

Positive Behaviour Policy



Ballyhenry Primary School

"Achieving Potential in a Caring Environment."

Agree Date	Review Date	Person Responsible
2017	2018	Principal & SLT

This Policy has been developed within the context of current legislation, policy and guidelines;

- Health and Safety at Work (NI) Order (1978)
- Children (NI) Order (1995)
- The Education (NI) Order (1998)- Articles 3&4
- Human rights Act (1998)- came into force in NI in 2000
- DE guidance, 'Pastoral Care in Schools: Promoting Positive Behaviour (2001) when creating this policy.
- Education (NI) Order (2003)
- Special Educational Needs & Disability (NI) Order (2005)

Vision Statement

Everyone at Ballyhenry will be encouraged to achieve their full potential in a caring environment. As Investors in Pupils school we underpin our Vision Statement with articles from UN Convention on the Rights of the Child. Articles 3 and 29 underline our school vision:

Article 3

The best interests of the child must be a top priority in all our actions.

Article 29

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

School Aims

In Ballyhenry Primary School we have the following aims which we strive to achieve with all our pupils:

- To provide a range of intellectual, social, moral, spiritual and physical experiences appropriate to the age, ability and individual needs of our pupils. We will have high expectations and endeavour to provide access to high quality resources
- To provide opportunities for each individual to attain their maximum potential and to help prepare them to make informed and responsible decisions throughout their adult life
- To provide a caring, supportive and orderly environment where children can learn and be happy
- To promote good relationships between teachers, teachers and pupils, teachers and parents and local community, recognising differences and developing caring attitudes to others
- To encourage opportunities for pupils to develop self-esteem, confidence in themselves as learners and the disposition and motivation to learn

Rationale

At Ballyhenry Primary School we believe that positive behaviour is an essential condition for effective learning and teaching. We also believe that pupils and staff have the right to learn and teach in an

environment which is safe, friendly, peaceful and fair. The school community has defined a very clear set of non-negotiable standards of personal behaviour, which are based on respect for each individual in our community and their individual needs. Our community places self-discipline and a real sense of justice at the core in our determination to provide opportunities where each individual can flourish and develop in safety. Positive behaviour must be carefully developed and supported. Appropriate high self-esteem promotes good behaviour, effective learning and positive relationships. Put simply, we believe pupils learn best when they feel safe and happy in school.

The best results in terms of promoting positive behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement. We also know it is important to strike a balance between recognising positive behaviour and having appropriate sanctions which are seen by all to be fair and just and applied consistently when standards are not maintained. Though the example which adults who care for them in school and through well-developed planned and stimulating learning opportunities, we believe that children can accept learning challenges and develop self-discipline. It is the responsibility of parents and carers to work with the school in helping to foster positive attitudes and behaviour.

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

- Careful and kind
- Polite and friendly
- Helpful to each other
- Quiet and hardworking
- Respectful and tolerant

Aims of our Positive Behaviour Policy

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

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

Encouraging Positive Behaviour

We support positive behaviour and a positive environment through;

- A consistent approach by the whole school community.
- Constructive whole school planning for PDMU.
- Appreciating and following the agreed Code of Conduct.
- Encouraging our children to see themselves as part of a whole school community and recognizing their responsibility within this.
- Developing the skills of co-operation and discussion.
- Encouraging everyone to take pride in the school environment.
- Having a positive and consistent approach to playtimes and lunchtimes.
- Creating a stimulating classroom environment.
- Providing a clear and positive learning experience fairly and consistently.
- Offering a broad and balanced curriculum that is well planned, prepared and stimulating.
- Ensuring that the curriculum issues concerning organization, methods of teaching and learning, content and differentiation are addressed.

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

Code of Conduct

For a safe and happy school we are expected to...

- | | |
|--|--|
| • Arrive at school on time; | • Walk sensibly and quietly in the corridors; |
| • Wear our school uniform; | • Set a good example to others; |
| • Show respect to everyone in school; | • Exercise self-control; and |
| • Be truthful, well-mannered and kind; | • Line up quickly and quietly when the bell rings. |
| • Take pride in our school building; | |
| • Look after our belonging; | |

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

Roles and Responsibilities

The Principal

- Will help and advice staff members with the delivery of the contents of this policy.
- Will ensure all staff are following the contents of this document.
- Will ensure that all resources are available for the effective delivery of this policy.
- Will hold regular meetings to review the effectiveness of this policy.

