teacher

Teachers have a Right to:

- Expect courtesy and respect from colleagues, parents and pupils
- Expect opportunities for professional development
- Be valued as part of the school team
- Discipline all pupils in the school according to school procedures
- Expect back-up procedures to be in place for managing behaviour
- Have an opportunity to work to their full potential in a calm, safe environment

Teachers have a Responsibility to:

- Behave in a professional manner at all times
- Provide children with a broad, balanced and suitably differentiated curriculum
- Be approachable, sympathetic and alert to pupils in difficulty
- Recognise the individuality of children,
- Have high but realistic expectations for each child and strive to cater for their needs
- Acknowledge effort and achievement
- Consult with parents about a child's progress or behaviour
- Provide a safe, stimulating and caring working environment in the classroom, where all children can work effectively to the best of their ability
- Enforce the school's behaviour policy in a fair and consistent manner
- Co-operate and work with the school management team and colleagues
- Pursue opportunities for personal and professional development

(4) Role of the Support Staff

All Support Staff in the school are valuable members of the school team and work in partnership with the Teachers and the Principal to provide a well ordered learning environment. All Support Staff will assist the Teachers in enforcing acceptable behaviour in the school in a positive manner, having regard to the positive nature of the school policy, consulting with the Teachers and Principal when necessary.

Rights and Responsibilities of Support Staff**Support Staff have a Right to:**

- Expect courtesy and respect from colleagues, parents and pupils
- Expect opportunities for professional development
- Be valued as part of the school team
- Assist in the discipline of all pupils in the school according to school procedures
- Expect back-up procedures to be in place for managing behaviour
- Have an opportunity to work to their full potential in a calm, safe environment

Support Staff have a Responsibility to:

- Behave in a professional manner at all times
- Be approachable, sympathetic and alert to pupils in difficulty
- Recognise the individuality of children,
- Have high but realistic expectations for each child and strive to cater for their needs
- Acknowledge effort and achievement
- Assist in the provision of a safe, stimulating and caring working environment in the classroom, where all children can work effectively to the best of their ability

- Enforce the school's behaviour policy in a fair and consistent manner
- Co-operate and work with the school management team and colleagues
- Pursue opportunities for personal and professional development

(5) Role of the Principal

The principal has a key role in formulating and reviewing the behaviour policy and establishing the ethos of the school. She must ensure that teachers, pupils and parents play a vital role in the life and organisation of the school.

The principal must ensure that the rules of the school are administered fairly and consistently to all pupils. She should support her staff where appropriate and furnish the Board of Governors and the Education Board (if necessary) with a report on the discipline within the school or on the behaviour of an individual pupil where necessary.

The Principal must also ensure that the school behaviour policy is processed in accordance with and alongside all other relevant school policies, i.e. SEN Policy, Pastoral Care Policy, Anti-Bullying Policy and Code of Practice, etc.

(6) Role of the Board of Governors

The Governors have legal responsibility for the school's behaviour policy and it is their role to maintain a policy for the school which is current, being implemented, positive in nature and reflective of the school ethos.

If or when a case of indiscipline should come before them they must act upon it, having considered the views of the principal, other interested parties and any reports forwarded to them.

The Board of Governors have a responsibility to support the principal and her teaching staff.

Pupils' Code of Conduct

A very high standard of conduct, work and appearance is expected from each boy and girl who is a pupil at Killowen Primary School. Respect for oneself and consideration for others are the ideals by which pupils should be guided in all their behaviour in school, in the home and in the wider community.

The Code of Conduct is very important in ensuring that each pupil can reach his/her full potential in Killowen Primary School.

Attendance

- Good attendance is essential. All absences should be covered by a note.
- The school day is from 8.45 a.m. to 1.45 p.m. or 2.30 p.m.
- No pupil may leave school without the permission of his/her teacher or principal, on receipt of a note.
- In the event of children leaving school at lunch-time they will only be released when the lunch-time bell sounds and should return promptly for the beginning of afternoon classes.

