



Edendork Primary School

Positive Behaviour Policy

~ Vision & Mission Statements ~

Together as governors, staff, parents, the local Church and community:

“Inspired by our faith in Christ, as a Catholic school, we will provide a happy, secure, caring, well resourced and stimulating learning environment. We will support and enable our children to realise and achieve their potential. We will empower them to be caring, responsible individuals, contributors to their community, capable of independent thought and well equipped to meet the opportunities/challenges of education, work and life.”

We believe the school is a vital part of our community. We want our school to be a secure and caring environment where each child will be encouraged to fulfil his/her intellectual, spiritual, physical, social, aesthetic and emotional potential.

We believe example of positive behaviour sets standards and expectations. We believe the self discipline and behaviour of all school staff, together with the co-operation of parents are the two most important ingredients in promoting positive behaviour in our school.

“Parents are the first educators of their children and it is in the home that respect for others and the basis of self-discipline are acquired” (DENI Promoting & Sustaining Good Behaviour – discipline strategy for schools: June 2015)

Good discipline is the responsibility of all school staff. It is important rules promoting positive behaviour are created and clearly understood by pupils, parents and staff. The importance of applying these consistently throughout the school is vital. Teachers must have parental support in this, as in all other areas of work carried out in Edendork P.S, since ultimately it is the children who will benefit from the quality of education delivered.

We are firmly committed to:

- the aims of Catholic Education.
- providing effective education for all our children including individuals with special needs.
- developing positive pastoral care systems in our school.
- promoting close links with the home, school, the parish and the wider community.

Edendork Primary School seeks to provide an educational experience, centred on Christ, his values and his gospel messages so that each child grows and learns in a strong Christian faith.

We promote a positive behaviour policy where good behaviour is recognised and awarded, the pupils self confidence and self esteem are promoted, individuals are encouraged to value one another and there is a sense of belonging to the school as a community.

“In Edendork Primary School we are all friends who play, work and learn together so that Edendork Primary School will be a memorable stepping stone through life’s journey.”

Aims of our Positive Behaviour Policy

To fulfil our Mission Statement, the aims of our Positive Behaviour Policy will be:

1. To create and maintain a safe, secure, happy and caring environment for all members of the school community maximising the potential of learning and teaching which, can occur.
2. To foster mutual respect with and between all members of the school community and promote good relationships throughout the school.
3. To foster and nurture the gifts of our pupils and staff.
4. To welcome all new pupils and staff as valued members of the school community.
5. To encourage and promote personal development, self-discipline, self-respect, self-worth, a positive attitude and a growth mindset.
6. To foster attitudes of tolerance and honesty encouraging each child to take responsibility for his/her decisions, his/her actions and the consequences of these actions.
7. To promote the rights of the individual.
8. To develop in the pupils a sense of responsibility towards society and the preservation of the environment.

These aims in relation to our Positive Behaviour Policy can be simplified by stating clearly that we want all our adults and children to live out our code of conduct:



Rights and Responsibilities

Pupils have a right to:

- an educational environment which is safe, caring and respectful of their individual needs.
- be valued, listened to and acknowledged
- be given work appropriate to their ability and learning style
- be provided with a positive learning and social experience
- have opportunities to develop spiritually, morally, emotionally, culturally, physically and academically
- know the school and class rules
- know the sanctions/rewards in place

Pupils have a responsibility to:

- show respect for themselves
- treat all other pupils, teachers and other staff with respect
- have respect for their own and others property including school resources
- come to school prepared and on time
- be polite, pleasant and treat others with respect
- follow school rules
- complete homework
- learn to value themselves and work independently
- have a positive attitude and hardworking approach to their work
- act safely
- refrain from engaging in bullying behaviour
- report bullying
- show pride in their school, parish and community

Parents/Carers have a right to:

- expect that their child will be educated in an environment which is safe, caring and respectful of their child's individual needs
- receive high quality education for their child
- be responded to sensitively when raising any concerns
- seek support for their child if they have any problems
- be informed/consulted on relevant issues
- be informed of school routines, rules and expected conduct

