Ligoniel Primary School



Positive Behaviour Policy

Updated August 2022

 Positive Behaviour Policy

In Ligoniel Primary School and Nursery Unit staff and children work hard to create a friendly, safe and happy learning environment, so our children can learn in a relaxed and safe environment.

Our policy will tell you about the ways in which the school encourages children to develop positive behaviour for learning, to behave well and work hard in school. It will also tell you what will happen when children do not behave well.

# Aims of our Behaviour Policy

* To ensure the learning environment is physically and emotionally safe by clearly setting a level of acceptable behaviour.
* To help pupils develop self respect and respect for others, whilst raising self esteem.
* To value achievements and significant efforts at all levels.
* To foster parental involvement and support.
* To encourage increasing independence and self discipline so that each child is involved in the sustaining of positive behaviour in the school and learn to accept responsibility for their own behaviour.

Working Together

Good behaviour does not happen by accident. It is the responsibility of those concerned with the school – pupils, parent, staff and governors to ensure good behaviour.

At Ligoniel Primary School we believe in a partnership between home and school and by working together we can encourage good behaviour to benefit all children.

Clear Expectations

In Ligoniel Primary School the Code of Conduct applies to everyone in our school community and is clearly displayed around the school. All children in Years 1-7 had the opportunity to discuss the rules and pupils from the school council and staff finalised the language to narrow them down to the 9 rules below. Children are taught these rules just as we would teach any curriculum area.

For a safe and happy school with great learners:

* We are friendly, kind, supportive and helpful.
* We are polite and have good manners.
* We are honest and trustworthy.
* We are in the right place at the right time.
* We respect other people and their property.
* We use gentle hands and keep our hands to ourselves.
* We are good role models and ambassadors for our school.
* We wear our uniform with pride.
* We listen.

Responsibilities

# The responsibility of pupils

The children have a responsibility to follow the school Code of Conduct and behave well. The children will be encouraged to bring issues and concerns regarding unacceptable behaviour to the attention of staff members.

# The responsibility of staff

Teachers and classroom assistants have a key role in ensuring that children are happy and safe in the school environment.

The role of the school staff includes:

* To use his/her behaviour as a role model for the children.
* To provide well organised classrooms that promote and engage children in their learning.
* To treat all pupils fairly and justly at all times.
* To be positive by praising and rewarding children for good work and behaviour – catch them being good.
* To ensure safe and orderly movement to and from the class.

The role of the teacher includes:

* To teach the children well and provide work that captures the interests of the children and is appropriate to their age and ability.
* To use consequences in a fair and consistent way.

# The responsibility of parents

Parents have a key role in ensuring that their child is successful and happy at school. This means:

* Consistently set good examples of behaviour.
* Supporting the Code of Conduct – referred to in the previous page.
* Taking an active interest in their children with their work.
* Being willing to help their children with their work.
* Attending school functions, activities and parent teacher consultations.
* Ensuring that attendance and punctuality are good.
* Ensuring that their child comes equipped for school and in uniform.
* Supporting and promoting our school.

# The responsibility of governors

The Board of governors have a duty to:

* Assist the school to fulfil the mission statement.
* Assist in the development, implementation and review of the Positive Behaviour Policy.

In the event of parents requiring information or having concerns about their child the class teacher is the first point of contact. Parents should contact the school to arrange a convenient time to see the class teacher and explain the purpose of the meeting.

If further information is required or a concern cannot be resolved with the class teacher parents can consult with Mrs D Young (Vice Principal) or Mrs L Stewart (Principal).

Rewarding Good Behaviour

At Ligoniel PS we believe in using praise and rewards to encourage good behaviour and hard work. Here are some of the strategies we use:

# **Informal**

**Non Verbal** **Verbal**

Smile Meet and greet

Eye contact First names

Nod Praise and encouragement

Handshake/ high five Requests rather than orders

Wink Please and thank you

Thumbs up

# **Formal**

**Individual Class School**

Written comments Pupil of the week Pupil of the week (Y1, 2/3, 4/5, 6/7)

Stamps, stickers, stars Prefects Principals award

Prizes, badges Special activity End of term/year awards

Notes/certificates to parents Tallies or other class incentives Class Prize

Responsibilities/privileges Photograph display Competitions

Choice time Trips Homework cup

Phone call home Special events Writer of the month

 Mathematician of the month

 Positive points

We believe it is essential that all children are able to receive positive encouragement and have a fair chance to receive the positive reinforcement listed above. Children’s success both in their work and behaviour will be measured against their previous performance rather than against that of the other children in their class.

Discipline and Consequences

All pupils in Ligoniel Primary School are expected to be well behaved and respectful to enable a safe learning environment for all pupils. Behaviours which adversely impact learning and disrupt the school environment will not be tolerated. The behaviours will be addressed with a range of behaviour management strategies and consequences.

School staff use their professional judgement to deal with incidents in a way that is appropriate to the level of misconduct, the ages and special educational needs of the pupil. A member of the School Leadership Team will be involved where possible if the incident is of a serious nature.

