

Behaviour Policy

Braidside Integrated Primary and Nursery School

2008

(after consultation: June 2008; consultation October 2013, revised 2017)

Vision Statement

We aim to work together to support each child in reaching their personal and academic potential within a culture of mutual respect.

2005

Code of Conduct

We aim to provide an effective education within a caring school, working with parents to help each child reach their potential. In order to provide effective learning and a comfortable environment for the children we need to maintain a good standard of behaviour.

Staff

- Will treat the children with respect.
- Provide a welcoming and comfortable environment.
- Provide a good match of work to the child.
- Promote achievement and positive behaviour.
- Help to maintain a safe and orderly school.

Staff will provide a model of mutual respect and considerate behaviour, and will allow time for the children to discuss school rules, rights and responsibilities, and respect for others.

Summary code of conduct for pupils.

-Be kind and thoughtful to others.

-Behave well in school and going to and from school.

-Settle to work in class and share well.

-Play safely and be kind to others.

-Help to keep the classroom, cloakroom, and school tidy by using bins and hanging things up.

-Look after your own property and respect the property of others.

Travel

-Use seat belts (if fitted) when travelling by bus or car.

-Stay in your seat when on a bus and behave well. Keep any rules which the driver has given you.

Parents

-Stay in touch with the school.

-Support homework.

-Talk about school and encourage your child to behave well.

-Ensure that your child is at school as much as possible and arrives on time.

We appreciate it if you get in touch at an early stage if there are any problems which we can help with.

Special Educational Needs and Disability

Children may have particular difficulties and we will look to be flexible in our approach in order to help children succeed and learn appropriate behaviour. Help will be sought from support agencies such as the schools' psychology service when appropriate.

School Grounds.

Always be aware that the school grounds were not designed to cope with a large number of vehicles. Please do not park anywhere in the grounds other than in parking bays.

Please never drive past the turning circle- other areas are pedestrian walkways.

Please take care at all times when on the school premises, particularly if attending a meeting after dark.

Rationale

The school was founded by parents in 1989, and set up to be child-centred, integrated and open to parental involvement. Founding staff and parents worked to establish an ethos which met the best interests of children. The school was set up with a positive approach to discipline and we continue to work to maintain a positive approach to behaviour.

Home – School Partnership

The school will aim to be a warm, welcoming place where pupils are treated fairly and with respect. The school will keep parents well-informed and involved, give pupils advice, and respond promptly to any concerns, including pupil relationships and progress.

We ask parents to support school policies, make sure that the children show respect for others and for the school rules, and keep in touch with the school. Please support homework and make sure that your children bring what they need for school.

Pupils should attend school as consistently as possible, arrive on time with their homework done, keep the school rules and respect others. We expect pupils to behave sensibly and to work well in class.

In addition, as an integrated school, staff will work to provide a shared, caring environment and to build the self-esteem of pupils. We hope that many parents will support the school in additional ways, such as by lending support and help, joining Parents Council or standing as a parent representative on the Board of Governors, and helping to run school community events.

Class Rules

Each year a set of rules is agreed in each classroom. This allows the children to be involved in drawing up and owning their own rules. We will send the class rules home.

Positive Behaviour Policy

We take a positive approach to developing and supporting good behaviour, which includes the following principles.

- An opportunity at each stage for children to make amends and take a fresh start.
- The involvement of parents at an appropriately early stage.
- The involvement of children in taking responsibility for their actions and having a say in class rules.
- Discussion with the children in circle time about the need for rules and the responsibilities we each have to one another.
- A readiness to be flexible in applying strategies with children who may have particular difficulties to help establish more positive behaviour.
- Ensuring a shared understanding of what will happen if...

Promoting Good Behaviour

We reward and celebrate achievement and good behaviour in a number of ways.

In class

Award charts for the collection of stamps. Ten stamps earn a reward and a certificate to take home.

Each class has its own system for marking and rewarding the good behaviour of the class in general.

Extra privileges such as giving additional jobs or responsibilities are used to both reward and encourage positive behaviour.

Circle time is used to discuss and celebrate positive behaviour.

In assemblies

The children have opportunities to show good pieces of work, talk about their achievements and interests, and share special class projects.

A Merit Assembly is held every two weeks when certificates are presented to a number of children for achievement and good behaviour.

On display

Wall displays are used to present and celebrate the children's work and achievements.

End of year

Distribution of records of achievement to the P7 leavers as part of a special assembly created and performed by P7.