Punctuality

- Children should be on the school premises by 8.40 a.m., at the earliest, when teacher supervision begins.

Behaviour

- Pupils should have respect for themselves and others and take responsibility for their own actions.
- Pupils should be well-mannered at all times.
- The use of bad language and gestures is unacceptable.
- Boisterous games and activities which are liable to cause injury to the pupils or others are prohibited.
- Pupils should respond immediately and appropriately to all members of staff at all times.

Homework

- All homework should be well presented, reflect careful effort and be submitted on time.
- All written homework and homework sheets should be signed by a parent/guardian on a daily basis.

Appearance

- A high standard of personal appearance and hygiene is expected at all times.
- Full uniform should always be worn, unless previously arranged with class teacher/principal and pupils' names should be clearly marked on all clothing and articles brought to school.
- Coats should be worn to school (Killowen Primary School coat preferable).
- For safety reasons jewellery will be restricted to a watch and stud earrings.
- When engaged in physical activities it is necessary to remove all items of jewellery for health and safety reasons.
- Long hair should be tied back with school colours. Hairstyles must be tidy, unobtrusive and not extreme.
- Make-up and nail varnish are not allowed.

Movement

- Pupils should move around the school in a quiet and orderly manner as directed in the school rules.
- Toilets should be used at set times or when otherwise directed by the teacher.
- In the dining hall, pupils are expected to walk in an orderly manner when entering, exiting or moving within the hall.
- All pupils are expected to go out at break-time and lunch time, unless directed by a teacher otherwise.
- Pupils may only leave the playground with the permission of a member of staff.

Property

- All pupils will show due care and respect for their own and others' property. School property and school grounds are due the same importance as something which is their own.
- Pupils should only bring to school items of property which they need or are asked to bring by their class teacher.

School Rules

Pupils are responsible for their own behaviour and will respect and obey all members of staff at all times.

Within the classroom

Each class has an agreed set of classroom rules negotiated at the outset of the year which broadly reflect the following:

- We will treat everyone with respect.
- We are attentive to the teacher and other pupils.
- We will always try our best.
- We are always prepared for the school day.

Within the school building

- We always walk quietly and safely
- We open doors for visitors.

The Playground

In dry weather, the children will play outside at break and lunch-time.

In the playground, children follow the START rules:

- Play SAFELY
- Play TOGETHER
- AVOID trouble
- REPORT any inappropriate behaviour
- TIDY up afterwards

On wet days, the children will remain in the classrooms at break time and in lunch hall and will be supervised by the classroom assistants/supervisors (one teacher on duty at breaktime). The children will respect and obey teachers and supervisors at all times.

The Dining Hall

In the Dining Hall, the children will follow the LUNCHES rules:

- LINE up quietly
- USE good manners
- NO walking around
- CHAT quietly
- HAVE respect
- EVERYONE takes responsibility
- STACK your plates

Educational Visits

Pupils on school visits will be expected to abide by the aims of our school Behaviour Policy and school rules re behaviour. In addition, the Principal and staff will reserve the right to implement any rules which they deem necessary to ensure the safety and welfare of pupils and staff and achieve the aims and purpose of the visit.

Praise and Reward

It is the aim of Killowen Primary that discipline within our school should be a positive process and children will be encouraged and rewarded for progress and achievement. The following list is not exhaustive but gives an indication of the value we hold in self-esteem and reward.

Rewards

In Class

- Stickers / stampers
- Verbal praise or written comment
- Display of particularly good work in special place in classroom
- Peer praise
- Visits to another teacher or principal
- Certificates
- Given responsibility within class
- Note sent to parents
- Prize from class teacher
- Golden Time
- Homework points

In School

- Praise in Assembly
- Weekly Head teacher Award
- Pupil of the Month and Writer of the Month
- Going for Gold Reward Scheme
- Entries in the school newsletter
- School trips and involvement in school teams
- Prize from Principal

Unacceptable Behaviour

Staff will always encourage children to take responsibility for their actions and draw the child's attention to the fact that undesirable behaviour usually has a negative consequence on another person, the class, the school environment or themselves. Where possible, staff will try to link the sanction to the behaviour.