Teachers

The teacher (or adult responsible) is specifically responsible for the behaviour of the children in their class.

- supporting children in adhering to the Code of Conduct

- Ensuring their teaching is organized and in keeping with the statements in the learning and teaching policies.
- Being fully aware of the children's needs and make every effort to be positive, motivational and inspiring- thus minimizing the risk of poor behaviours during lessons.
- Involving outside agencies working with families in his/ her care in consultation with the Principal.

Teachers are responsible for the behaviour of their class in all areas of the school building. They will carry out the contents of this policy in a fair and consistent manner.

The Pupils

The pupils in Ballyhenry primary school have a vital role in ensuring that Ballyhenry Primary School is a calm, peaceful, friendly and orderly environment where all feel free and supported in learning and teaching. Pupils are expected, with the support of the school staff and home to adhere to the agreed Code of Practice.

Through this they will;

- Do their best and contribute to their own learning.
- Treat all members of the school community with respect.
- Treat all property and belongings with respect.
- Be considerate of others
- Be mindful of the effects of their actions on others and on property.

Other Staff

Other staff will ensure they are fully aware of the contents of this document and their role in its delivery. All staff have a responsibility to ensure that a culture of positive behaviour exists in Ballyhenry Primary School. Non-teaching staff will ensure that children will move around the school in an orderly, disciplined manner and that class and school rules are adhered to.

- Non-teaching staff will be accorded the same respect by the school community as that given to teachers.
- Non-teaching staff on at break and lunchtimes will ensure they report any incidents of misbehaviour to the appropriate teacher.

Parents

We believe that Positive behaviour should have a team approach. We appreciate the important role parents/carers in assisting the school with positive discipline. As such we expect the following from our parents;

- Will celebrate the achievements of their child and show an interest in their school life.
- Will ensure their children are sent to school in the appropriate school uniform in accordance with the expectations set out in the school prospectus.
- Will act promptly at the request of the school by letter or telephone in the instance of a behaviour issue.
- Will work and support the school to improve children's behaviour.
- Will ensure that the child arrives to school on time and only with prior notice should the child be collected or leave early
- Will return the child to school if he/she runs home.
- Will collect work from school and ensure its completion if their child is suspended from school.
- Will closely supervise their child during a suspension and not allow them to come within the vicinity of the school grounds.

We expect all parents/ carers to behave in a reasonable manner to all school staff. Incidents of physical or verbal aggression will be reported to the Principal who will take appropriate action, reserving the right to involve the PSNI.

If the school has to use reasonable sanctions against the poor behaviour of a child, the parents should be supportive of the school.

If a parent/ carer has any concerns about how the school is dealing with their child in matters of behaviour, they should;

1. Discuss the matter with the class teacher. Parents should bear in mind it may be appropriate to make an appointment to speak to the teacher rather than disrupt teaching time.
2. If after speaking to the teacher the matter is not resolved the issue can be taken up with the Vice Principal.
3. Following the second step, if concerns still remain the issue can be referred to the Principal.
4. Ultimately if the issue is still not resolved the parents/ carers can write to the Chairperson of the Board of Governors- please refer to our Complaints Procedure.

Playtime and Lunchtime Supervision

Children are aware of the agreed rules when they are in the playgrounds.

A daily duty rota is in place for teachers and the non-teaching staff to supervise the playgrounds at break time. Supervisory assistants and classroom assistants are employed to supervise the children in the playgrounds at lunchtime.

The lunchtime supervisors are asked to report incidents of misbehaviour to child's class teacher or the relevant member of the school's senior leadership team on duty on that particular day.

All staff are encouraged to offer praise for good behaviour. Depending on the seriousness of incident at lunchtime, the staff on duty will give a verbal warning with an explanation of the consequences of future misbehaviour. If the incident is more serious or there is a recurrence by the same pupil, the matter will be referred to a member of the teaching staff. If appropriate, pupils may be removed from playing with other pupils for a period of time in order to reflect on their behaviour or calm down.