Initially low level disruption will be dealt with by staff with an approved strategy which may include:

* Silent strategies – gently placing a hand on a pupil’s shoulder
* Deliberate praise of a child nearby who is demonstrating positive behaviour
* Positive questioning- where should you be? Good, So show me. Well done. I knew you could
* Take a brain break – pupils will be encouraged to take a short break from their learning – this may be as a whole class or for small groups or individuals (usually around 2/3mins)
* Identifying choice: If you choose to continue to do that this will happen (identified consequence) or you can choose to (correct behaviour). It is your choice.
* Distraction – child will be given a specific task
* Time-out – pupil will be sent to another classroom in order to reflect on their behaviour (low level) or complete set work.
* Rule reminders – using positive language
* Visiting the calm corner

Sometimes it is necessary to discourage children from displaying poor behaviour. If the behaviour persists, a warning is issued and minutes may be given as appropriate. The lists on the next few pages are recommendations. The period of withdrawal/minutes will depend on the child’s ages and special educational needs.

Rules and Consequences

These consequences have been agreed by children and staff for the **Foundation Stage**. Teachers will give one minute for silly behaviour, shouting out, disobeying and ignoring. If behaviours persist they will add more minutes. Warning first, then consequence , parent then informed.

## RULES CONSEQUENCES

We do not hurt anyone’s feelings 5 minutes and apology

We do not jeer, use bad language, call names 5 minutes, parents will be informed if repeated

We do not waste time Time wasted equals time taken out of “free time” (up to max 10 mins)

We do not disrespect staff 10 minutes, parents informed

We do not tell lies 10 minutes

We do not threaten others 10 minutes, parents informed

We do not fight or deliberately hurt 10 minutes, parents informed

We do not damage our school or school equipment 10 minutes, parents informed

We do not deliberately hurt a member of staff Removed from class to SLT, parents informed

We do not bring harmful things into school 10 minutes, item confiscated parent to collect

We do not go out of the school grounds without permission Lunch Detention, further consequence if required, police informed

If we do not follow the rules of the playzone Misses the playzone for a set time (1/2 sessions)

If poor behaviours persists parents will be asked to speak with the class teacher in the first instance and an individual behaviour plan may be agreed.

For persistent disruptive behaviour that distracts from learning, a child may be withdrawn from class and complete their work with the principal. The period of withdrawal will depend on the child’s age, attitude and whether the disruptive behaviour is a one off incident or a pattern of behaviours. Parents will be informed.

These rules have been agreed by children and staff for **Key Stage 1**

|  |  |
| --- | --- |
| **RULES**  | **CONSEQUENCES**  |
| We do not hurt anyone’s feelings or rough play  | 5 minutes  |
| We do not jeer, use bad language or call names  | 10 minutes  |
| We do our homework  | Finish at lunch  |
| We do not waste time  | Time wasted equals time taken out of “free time”  |
| We do not disrespect staff  | 10 minutes, parents informed (2nd time)  |
| We do not tell lies  | 10 minutes,  |
| We do not threaten others  | 15 minutes, parents informed (2nd time)  |
| We do not fight or deliberately hurt  | 15 minutes, parents informed (2nd time)  |
| We do not damage our school or school equipment  | 15 minutes, pay for equipment  |
| We do not shout at or deliberately hurt a member of staff  | 15 minutes, removed from class, parents informed  |
| We do not bring harmful things into school  | 15 minutes, item confiscated parent to collect  |
| We do not use mobile phones on school grounds  | 15 minutes, item confiscated parent to collect phone  |

We do not go out of school grounds without permission Lunchtime Detention, police and parent informed

If we do not follow the rules of the playzone Misses the playzone for a set time (1/2 sessions)

If poor behaviours persists parents will be asked to speak with the class teacher in the first instance and an individual behaviour plan may be agreed.

For persistent disruptive behaviour that distracts from learning, a child may be withdrawn from class and complete their work with the principal. The period of withdrawal will depend on the child’s age, attitude and whether the disruptive behaviour is a one off incident or a pattern of behaviours. Parents will be informed.

These rules have been agreed by children and staff for **Key Stage 2**

|  |  |
| --- | --- |
| **RULES**  | **CONSEQUENCES**  |
| We do not hurt anyone’s feelings or rough play  | 10 minutes  |
| We do not jeer, use bad language or call names  | 10 minutes  |
| If we do not do our homework  | Finish at lunch  |
| We do not waste time  | Time wasted equals time taken out of “free time”  |
| We do not disrespect staff  | 15 minutes, parents informed (2nd time)  |
| We do not tell lies  | 10 minutes  |
| We do not threaten others  | 20 minutes, parents informed (2nd time)  |
| We do not fight or deliberately hurt  | 20 minutes, parents informed (2nd time)  |
| We do not damage our school or school equipment  | Lunchtime Detention, pay for equipment, parents informed  |
| We do not shout at or deliberately hurt a member of staff  | Lunchtime Detention, parents informed  |
| We do not bring harmful things into school  | Lunchtime Detention, item confiscated parent to collect  |
| We do not use mobile phones on school grounds  | 15 minutes and Phone confiscated, parent to collect phone  |

We do not go out of the school grounds without permission Lunchtime Detention, police and parent informed

We do not follow the rules of the playzone Misses the playzone for a set time (1/2 sessions)

**Parents informed of the following**

If we do not use the internet appropriately One week ban from using the computer

If we do not use the digital devices appropriately One week ban from using the computer

For persistent disruptive behaviour that distracts from learning, a child may be withdrawn from class and complete their work with the principal. The period of withdrawal will depend on the child’s age, attitude and whether the disruptive behaviour is a one off incident or a pattern of behaviours. Parents will be informed.