A positive environment

Perhaps most important of all is the overall climate and ethos of our school.

Our ethos of care, forgiveness and recognition of individual need and worth includes the following characteristics.

- A positive climate that relies upon and promotes reward and praise rather than criticism and sanction.
- The example set by members of staff in their relationships and communications with children.
- The support and relationships that members of staff have with one another.
- The sense of community within the school and that all children are ambassadors for us.
- Interesting and well-prepared lessons that cater for individual need.
- A colourful and stimulating environment in and around the school building.

Rules and sanctions

In order to maintain the environment which we want for the children we expect the following behaviour.

Mutual respect- care and consideration.

To achieve this we will:

- Be friendly and polite.
- Move around the building quietly and safely.
- Follow directions from staff straight away.
- Look after personal and school property.
- Be helpful to those in need.
- Only use acceptable language.
- Put things away in their proper place.
- Be in the right place at all times.

Action to manage behaviour.

It is the responsibility of all members of staff to monitor the children and to promote positive behaviour.

Sanctions which can be selected from include the following.

Stage 1

low level behaviour issues.

- Withdrawal of a privilege for a limited period of time.
- Writing out a letter of apology or a piece exploring positive behaviour (rather than lines).
- Child seated in a particular area of the classroom for a defined time.
- Time out in another classroom.
- Name recorded – warning.
- Missing a break time.
- Completing work elsewhere or with someone else.
- Sent to another colleague for a discussion of the behaviour.

There are a range of sanctions which can be used e.g.

First time – warning

Second time – moved within class

Third time – miss break

Fourth time – miss a privilege

Fifth time – sent to a senior colleague, deputy principal or principal (Stage 2).

Children should be allowed to move down the pyramid as well as up.

Consideration should also be given to keeping children motivated and not feeling that ‘all is lost’. If they reach the ultimate class sanction they then move on the next stage.

Teachers should note that behaviour charts will often help to reduce unwanted behavior and increase positive behaviour if used consistently. Charts should be kept simple, focused on a limited number of issues, and be pitched to permit success- some children will need to be brought forward in small steps.

Stage 2

Senior colleague, Deputy Head or Head (as appropriate).

For example: children who have broken the class rules on several occasions and/ or have broken a major rule such as noted below.

Being involved in systematic bullying.

Being offensive to an adult/ member of staff.

Physically hurting other another child intentionally.

Fighting.

Deliberately vandalizing school property.

Verbal abuse including racist and sectarian remarks.

If the behaviour is significant or is repeated the Head / Deputy Head will issue an appropriate sanction, which may include the following

A letter home explaining significant concerns.

Further discussion with the child and consideration of strategies to avoid further incidents.

Discussion with the child's parents.

A pupil may be placed on a weekly report card. The card is reviewed on Friday afternoon and sent home to parents.

External support will be sought as appropriate (for instance if any underlying special need may be an issue). This may include referral to the educational psychologist or to the NEELB behaviour support team.

In the case of extreme behaviour or where significant poor behaviour continues the Principal will begin a process of:

1. fixed- term suspension

2. permanent exclusion

It is normally good practice to have issued a written warning about possible loss of a significant privilege (such as going on a class trip), suspension or exclusion before the sanction is triggered, except in the rare event of sudden extreme behaviour. At all times children should be given the opportunity to move out or back through the stages. Where there is improvement the child will be praised.

Encouraging positive behaviour.

We need to be firm in setting expectations but at the same time flexible- children need to have the possibility to succeed.

A positive relationship counts for a lot: children can accept order, discipline and a high expectation if they feel that they are cared for. Pupils who feel valued will normally want to please their teacher and earn his or her good opinion.

Our classrooms are bright and the work interesting. The pace of work should be a good match to a child's ability and concentration.

Gender

Many boys respond best to extrinsic motivation- that is actual rewards. Many girls characteristically respond to intrinsic motivation- wanting to do well and be praised.

Children with particular needs

In most cases, difficulties with behaviour will be dealt with by the sanctions and processes already described. However, in some cases the normal procedures used may have little effect upon the child. This might be because of other circumstances at home or because of medical conditions. In some cases children have a very low self-esteem and find it difficult to find a place for themselves within the normal school routines and the reward/ sanction process. **In these cases different approaches will be necessary and personalized according to the needs of the child.** Some possible options for supporting children who fall into this category include are given below.

Individually adapted reward cards and stickers may usefully be used as some children will respond to individual rewards tailored to their interests and level of concentration.