Rewards

We at Ballyhenry Primary School not only promote and teach positive behaviour and attitudes with our children; we also greatly value and reward them. The emphasis of this policy is on the positive and consistent reward of positive behaviour and attitudes. As already stated we believe our pupils learn best when they are happy in school.

All members of staff will recognize and celebrate positive behaviour and attitudes at all times around the school through informal praise. Wherever appropriate, children's best efforts will be celebrated through display and performance. For a quick reference guide to levels of rewards refer to the Rewards Pyramid.

Each teacher will have their own system of class rewards.

Rewards may include some of the following:

- Verbal praise and smiling at children
- Verbal or written praise to parents about their child
- A simple word of thanks
- Sticker, badges or stamps
- Star of the Week
- Certificates
- Written comments in books
- Sending the child to another teacher, Vice Principal or Principal for praise.
- Special responsibility jobs for pupils
- Award of special privileges e.g. Golden Time
- Star Charts
- Individual or Group Prizes

Star of the Week

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

The weekly areas of reward are rotated as follows:

- Literacy
- Numeracy
- Behaviour
- Endeavour

The class teacher will choose a pupil, who in their opinion has made a significant contribution in the chosen area. The awardees will be presented with a certificate in our Assembly and their photograph will be displayed in the entrance Hall. Their names will appear in the Weekly Newsletter.

Wonderful Work!

At Ballyhenry Primary School we wish every child to aspire to achieve their very best and make excellent progress with their learning. Teachers are encouraged to send pupils who have made good progress or produced outstanding work to the Principal. This opportunity is used to praise the pupil and post home a Wonderful Work letter. This letter celebrates the achievements of the pupil and thanks parents/ carers at home for their continued support in ensuring their child makes good progress.

Corridor Cup & Corridor Ted!

This reward is to specifically celebrate and encourage the good behaviours and conduct all members of staff expect from all classes while walking in the school building and premises.

Playground Helpers (Red Caps)

In recognition of their senior position in school and to help foster self-discipline and a sense of responsibility, P7 pupils are encouraged to be a Playground Helper in the P1-3 Playground. As a Helper, P7 pupils undertake various roles, playing positively with younger children. We have also established links with Ballyhenry Nursery where some P7 pupils can spend time with the younger infants.

Sanctions

Although the emphasis of this policy is on encouraging and rewarding positive behaviours and attitudes, we at Ballyhenry Primary School recognise that it may be necessary to employ a number of sanctions to enforce our Code of Conduct and Classroom Rules to ensure a safe learning environment. As with matters relating to reward, consistency and fairness are vital in the application of sanctions which should be appropriate to each sanction.

When dealing with all forms of inappropriate behaviour, staff should employ the following strategies;

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

IMPOSING SANCTIONS AS A RESULT OF INCIDENTS AFTER SCHOOL HOURS

- In accordance with guidance from the Department of Education for Northern Ireland, the Board of Governors of Ballyhenry Primary School reserves the right to impose sanctions on pupils for incidents directly related to school, which occur off the school premises or outside of school hours.

Incidents of this nature may include:

- Bullying of other pupils or fighting on the way to school, or on the way home from school;
- Verbal abuse to pupils, parents/carers, governors or other adults on the way to school, or the way home from school;
- Cyber bullying of pupil, staff or governors during or outside of school hours (Refer to the school's e-Safety Policy and Acceptable Use of Mobile Phones and Other Related Technologies Policy);
- An attack on the property of a member of staff or school governor after school hours;
- Verbal abuse or physical abuse of a member of staff or school governor after school hours.

Classroom Management Plan

We believe that children respond well if our expectations are made clear to them and at a level which they understand with a strong emphasis on pupil choice. We aim to be transparent with our rewards and consequences, therefore, with this in mind we have adopted in each year group a Classroom Management Plan. The Plan focuses on no more than 5 rules and clearly states the rewards if a pupil chooses to adhere to them. If a pupil chooses to break the rules the consequences are also clearly stated.

For the plan to be effective all members of staff must follow the protocols outlined. The Classroom Management Plan aims to illicit a professional, thinking response from the adults in charge.

As a school we will;

- Teach expectations as set out in the Code of Conduct just as we would teach any curriculum area
- Emphasise the aspect of pupil choice in engaging in appropriate behaviours
- Share information with parents and carers with regards to the Classroom Management Plan
- Clarify with all stakeholders any areas of concern

The Classroom Management plan aims to help pupils to make good choices in terms of their behaviour.