Minor misdemeanours will be dealt with, as they occur, by the class teacher, who will decide on appropriate action. Incidents will be recorded (at teacher's discretion) in the Class Incident File. Issues arising at break or lunch times must be reported to the teacher following the recess.

If a pupil is habitually misbehaving, despite repeated and ongoing attempts to modify the behaviour, then the child will be referred to the Principal.

At our school we classify unacceptable behaviour into 3 broad bands:

Level 1: Mildly Disruptive

Misbehaviour that can be effectively managed within the classroom environment by the teacher.

Level 2 Moderately Disruptive

More serious misbehaviour or persistence of Level 1 that is not so easily managed within a classroom environment. Class teacher may involve the parents, either formally or informally. Notification of other staff may take place. Referral to the principal may also take place.

Level 3 Seriously Disruptive

Very serious misbehaviour or persistence of Level 2 behaviour. This may result in the formal involvement of the Principal within the school along with parental involvement. Additionally, the involvement of outside agencies may be sought.

The following are examples of what constitutes Level 1, 2, 3, and Sanctions and Strategies which may be used.

Sanctions will be constructive, applied with sensitivity and flexibility, where possible, be related to the misdemeanour and will be specific to the offender and not applied to the whole group.

Examples of unacceptable behaviour

Level 1	Level 2	Level 3
Arguing	Persistence of Level 1	Persistent occurrence – Level 2
Boisterous behaviour	Aggressive behaviour persistent/serious (eg. biting, hitting, nipping etc.)	Physical assault – teacher/adults/children
Talking at inappropriate times	Refusal to work / general defiance	Wilful damage – property/school
Distracting other pupils	Consistent non-completion of homeworks	Verbal abuse to teachers/staff/peers
Disobeying instructions	Refusal to engage with an adult	Stealing – intent and persistent
Shouting out / leaving seat	Bad language/rude noises	Major disruption of class activity
Not being prepared for school	Persistent name-calling	Abuse/threatening behaviour/ subtle bullying / overt bullying
Incidents of taking property of others	Name calling / teasing	Leaving school premises without permission
Lying	Damaging property	Dangerous refusal to obey instructions
Not completing homework		
Not sharing		
Making unkind remarks		
Running in corridors		
Telling tales (inappropriately)		
Talking during assembly		

Sanctions and Strategies

Level 1	Level 2	Level 3
A disapproving look	Time-out/cool-off in another room	Principal informed immediately
A signal to indicate behaviour must stop	Report to Principal	Formal discussion with Principal and pupil
A verbal rebuke	Formal appointment with parents (Principal informed prior to meeting to allow her attendance if deemed appropriate)	Formal appointment with Principal and Parents
Moved in class to another desk	Discussion with SENCO IEP may be implemented at this stage	IEP will be implemented and an action plan agreed
Time-out chair/cool-off	Entry in Class 'Incident File'	Behaviour contract between school and child
Informal chat with parents	Daily report/withdrawal of privileges	Involvement of other agencies, e.g. Education Welfare Officer, Behaviour Management Team, Educational Psychology, Social Services
Withdrawal of privileges/responsibilities	Home/school report sheet	Suspension
Reminder of class rules	Teacher may begin to record daily observations of behaviour	Expulsion
Private discussion with child	Restitution (as deemed appropriate)	
Break detention (during which time the child will complete additional work supervised by the class teacher)	Withdrawal from extra-curricular activities	
Informal chat to parents	Break/lunch detention	
Apology (either written or given verbally)		

Clarification of terms used above:

Time Out/Detention

- To a separate seat in classroom
- To another class, with work set (issue of a time-out card)

- Break/lunch time with work set (providing sufficient time for eating and toileting)
- To Principal or Senior Teacher in charge
- To a quiet area of the playground or dining hall

The Class Teacher and/ or Principal will use discretion as to whether parents need to be informed if their child has been in detention, depending on the seriousness of the misdemeanour.