- be informed of their child's progress and anything which affects their child's education
- have their child educated in a safe and caring environment

Parents/Carers have a responsibility to:

- get to know (by reading) school policy, procedures and information presented on Class Dojo and the school website. *This includes information and advice including children's/school community safety at school during pandemic times and Edendork P.S. Positive Behaviour Policy.*
- ensure their child shows respect for other children, school staff and property and reinforces these at home
- foster the physical and emotional well being of their child
- ensure their child spends quality family time outside school
- prepare their child for school
- ensure their child follows the school rules and routines
- ensure their child/children attends regularly and on time
- ensure their child wears the correct uniform
- support their child's learning, independence and social skills
- inform school promptly of important information on any concern about their child including health and family issues
- inform the school of any incidents of bullying which they are aware of
- treat all members of the school community with respect
- ensure that their child co-operates with teachers, other staff and other pupils
- attend information/parent teacher meetings
- work in partnership with the school
- respond quickly to concerns raised by the school
- monitor and ensure homework is completed to the child's best ability
- praise and value their child's efforts and present them with opportunities of self correction and persistence thus enabling children to develop a growth mindset
- take part in the life of Edendork Primary School

Parents have a key role in making Edendork P.S. safe and should promote/ensure compliance with:

- COVID-19 guidance including in school and on both public transport and dedicated school transport including explaining the importance of doing so to their child.
- PHA guidance of child isolating.
- NI Direct Travel advice and regulations when a child has returned to Northern Ireland from another country

Staff have a right to:

- to work in an environment which is characterised by respect and caring for all
- teach and work in a safe, secure and happy environment
- be listened to by everyone
- be treated with respect
- be given appropriate support when necessary
- know agreed procedures
- be informed about children's backgrounds where appropriate and relevant
- seek parental support

Staff have a responsibility to:

- contribute to the creation of an environment which is characterised by respect and caring for all
- create a secure and happy environment for all pupils
- work for the wellbeing of all pupils.
- implement procedures and policies
- manage pupil behaviour
- be consistent and fair in the treatment of children
- have a positive, respectful, professional attitude and approach to others and their work
- have high yet realistic expectations of each and every child
- provide each child with a broad and balanced curriculum appropriate to their needs
- encourage each child to adopt a "growth mindset" approach to their learning i.e. seeing mistakes as an opportunity to learn.
- access training and share good practice
- inform relevant staff of children's difficulties during transition
- respect the privacy and dignity of each child
- follow staff code of conduct and Line Management Procedures

Principal and Vice Principal have a right to:

- be in a safe, secure environment
- have the co-operation of parents, staff, governors and children
- receive advice/support from external agencies including CCMS, EA, Behavioural Support Team, CPSS, Social Services, PSNI, Public Health Agency.
- develop professionally

Principal and Vice Principal have a responsibility to:

- promote a safe environment for all
- guide and support all
- ensure implementation of policies
- promote justice and equality for all
- promote consistency in all matters
- promote own professional development and professional development of staff
- liaise with relevant members of staff when making decisions
- act as role model and guarantor of school ethos

Strategies to Promote Positive Behaviour

A system of strategies with rewards and incentives, will help to establish and maintain a climate in which pupils come to appreciate what constitutes acceptable behaviour and positive attitudes. Similarly, it is important that pupils realise that their good behaviour is noted and acknowledged, whereas instances of poor behaviour are challenged and responded to by sanctions.

We believe that Rewards and Sanctions are necessary and must be applied consistently in order to uphold our school rules.