Script for use:

Step 1, Teacher: "John, please remember one of our classroom rules is that we listen to the person who is talking, thank you." (Allow take up time and praise John if he complies)

Step 2, Teacher: "John, this is a verbal warning. I need you to listen to the person who is talking, please make a good choice, thank you." (Allow take up time and praise John if he complies)

Step 3, Teacher: "John, you have chosen not to follow my direction. I need you to work away from your group for a short time."

Suspension and Expulsion of Pupils

The school reserves the right to Suspend or Expel a pupil following DENI and Education Authority set procedures.

The school reserves the right to impose any listed sanction if an incident is serious enough to warrant it.

Reasonable Force/ Safe Handling

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

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

- Committing any offence
- Causing and injury to, or damage to the property of , any person (including the person himself); or
- Engaging in any behavioural prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether the behaviour occurs during a teaching session or otherwise."

Based on this legal framework the working definition of "reasonable force" is the minimum force necessary to prevent a pupil from physically harming himself/herself or others or seriously damaging property, but used in a manner which attempts to preserve the dignity of all concerned.

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

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

External Support

The main sources to support schools in promoting good behaviour are the Educational Psychology Service (EPS), Education and Library Board's Curriculum Advisory and Support Services (CASS), the Education Welfare Service (EWS) and the Education Authority North-Eastern Region's Behaviour Support Team.

Links with these agencies aid:

- Staff development in aspects of discipline and classroom management;
- Our ability to diagnose and interpret pupil behaviour.

MONITORING AND EVALUATION

Monitoring the effectiveness of the Positive Behaviour Policy is the responsibility of the Pastoral Care Co-ordinator in conjunction with the Principal. This Positive Behaviour Policy will be reviewed annually. It will be reviewed by the Pastoral Care Coordinator with the whole staff and as we value the input of the whole school community, parents and pupils will also be surveyed to gauge opinions on the effectiveness of the policy. After this consultation the reviewed draft policy will be brought to the Board of Governors for approval.

Conclusion

We acknowledge that sustaining good behaviour creates a need for continuous assessment of the effectiveness of approaches to behaviour management in our school. We will review and make changes to our positive behaviour policy, encouraging innovation and flexibility in interacting with our pupils.

It would be hoped that through the adoption of this Positive Behaviour Policy, with the teachers, pupils and parents working together, we will provide a safe, secure, happy and structured atmosphere for effective learning.

The Board of Governors will review written records kept by the school of behavioural concerns. This will allow the governors and school staff to identify behaviour patterns or locations in the school that give concern regarding pupil behaviour.

Link to Special Educational Needs Code of Practice

Social Emotional and Behavioural Difficulties (SEBD) is one of the categories of Special educational Needs in the 1998-2005 Code of Practice. A pupil may be placed on the SEBD Code of Practice for SEBD when a class teacher recognizes a behaviour difficulty and where normal classroom management strategies are not effective.

Links with other Policies

This Policy is integral to all school policies. It has key links with policies such as Special educational Needs, Child Protection, Anti-Bullying, Healthy & Safety, Staff Code of Conduct and a number of Curriculum Policies.

Review of the Policy:

The School Council has played an active role in the formulation of this Policy. They have agreed to the enclosed Code of Conduct. The Policy has been widely consulted upon with staff, parents and Board of Governors.

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Appendices

- Appendix 1— Classroom Management Plan KS1
- Appendix 2— Classroom Management Plan KS2
- Appendix 3--Positive Behaviour Management
- Appendix 4— Causes of Inappropriate Behaviour
- Appendix 5--Levels of Misbehaviour
- Appendix 6--Procedures for Concerns
- Appendix 7-- Strategies for dealing with difficult situations.

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Classroom Management Plan KS1



We believe that good behaviour is about making the right choices!