Class Incident File

Each teacher has a class incident file into which s/he enters notable events of indiscipline and immediate action taken. The purpose of this report is to compile a list of misdemeanours committed by this child. Copies of the report are passed to the Principal after the misdemeanour and further action taken if required. It may be used at some stage in his/her primary school career to substantiate a report on unacceptable behaviour or in interviews with parents, other members of staff, Principal or EWO.

Name of Pupil	Class	Incident Date	Nature of Incident	Action Taken	Principal Informed?
<i>A. N. Other</i>	<i>P3</i>	<i>1/09/10</i>	<i>Disruptive behaviour in class, constant rattling and fidgeting</i>	<i>Verbal direction</i>	<i>No</i>

Formal Disciplinary Proceedings

Formal Disciplinary Proceedings consist of **Three Formal Verbal Warnings**, followed by **Three Written Warnings**, leading, ultimately, to **suspension/expulsion**.

Formal Verbal Warnings

If an IEP is already being implemented and serious incidents continue to occur, the class teacher, along with the Principal and SENCO will decide if a verbal warning should be given. If so, this will be given by the Principal and will be recorded in the School Incident File. Parents will:

- be informed prior to a verbal warning being given
- be invited to an interview at which the range of pastoral / disciplinary options will be discussed
- be given written confirmation of the warning.

This procedure will be repeated for each verbal warning and the Board of Governors will be fully informed in such cases.

Written Warnings

Should a child receive Three Verbal Warnings and all behaviour modification strategies have failed to produce positive responses, the school will consider moving to the next stage, which consists of Three Written Warnings. The class teacher and Principal in conjunction with the SENCO will decide when such warnings are necessary. The Chairman / Vice Chairman of the Board of Governors will be informed. Parents will:

- be informed prior to a written warning being given
- be invited to an interview at which the range of pastoral / disciplinary options will be further discussed
- be given written confirmation of the warning.

This procedure will be repeated for each written warning and the Board of Governors will be fully informed in such cases.

Suspension/ Expulsion

If, following the administration of three written warnings further incidents of unacceptable behaviour occur, advice from the EA will be sought and a decision regarding the suspension of the pupil will be taken. The Board of Governors will be notified and consulted. The EA Suspension and Expulsion procedures will be followed. Initially, any exclusion will be for a temporary fixed term but, if necessary, permanent exclusion may be considered, again, in line with EA policy and guidelines.

The School Management reserve the right to bypass the imposition of sanctions and move directly to 'Formal Disciplinary Proceedings' for children considered to have seriously broken the school rules or misbehaved in a serious manner. If this occurs loss of privileges may include immediate withdrawal from school teams etc.

It is important to realise that such decisions are made in response to a problem caused by the pupil.

Bullying

Bullying has been defined in Killowen Primary School as follows:

'Bullying is a form of aggressive, hurtful behaviour which is persistent and unprovoked. It involves an abuse of power. It may take various forms, including physical, verbal and emotional abuse.'

Killowen Primary School 2015

It may involve: (this is not an exhaustive list)

- Causing deliberate physical injury
- Threatening behaviour
- Offensive name calling
- Taunting or disparaging remarks
- Spreading malicious rumour or gossip
- Extortion of money or property
- Preventing another taking part in activities
- Wilful damage of another's property

Bullying is in contravention to children's rights to all forms of violence, both physical and mental. It also infringes their right to education and to freedom from torture and inhumane and degrading treatment under the Human Rights Act 1998. It can make the victim's life miserable.

At Killowen Primary School we take our responsibility to create a secure and caring environment for everyone present, very seriously.

Under no circumstances will bullying be tolerated

Our Anti-Bullying Policy will be followed at all times.