Mentoring – some children will find it difficult to work with a number of people but may benefit from establishing particular links with one individual in the school who can act as a mentor.

Where behaviour is likely to erupt, the mentor's support might be requested to help talk to the child and pre-empt any further difficulties.

Providing responsibilities – some children in this category will benefit from being placed in a position of responsibility either in relation to a task or to a peer. Helping younger children with a task, being given set routines at 'trigger' times can increase their self-esteem and bring out the best in them.

It is worth remembering that for some of these children:

friendships and relationships are crucial. They may develop a particular rapport with any member of the school community –this should be built into the support for the child.

For some children praise is not part of their normal expectation and as such they can find it difficult. This might be seen where a child is close to obtaining a major reward only to fail at the last moment.

Quickly administered incentives very closely linked to the desired behaviour should be considered. It might also be appropriate to 'freeze' rather than remove rewards. This can help to remove the 'self-fulfilling prophecy' of constant failure.

For a small number of children actions are not easily linked with consequence – their pattern of behaviour may be so entrenched that they continue to repeat it even though they dislike the resulting consequence.

Feeling ‘cornered’ will result in extreme reactions.

There are no quick fixes and time and patience are needed. This can be draining on the staff most directly in contact with children with Social and Emotional Behaviour Difficulties. They should also be given counseling as appropriate and provided with encouragement to reflect on their behaviour. Every attempt should be made to avoid the escalation of problems through direct confrontation or ‘backing children into a corner’. Children should be encouraged to consider and discuss their own feelings, the feelings of others and come up with their own solutions where possible. Involving the child in a particular activity which invites discussion can be one way of calming down a situation and providing the opportunity for reflection and discussion. SEBD children can make great demands on individual members of staff. It is crucial that we maintain our climate of support and understanding both for the child and the members of staff involved with them.

Appendix 1

from policy statements in the School Prospectus which support our positive behaviour policy

Aims and Ethos

The school was founded in the belief that it should be integrated, should welcome parental involvement, and should help each child to reach their potential within a caring ethos.

Discipline Policy

The aim of Braidside's pupil discipline policy is to create an environment where children develop positive feelings about themselves and learn the value of self discipline and respect for others.

GUIDING PRINCIPLES

- The emphasis in this policy is on developing self discipline.
- The positive approach of encouragement and praise is favoured.
- Co-operation and partnership between home and school is an essential part of the promotion of discipline and parents are encouraged to discuss aspects of the discipline which concern their own child with a member of staff or the Principal at any time.

- Parental consultation should come at an early stage, in order to ensure consistency between school and home, and to enable underlying problems to be explored.
- All members of the school community are expected to show courtesy and consideration for others and respect for property: by being industrious, honest and punctual and contributing fully to the life of the school, adults can give a positive lead.

Rewards

Probably the most effective reward is praise. This can be delivered in a variety of ways such as merit systems, prizes and public commendation. A quiet word or encouraging smile can also be an effective recognition of endeavour or positive behaviour.

Sanctions

Sanctions should be consistent and humane and should aim to channel behaviour in a positive direction. Any criticism should be constructive in its approach.

Typical sanctions for minor misbehaviour will include showing immediate verbal disapproval, minor penalties (e.g. picking up litter for those who drop it) and repeated or extra work.

More serious disciplinary problems may involve the use of counselling (either by the class teacher or another member of the teaching staff) or the drawing up of a series of targets by the teachers and parents.

More serious penalties, such as suspension, will only be used after prior consultation with the Chairperson of the Board of Governors.

Educational Policy

The educational policy of Braidside is to assist every individual child to reach his or her maximum potential, mentally, physically, socially, spiritually, morally, and emotionally, and to try to ensure that the child is well prepared for education after leaving Braidside. It is inherent in the school's philosophy that such a policy can only be attained in a context of integration.

Appendix 2

from the NICIE STATEMENT OF PRINCIPLES

The Northern Ireland Council for Integrated Education is an umbrella organisation which supports and advises integrated schools. The statement helps to define the character of integrated schools, setting out the need for balanced representation in all aspects of the school and noting that the core aim of the integrated school is to

'provide the child with a caring, self-fulfilling educational experience which will enable him/her to become a fulfilled and caring adult.'

Child-Centred Education

The school aims to provide an environment within which the children are secure and positive in their learning.