Our Classroom Rules

1. We always do what our Teacher or Classroom Assistant asks us to do
2. We keep our hands and feet to ourselves
3. We only use nice words
4. We follow the signal for attention
5. We listen to the person who is talking

Positive Recognition/ Rewards

When we choose to keep to these rules we will receive the following rewards;

- | | |
|-------------------|---------------------|
| 1. Praise | 4. Golden Time |
| 2. Stickers | 5. Certificates |
| 3. Stamps/ points | 6. Special Activity |

Consequences

If I choose to break a rule the following steps will be taken;

First time a pupil breaks a rule...	Reminder (attention drawn to rule)
Second time a pupil breaks a rule...	Verbal Warning
Third time a pupil breaks a rule...	Two minutes away from the group
Fourth time a pupil breaks a rule...	Five minutes away from the group or playtime
Fifth time a pupil breaks a rule...	Contact with parents/ carer*

Severe Clause: Remove from class and send to Senior Teacher or Principal

*There should be prior notification with the Principal before parent/ carer is contacted

Classroom Management Plan KS2



We believe that good behaviour is about making the right choices

Our Classroom Rules

1. We will keep hands, feet and unkind words to ourselves
2. We will observe the signal for attention
3. We will listen carefully to the person who is meant to be speaking
4. We will always do what an adult tells us to do
5. We will not disrupt the learning in our class



Positive Recognition/ Rewards

When we choose to keep to these rules we will receive the following rewards:

- | | |
|-------------------|-----------------------------|
| 1. Praise | 4. Golden Time |
| 2. Stickers | 5. Certificates |
| 3. Stamps/ points | 6. Positive Note/ call home |

Consequences

If I choose to break a rule the following steps will be taken:

First time a pupil breaks a rule...	Reminder (attention drawn to rule)
Second time a pupil breaks a rule...	Verbal Warning
Third time a pupil breaks a rule...	Work away from the group (Think Sheet)
Fourth time a pupil breaks a rule...	Minutes off break or lunchtime (Room of Reflection)
Fifth time a pupil breaks a rule...	Contact with parents/ carer

Severe Clause: Remove from class and send to Senior Teacher or Principal

*There should be prior notification with the Principal before parent/ carer is contacted

Positive Behaviour Management

Listed below are a range of strategies which are proven to have been effective in positive behaviour management;

- ❖ **Positive Feedback-** Acknowledge/Approve/Affirm:
Acknowledging (notice and describe the behaviour), approve it (say why it is good) and affirm (apply a positive label to the pupil) e.g. "Thank you for tidying up so quickly- you are a great helper!"
- ❖ **Positive Correction-** tell the pupils what you want them to do i.e. not what you don't want them to do e.g. "Please walk" instead of "stop running." Avoid saying, "don't" or "stop".
- ❖ **Positive Repetition-** when you give a direction, ask someone who knows what to do to repeat it rather than focusing on the one who doesn't- praise the children who carry out the instruction.
- ❖ **Non-verbal Cues-** hands up, finger on the lips, the "look".
- ❖ **Give take-up time-** give a clear specific direction in a non-confrontational way, move away from the pupil with a clear expectation that the pupil will comply.
- ❖ **Re-direction-** repeat direction without being side-tracked. Use thanks and take-up time; do not stand over pupils in a confrontational way.
- ❖ **Tactically ignore-** ignore any secondary behaviour if the pupil is compliant with the primary behaviour request e.g. if the pupil begins the task (primary behaviour) when asked, ignore any annoying secondary behaviours such as huffing and muttering.
- ❖ **Physical Proximity-** move closer to a disruptive pupil
- ❖ **Distraction/ Diversion-** give an alternative task or activity to a disruptive pupil without highlighting the inappropriate behaviour.
- ❖ **Clear Expectations-** e.g. "When we go back in to the classroom after break, I will give a point to those who go straight back to their task."
- ❖ **Where/ what-** "Where should you be?" (In my seat) What should you be doing? (My work).
- ❖ **Choices-** "Put your (e.g. toy) on my desk or in your bag- which are you going to do?"
- ❖ **Broken Record-** Calmly repeats the request or rule or consequence; avoid being drawn into an argument, stay neutral.
- ❖ **Private Reprimand-** a quiet word rather than a public confrontation.
- ❖ **Repair & Rebuild-** as soon as possible after a reprimand, find an opportunity to say something positive about the pupil, "Catch them being good".

Causes of Inappropriate Behaviour

There are a number of "in school factors" and "out of school factors" which can lead to inappropriate behaviour, these are presented in the tables below, Lehman, Hawkins and Catalan (1994).