- Bullying, of any kind, is unacceptable
- Staff will always take the report (from pupils or parents) seriously and deal with it accordingly
- Staff will offer concrete help, advice, support and feedback to the victim and their family
- Staff will encourage the bully to think about their actions and the effect they have on their victim
- Staff will remember that both the victim and the bully have needs which need to be addressed by the school

Policy on Reasonable Force and Safe Handling

Killowen Primary School actively promotes the use of positive behaviour management strategies, thus reducing the need for any form of physical intervention. However, emergency situations may arise when this is unavoidable and necessary. Such situations may be:

- When the health, safety and well being of an individual, or group is endangered by the action of another person or persons
- Where an individual is endangering his or herself
- Where there is a developing risk of injury or significant risk to property

In the event of contact, as a last resort, becoming necessary, the procedure and guidance, as outlined in the Department of Education Circular 'The Regional Policy Framework on Reasonable Force / Safe Handling' (May 2004) will be followed.

A policy on Reasonable Force and Safe Handling is available -2015

Links With Other Parties

Behaviour Policy and Parental Links

The support and co-operation of parents are very important elements in achieving the aims of our positive discipline policy. Parents need to be aware of how important the school views their role and responsibility in helping us achieve these aims.

Opportunities to build parental involvement will take many forms, e.g. through the promotion of our rewards system, questionnaires, Individual Education Plans, reports, informal notes in books, school trips and face-to-face meetings at formal parents meetings.

Close communication between school and home should ensure that the needs of the child are paramount and are addressed quickly and efficiently.

Behaviour Policy and Special Needs

It is our intention to assist in any way pupils who may experience emotional or behavioural difficulties in our school.

Within our special needs policy all teachers are aware of the role they play in assessing, targeting and drawing up an individual plan for a pupil, depending on what stage of the Code of Practice the pupil is at.

When it becomes evident that further help will be required the SENCO will make a Stage 3 referral to the local Educational Psychology Office requesting outside support.

Behaviour Policy and Links with Outside Agencies

In attempting to cater for all pupils it is sometimes necessary to call on the support of other professional support agencies from outside the school e.g. the Educational Psychologist, the Behaviour Support Team, the Education and Welfare Officer, Social Services, the EA Pupil Personal Development Services Team, the Inclusion and Diversity Team.

Monitoring and Evaluation

The Governors will seek the views of all staff, pupils and parents when carrying out a review of the policy and procedures. The Policy will be given to each member of the Board of Governors, staff, parents and volunteers. It will also be available from the school office and on the school web-site .This policy will be reviewed annually or sooner as considered necessary to meet changes in school circumstances and/or EA/DENI guidelines and/or new legislation. Participation and consultation with children and parents will be undertaken through the use of questionnaires.

The following documents have been taken into consideration when drawing up this policy:

- Promoting and Sustaining Good Behaviour:
- A discipline Strategy for Schools (DENI, 1998)
- Evaluating Pastoral Care (DENI 1999)
- Evaluating Schools (DENI 1998)
- Integrating Personal Safety Programmes into the Curriculum:
- Child protection (CCEA 1999)
- Child Protection Guidelines – Pastoral Care in School: Child Protection (DENI 1998)
- Education and Libraries (NI) Order 2003
- Regional Policy Framework on the Use of Reasonable Force/Safe Handling May 2004

This Positive Behaviour Policy is an integral part of the school Pastoral Care Policy. It is in agreement and integrated with other policies, namely:

- Anti-Bullying Policy
- SEN Policy
- Child Protection Policy
- Personal Development and Mutual Understanding Policy
- Relationships and Sexuality Education
- Misuse of Substances Drugs Policy
- Health and Safety Policy
- Pastoral Care

APPENDIX 1:

POSITIVE BEHAVIOUR PARENT QUESTIONNAIRE

May 2016

	TRUE	MOSTLY TRUE	HARDLY TRUE	NOT TRUE
My child enjoys coming to school.	75% (9 Parents)	25% (3 parents)	0	0
Good relationships between staff and pupils exist in and out of the classroom.	75% (9 parents)	25% (3 parents)	0	0
High standards of behaviour are expected and are evident in the school.	50% (6 parents)	50% (6 parents)	0	0
I am aware of the school rules, routines and the pupil code of conduct.	66.66% (8 parents)	25% (3 parents)	8.3% (1parent)	0
The rewards used in school (e.g. stickers, pupil of the month, points rewards, certificates, and extra play at break time) are effective in promoting positive behaviour.	50% (6 parents)	25% (3 parents)	25% (3 parents)	0
I am aware of what is classified as "unacceptable behaviour" in the school.	66.66 (8 parents)	25% (3parents)	8.3% (1parent)	0
I am aware of the sanctions and strategies in place to deal with inappropriate behaviour.	44.44% (4 parents)	58.3 (7 parents)	8.3% (1 parent)	0
Teachers reward positive behaviour.	58.3% (7parents)	44.4% (4 parents)	0	8.3% (1 parent)
I am aware that supervisors follow the school rules and procedures at break and lunchtime.	66.66% (8 parents)	44.44% (4 parents)	0	0
I am aware that the Positive Behaviour rules apply to all clubs and activities within school.	75% (9 parents)	16.66 (2 Parents)	8.3% (1 parent)	0
I am happy that my child is able to approach staff about a problem at any time.	75% (9 parents)	16.66% (2 parents)	8.3% (1 parent)	0
I feel confident in approaching the staff about any problem with my child.	75% (9 parents)	25% (3 parents)	0	0
I feel confident in making an appointment to speak about any problem about my child.	75% (9 parents)	25% (3 parents)	0	0
I am aware of my role and responsibility in achieving a high standard of discipline in the school.	75% (9 parents)	25% (3 parents)	0	0
There is frequent and effective liaison with parents and discipline issues are tackled in partnership with parents.	58.3% (7 parents)	25% (3 parents)	16.66% (2 parents)	0
Would you be interested in attending an informal meeting at the school to discuss the school's Positive Behaviour Policy?	Yes <u>5</u> parents No <u>7</u> parents			

Response from parents

APPENDIX 2:

POSITIVE BEHAVIOUR PUPIL QUESTIONNAIRE May 2015

	TRUE	MOSTLY TRUE	HARDLY TRUE	NOT TRUE
I like sports day	76% 38 pupils	16% 8 pupils	8% 4 pupils	0
I know and understand the school rules.	70% 35 pupils	22 % 11 pupils	8% pupils	0
I know and understand our classroom rules.	88% 44 pupils	10% 5 pupils	2% 1 pupils	0
We talked about our classroom rules at the start of the year.	40% 20 pupils	20% 10 pupils	14% 7 pupils	26% 13 pupils
Our classroom rules are clearly displayed for me to see.	24% 12pupils	28% 14 pupil	10% 5 pupils	38% 19 pupils
My teacher and other adults remind us of the rules when we forget.	24% 24 pupils	28% 14 pupils	6% 3 pupil	18% 9pupils
I am usually well behaved in the classroom	80% 40 pupils	20% 10pupils	0	0
I know and understand our playground rules.	83% 37 pupils	14% 11 pupils	0	0% 2 pupils
I am usually well behaved in the playground.	64% 27 pupils	33% 14 pupils	3% 1 pupil	0
I know that people will notice when I behave well.	38% 19 pupils	34% 17 pupils	16% 8 pupils	12% 6 pupils
I know what will happen if I am not very well behaved.	74% 37 pupils	34% 17 pupils	16% 8 pupil	12% 6 pupils
Even if my teacher tells me off, she is still fair.	56% 28 pupils	26% 13 pupils	12% 6 pupils	6% 3 pupils
The adults in the classroom show us how they expect us to behave.	58% 29 pupils	28% 14 pupils	6% 3 pupil	8% 4 pupils

Questionnaires were circulated to all pupils from Primary 4 to Primary 7 in May 2016