Types of behaviour to be rewarded

- Showing respect for the views, ideas and property of others
- Recognising that they all have a right to share in and contribute to lessons
- Kind and caring attitude to others
- Good manners shown to others
- Co-operating with the teacher/adult and with peers on shared activities
- Positively applying themselves to the task and working to the best of their ability

Types of behaviour to be sanctioned

- Defacing or destroying own/other pupil's belongings or school property
- Acting aggressively towards other pupils, teachers or adults
- Displaying a lack of interest in learning and preventing others from learning
- Calling out in class, interrupting others and being inattentive
- Being unkind to peers, including engaging in any form of bullying
- Showing poor manners
- Using abusive language to other pupils, teachers or adults
- Consistently ignoring school rules and routines

A healthy balance needs to be struck between rewards and sanctions. We also recognise that within each class, staff members and the pupils in their care form a very unique grouping and therefore we do not have an exhaustive checklist of strategies, which must be

worked through to promote positive behaviour. However, we appreciate that it is good practice to provide clarity for parents, governors and visitors to Edendork P.S. and therefore we have agreed a series of strategies to promote good behaviour including:

The staff of Edendork Primary School actively promote positive behaviour by employing the following strategies:

- All pupils are aware of the general school rules and reminders are throughout the school (Appendix1).
- Creating shared class charter/rules.
- Presenting children with a preventative curriculum which develops respect and empathy for others. As a Catholic school this is integral to all aspects of school life with specific issues addressed during Religion (Grow In Love Programme), PDMU, Drugs Education, RSE, Anti bullying, Internet Safety and Circle Time lessons.
- Pupils and staff have an agreed understanding of the definition of bullying and through assemblies/circle time/anti-bullying week and learning activities are fully aware of our expectations
- Verbal reminder of expectations before activities
- Verbal reminder of rules and routines before activities
- Visual Cues including visual timetable, visual timers, first/then, class rules
- Verbal praise including Proximity Praise
- Movement breaks
- Social Coaching
- Table Leaders
- Social stories
- Redirection to task
- Take Ten Meditation
- Relax Kids/Mini yoga
- Acknowledging/Highlighting appropriate behaviour of others
- Use of de-escalation/de-fusion language eg. 'what are you working on/supposed to be doing?'

- Appropriately pitched curriculum with well-planned differentiation and extension
- Use of encouragement and participation
- School Council/Eco Council/Digital Leaders/Gardening Club/Prefects/Class Buddies – we have an active school council with elected representatives, who support fundraising activities and contribute to SDP objectives. Our Eco Council also work in the same way and are involved in a number of projects which enhances the school environment and children’s care for the world they live in. The Digital Leaders have been active in supporting staff and pupils in the use of ICT across the school. The Gardening Club work collaboratively together to generate vegetables and flowering plants. Appointed Class Prefects model and praise good behaviour. Class Buddies promote positive playground play ensuring every child has a buddy. These different groups give the children a sense of ownership and involvement in school activities.
- Weekly Assemblies – promotes respect and caring for others. Children’s achievements and external activities are celebrated each Monday at morning assembly
- Praise by teacher/ancillary staff for effort. Comments: verbal and written including messages on Class Dojo
- Class mechanisms such as token charts, stickers/stars, praise notes, points on Class Dojo, extra play time
- Golden Time.
- Display of work, virtually and in the school.
- Annual Reports.
- Parent Teacher Interviews.
- Assembly praise including incidental prizes issued and Weekly Key Stage 1 & 2 Best Boy/Best Girl Awards.
- Monthly Merit Awards including certificates for Behaviour, Class Effort, Homework and positive Contribution to School Life.
- Rewards for Accelerated Reader/Mathletics achievements
- Acknowledgements of child’s homework completed.
- Making explicit what is safe and acceptable use of the internet and what is not.
- Ensuring children know why there are rules for making safe use of the internet.
- Recognition of children’s individuality and the importance of self-esteem.
- Encouraging pupils to develop a growth mind set.
- Restorative discussions which use positive language to communicate.

<p style="text-align: center;">What happened?</p> 	<p style="text-align: center;">Why did it happen?</p> 
<p style="text-align: center;">How did I make others feel?</p> 	<p style="text-align: center;">What could I have done differently?</p> 

Outline of Consequences of Undesired Behaviour

In accordance with legislation (SEND0), sanctions imposed are dictated by individual need. At Edendork, we classify unacceptable behaviour into 3 levels.

- Level 1 Misbehaviour that can be effectively managed within the classroom/playground environment by the teacher/supervisor/classroom assistant. Sanctions used are at the discretion of the teacher. Use of reasonable force may be used as circumstances dictate i.e. when a child is putting self/others at risk.