Table 1, In School Factors which influence pupil behaviour

In school factors	
The Environment	<ul style="list-style-type: none"> • Lack of proper ventilation • Physical problems of limited space • Special occasions which cause excitement, e.g. Christmas, Fire Drills etc.
The Child	<ul style="list-style-type: none"> • Tired due to lack of proper rest • Hungry due to insufficient or inappropriate food • Poor or inappropriate social skills • Need for attention from teacher or parent
The Teacher	<ul style="list-style-type: none"> • Offering poorly differentiated curriculum leading to either frustration or boredom • Lack of knowledge of pupils • Poor management skills such as being inconsistent, laissez-faire, over-reliance on domination or lack of reinforcement of appropriate behaviour • Poor dictation • Lack of clarity in explaining expectations for behaviour or subject • Lack of or confusing instruction on subject matter • Lack of professional development • Teacher stress

Table 2, Out of school factors which influence pupil behaviour

Out of school factors	
Family Circumstances	<ul style="list-style-type: none"> • Child's position in the family • Child's relationship with parent/siblings/grandparents etc. • Divorce/ bereavement • Mental health problems • Family trauma • Alcohol or drug addiction
The Neighbourhood	<ul style="list-style-type: none"> • Child's popularity • Peer relationships • Bullying • Social Problems • Civic disturbance

Levels of Misbehaviour

It is important to recognise that some misbehaviours are more serious than others. The frequency of occurrence also has a bearing on the sanctions imposed.

Low Level	Moderate Level	Serious Level
Fidgeting/ Fighting	Constantly shouting out	Serious assault
Telling tales	Poor effort	Vandalism e.g. damage to school property/ graffiti
Late for school	Distracting others	Physical / verbal threats made to staff
Dropping Litter	Poor attendance	Use of or in possession of drugs/ solvents
Noisy e.g. talking/ shouting	Continuously unprepared for work	Violent outbursts verbal or physical
Failing to keep on task	Non uniform/ jewellery	Leaving school without permission
Leaving seats without permission	Stealing	
Unkind remarks	Disregarding Supervisors	
Bad language (one off)	Threatening/ aggressive behaviour	
Time wasting	Refusal to cooperate	
Telling lies (one off)	Telling lies (persistent)	
Running in corridors		
Pushing in line		
Chewing Gum		
Borrowing without permission		
Leaving work area untidy		

Sanctions for poor behaviour in class are agreed and outlined in the Classroom Management Plan. The Classroom Management Plan is clearly displayed in all classrooms.

Procedures for Concerns

I have a concern about the behaviour of a child or the behaviour management of a child in school



I can talk to the Class Teacher



If I am still concerned I can talk to the Special Educational Needs Co-ordinator (SENCO) or Senior Teacher- Miss Collins



If I am still concerned I can talk to the Principal



If I am still concerned, I can write to the Chairman of the Board of Governors

Strategies for dealing with difficult situations

In dealing with difficult situations adults need to make professional judgements based on their experiences and the knowledge of the individual pupil.

Listed below are some points to remember and some strategies which may be useful in managing difficult situations.

- ❖ Stay calm
- ❖ Use a quiet voice
- ❖ Use neutral language and keep it to a minimum
- ❖ Avoid invading personal space unless necessary
- ❖ Avoid prolonged eye contact
- ❖ Stand still
- ❖ State expectations clearly
- ❖ Remind pupil of the consequences (use cautiously)
- ❖ State what will happen next
- ❖ It may be necessary to remove the audience
- ❖ Withdrawal- move the pupil away from the group for a short period. This models a non-violent response, gives "cooling off" time and a time for reflection. It also teaches that inappropriate behaviours will not be tolerated and protects the rights of all.
- ❖ Exiting- refer to Safe Handling Policy (DE, 2004)
- ❖ Always remember to give a thought driven professional response to a pupils behaviour with a view to de-escalating the situation
- ❖ All behaviour is a means of communication. Habitual behaviour serves a purpose but more appropriate behaviour can be learned. How we as adults choose to respond is very important in teaching and achieving the desired behaviour
- ❖ Consistency of approach from all adults
- ❖ Give the following messages to all pupils;
 - "I want you to succeed in my class."
 - "You are responsible for your own behaviour."

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