Children should:

- regularly encounter success as their development progresses
- be challenged up to their limits
- be enabled to perform basic life skills
- be encouraged to develop confidence and self-esteem
- be encouraged to behave responsibly and respect the needs of others.

It is important that children develop a positive image of themselves and a positive attitude to learning. Each child should feel valued irrespective of their innate ability.

Discipline should centre on a positive approach, praising what is good as often as is realistic, with appropriate sanctions when behaviour is not acceptable. We aim to develop self-discipline in the children, and to provide a structure which creates the order in which this can develop. Discipline should be seen by the children as fair and consistent, and should value their self-respect. This is particularly important in an integrated school. Individuals who do not value themselves will find it harder to value and to respect others, especially others who are different.

Policy On Anti-Bullying

Introduction

Bullying can be defined as the persistent deliberate mistreatment of another person. This mistreatment can be physical, mental or verbal.

At Braidside we set out to ensure that our school is a safe, secure, and happy environment where everyone has respect for themselves and for others. Our school is a caring community and it is for this reason that we take bullying seriously.

We are aware that bullying can be a major source of unhappiness for children in schools, and we are committed to being responsive.

General Principles

Children are listened to.

Dealing with discipline is complex. Patience and investigation are needed in order to react fairly to any given case. Any policy should leave room for sensitivity.

When one child reports poor behaviour by another the circumstances are investigated. In some cases there are two sides to an issue. It is often necessary, in the interests of being fair, to find reasonably objective observers who can help check the story.

Children have an acute sense of justice, and it is important that their trust in the school is not let down. In a minority of cases this sense of justice can be inappropriately applied by a child to getting their own way. In most cases, however, a child can come to recognise their responsibility to others and for their own behaviour.

Rewards and Sanctions

Sanctions are used appropriately to underline the fact that poor behaviour is wrong, and will not be accepted. It is properly used to help change behaviour for the better (not just as retribution). In our school a sanction is the negative side of a balanced approach to discipline; the positive side is recognising and giving significance to good behaviour. Research has shown consistently that positive reinforcement is much more effective in conditioning behaviour than negative reinforcement. Positive reinforcement is very appropriate in the case of a child who has behaved poorly and is later observed behaving well.

Sanctions, as far as possible, relate directly to the offence. Poor behaviour at playtime, for instance, results in the loss of this privilege. The level of sanction used will relate to the relative significance of the poor behaviour.

Typical sanctions:

- verbal disapproval;
- apology requested, directed to the offended party;
- child temporarily removed from relevant environment: e.g. removed from the group / classroom / playground;
- removal of privilege e.g.
 - loss of part of playtime
 - loss of complete playtime

loss of multiple playtimes
child excluded from special activity;

- extra work: e.g. written statement appropriate to the offence;
- child sent to a senior colleague;
- child sent to Principal.

The principal maintains a record of significant behaviour issues. Most children are very unwilling to have their names recorded for poor behaviour;

- contact with parents. Contact with parents is viewed by most children as one of the most significant actions which can be taken. It needs to be used carefully: early enough to make a difference, but also within the context of reserving somewhere to go within a hierarchy of response;
- behaviour report kept on daily / weekly basis;
- in very severe cases only, the child is removed from an environment where behaviour is consistently poor for a significant period: e.g. a parent requested to keep a child off the school bus for a set length of time.

Children have a chance to succeed rather than fail.

In many cases of minor misbehaviour the child is spoken to and made aware of their inappropriate behaviour. They are given a warning that the behaviour is not to be repeated and allowed to move on. This approach can be effective. Depending on the exact circumstances involved the child may also be given a consequence. No serious misbehaviour is left without a significant sanction.

It's not wrong to tell.

Children are encouraged to talk and confide in teachers and other adult staff. Teachers are alert to marked changes in mood or behaviour, and try to sensitively draw out any problems.

Promoting Positive Behaviour

At Braidside we encourage cooperative behaviour and self-discipline, within a positive environment.

As bullying will often take place in playgrounds we try to ensure that our playground encourages different types of active play. The playground is supervised. Classrooms are organised to leave space for quiet activity or discussion, and to provide an effective learning environment.

Practical work takes place in classes to

- foster respect for others and an awareness of their feelings
- build positive relationships
- encourage responsibility
- develop talking and listening skills
- promote positive ways to resolve conflict.

Resources

Circle time in the classrooms.

Cooperative games.

Peer Mediation.

Personal Development and Mutual Understanding / R.E. resources.

Revised March 2017