- Level 2 More serious or persistence of Level 1 is not easily managed within a classroom/playground environment. Class teacher may involve the parents, either formally or informally. Notification of other staff may take place. Referral to higher management level may also take place. Detention through depriving a child of certain privileges may also be used as a sanction.

- Level 3 Very serious misbehaviour or persistence of Level 2. Formal involvement of Vice Principal &/or Principal within the school and parents/carers will take place. Additionally, the involvement of outside agencies may be sought.

Sanctions

Sanctions are an integral part of our school's behaviour policy and help to uphold the rules and procedures. They provide pupils with the security of clearly defined boundaries and thereby encourage appropriate and acceptable behaviour. The response we take to

inappropriate/unacceptable behaviours, aims to give children the opportunity to learn from their mistakes and to develop as individuals. Any sanction imposed is according to:

- the seriousness of the incident;
- the identified needs of the pupil,
- the needs of other pupils, the school and the community.

Our children have suggested a range of sanctions, which have been included in this list.

Strategies used to address inappropriate behaviour

- Verbal disapproval focusing on the behaviour
- Change of seating
- Time out to a designated area to allow time for a child to think about their actions/calm down. This should be explained clearly to the child and be time bound
- Withdrawal of privileges, for a fixed period
- Restriction of access to extra-curricular activities for a fixed period
- Removal of equipment
- Use of adult intervention – if a child is involved in inappropriate/unsafe behaviour in the school yard they will remain beside an adult or take time out
- Repeating careless work/ complete unfinished work during breaks/weekend
- Daily report books
- Contacting parents
- Behavioural Contracts
- Suspension
- Expulsion

Management of Sanctions

All staff are responsible for intervening when behaviour is inappropriate.

During Class Time

Class teachers and staff deal with behaviour in the classroom setting or when the class are in other areas of the school during teaching time.

During Playtime/Lunchroom

Supervisory staff deal with inappropriate behaviour using Restorative Discussions and Conflict Resolution Steps and appropriate sanctions – eg. Time Out

Matters which cannot be resolved at Playtime are reported to the class teacher, who will apply appropriate sanctions. Incidents are recorded by teachers.

Next Steps

Depending on the severity of behaviour, it may be necessary to involve the Learning Support Co-ordinator (SENCo) or Vice Principal/Principal. If required, advice will be sought from external agencies such as the Behaviour Support Team.

Working with Parents/Carers

If there is an ongoing concern about a child's behaviour, the class teacher will invite their parents/carer into school for a meeting – this will allow staff the opportunity to find out if anything is affecting behaviour and how home and school can work together. The situation

will be monitored and if necessary behaviour targets set for the child. If issues persist the Vice Principal or Principal will meet with the class teacher and/or parents. If further action is required the school may seek support from the Behaviour Support Team, CAMHS, Rise NI or other agencies – parents will be involved in this process.

Behavioural Contracts

In the case of serious breaches of discipline at Edendork P.S. including alleged bullying, leaving the school grounds/classroom unauthorised, violence, theft or suspected drug-related incident, the Principal may draw up a behavioural contract and agree it with the child and the parent or carers. This contract clearly sets out the terms allowing the child to remain at school and will include monitoring of the child's progress. This may include having to withdraw the child from normal contact with peers during the school day for a fixed period at first, until their behaviour has improved. This approach may require additional support from outside agencies to help facilitate change.

At Edendork P.S. we consider whether a child involved in an incident has previously displayed good discipline and engagement with the school, and how the proposed sanction might affect the child's/other children's educational outcomes. Are there other issues ongoing in a child's life that perhaps leaves them more vulnerable or to making poor choices? In some cases, it would be more appropriate for a school to permit a child to remain for a period to complete their current studies, than to proceed with their immediate suspension / exclusion.

Ultimate Sanctions

At Edendork P.S. we use suspension and expulsion as last resort strategies, within our behaviour management policy and implement such procedures in keeping with CCMS and EA advice.

Suspensions

- A pupil can be suspended only by the Principal
- An initial suspension must not exceed 5 days
- A pupil can only be suspended for a maximum of 45 school days in a school year
- The Principal cannot extend a period of suspension without the prior approval of the Chairperson of the Board of Governors
- The Principal must give written notification of a suspension to the parent/carer of the pupil, the Chairperson of the Board of Governors, the Education Authority in which the school is located and CCMS.

Expulsions

The following requirements must be satisfied

- The pupil must have served a period of suspension
- A consultation must have taken place between the Principal, the parent/carer of the pupil, the Chairperson of the Board of Governors, an authorised officer from the Education Authority and an officer from CCMS
- The decision to expel the pupil is made by the appropriate "expelling authority" which is the Board of Governors

Where a final decision has been taken to expel a pupil the Principal must immediately notify the parents of their right to appeal that decision to an independent appeal tribunal established by the Education Authority and the arrangements and timetable for doing so.

This policy supports and complements a range of other / regional policies and guidance including:

- Anti- Bullying
- Child Protection and Safeguarding
- Use of Reasonable Force/ Safe Handling
- Special Educational Needs
- Online Safety Policy
- Attendance
- Homework
- Drugs & Supporting Pupils with Medication Needs
- Staff Code of Conduct.

These policies are available to parents/carers on the school website. Any parent wishing to avail of a paper copy should contact the school.

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Consultation with Staff – Term 2 2021/22
Consultation with Pupils & Parents – Term 3 2021/22
Ratified by the Board of Governors:

Chair of the BOG: _____ **Date:** _____

Appendix 1 (Following Consultation with School Council May 2022)

As a pupil in Edendork Primary School, I will try my best to:-

- come to school each day and arrive punctually.
- only enter and exit the school from the designated gate and door.
- never leave school without permission from my teacher or Principal.
- always wear full school uniform.
- Not bring things (other than permitted objects) into school from home, or take things home from school.
- ensure my homework is completed to the best of my ability.
- begin the school day with prayer.
- say 'Grace' before and after meals.
- work as hard as I can in class and see mistakes as opportunities to learn.
- tell an adult if I feel unwell.
- follow good respiratory hygiene: coughing and sneezing into elbow or tissue (catch it-bin it-kill it).
- walk in the school building and walk quietly in the corridor at all times, particularly during class times.
- be polite, show respect and kindness at all times to all pupils, all members of staff and visitors to the school.
- respect the right of other pupils to learn and the teachers' duty to teach.
- show respect and care towards school property and take responsibility for our own belongings.
- keep the school litter-free.
- use the internet safely, effectively and appropriately - at home and at school.
- always leave the toilets as I would like to find them.

Dining Hall/Lunch Rooms: Lunch Time Rules

- wash my hands before and after eating.
- keep my eating area clean and tidy.
- speak quietly to my friend/neighbour.
- when food is being served at the table, remain seated.
- use knife and fork appropriately.
- always walk in the dining/lunch room during lunch time and sit appropriately on my seat.
- eat a healthy lunch.

Playground Rules

- behave safely at break times and always be mindful of others feelings.
- always eat a healthy break.
- do not move out of the yard unless permission has been given.
- avoid grass, tyres and stoned areas on wet days.
- respect the school property including play equipment.
- play games fairly and safely together treating others with respect.
- include others who would like to be part of your game.
- avoid hitting or bumping into anyone.
- avoid pushing and pulling other children.
- always call children by their Christian names only.
- only play with playground equipment in your allocated time.
- use the designated toilets when/if necessary, as appropriate.
- always act on the supervisors/classroom assistants advice.
- avoid the basketball court and handball area when a game is in progress.
- seek assistance from appointed Classroom Buddies.

Large Equipment & Tyres

- ensure there are no more than 8 children in the 'Large Equipment Area'/ Tyres at any one time.
- always check height against marked 'Maximum Height Allowance' on the climbing frame.
- ensure I am wearing appropriate footwear.

Bus Rules

- always wear the safety belt provided.
- always be seated when the bus is moving.
- respect the bus drivers wishes/instructions.
- listen to and follow instructions from the appointed P.7 Prefects and elected School Councillors.