In some instances it may be necessary for staff to have a formal meeting with parents and pupils with regard to behaviour, this appointment would be made to discuss future action with the class teacher and the school principal, vice principal or in their absence a member of the Senior Leadership Team.

For persistent poor behaviour an after school detention may be required this will only be done after consultation with parents by the class teacher.

School trips / Residentials

Should a pupil’s behaviour in school become poor it may be necessary following a risk assessment for a pupil to miss a planned school trip or residential. This decision is not taken lightly but may be made for the health and safety of the child and their peers.

Suspension and Exclusion

In exceptional circumstances it may be necessary for the Principal to suspend or exclude a child from the school.

On rare occasions incidents of behaviour may cause serious cause for concern and the school will use its statutory authority to respond to this and seek ways in which parent and school can work together to address a child’s behaviour difficulties.

The school will follow guidance given from the Education Authority on suspension and exclusions.

Suspension can be issued for behaviours such as:

* Bullying of pupil: all forms whether physical, verbal, threats or other
* Verbal abuse of pupil: of a personal nature including swearing, threatening behaviour
* Physical attack on pupil: with or without a weapon
* Disruptive behaviour in class: persistent or one-off incidents which occupy teacher time and/or distract other pupils
* Persistent infringements of school rules: smoking, non co-operation with consequences etc.
* Significant damage to or misuse of property
* Stealing: from school, pupils, staff in school
* Verbal abuse of staff: of a personal nature including swearing, threatening behaviour and sexually explicit language • Physical attack on staff: with or without a weapon

The decision to suspend is regarded as a very serious matter.

Restorative Practice

When a child misbehaves, we recognise the importance to restore good practice in the child. Therefore, in addition to the initial consequences, strategies that may be used to restore good behaviour could include:

* + Weekly reward chart/target chat
	+ Email correspondence with parents
	+ A chance to make amends with children/staff (apologise)
	+ Letters of apology
	+ Post Incident Learning (PIL)

SEND and Behaviour

Some children may be identified with specific and ongoing behaviour concerns or Special Educational Needs. In such instance these children will have an Individual Educational Plan and perhaps a Behaviour Support Plan or related objectives outlined in a statutory assessment statement. Pupils with SEN are not excused of behaviours however other strategies may be put in place following the advice of external agencies involved.

Involvement of Outside Agencies

If a pupils is showing signs of increasingly disruptive behaviour this will be brought to the attention of the Senior Leadership Team. A formal meeting will take place with parents to discuss the next moves. This may involve referral to the Family Hub, Education Psychology Service, GP referral or other outside agencies.

Positive Handling

When a child’s behaviour is severe or risk taking, in the best interest of all pupils, a pupil may need to be moved to a safer and quieter place in school. Positive handling is the term widely used in schools to cover a range of behaviour management techniques and responses, including a physical intervention.

At our school, physical intervention is the absolute last resort and will only be used if all other strategies have been unsuccessful. Children are always given plenty of opportunity to take themselves to a “Safe space” and usually guidance is all that is required. In some instances we may intervene immediately to reduce risk of physical injury to the child.

If a situation requires staff to physically moved a child from one place to another in school a second adult should always be present. The action would be explained to the child and the child would be moved using “Caring C’s”. Positive handling physical intervention uses the minimum degree of force necessary for the shortest period of time to prevent a child hurting themselves or others.

If Positive Handling has been used this will be recorded on a Concerns and Incidents Sheet and compiled by the Principal.

Behaviour Recording and Reporting

Teachers and Classroom assistants complete Incident reports for more serious behaviour incidents. This provides a clear picture should further intervention be required by external agencies. Data is kept securely by the Principal.

Bullying

If the unacceptable behaviour is suspected as bullying the school will follow the Anti-bullying policy.

# **ADDENDUM**

This addendum of the Ligoniel Primary School Behaviour Policy contains details of our arrangements in the following areas as we implement the Restart of Education to:

Context

At Ligoniel Primary School, we aim to maintain a secure, caring and stimulating environment in which children are encouraged to have respect for themselves and each other. Whilst expectations in the current Behaviour Policy remain pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff. These adjustments are set out below:

Staff Conduct and Wellbeing

The school’s usual staff code of conduct is still relevant in the new school scenario. Staff are working in a new way, following new guidelines and their mental wellbeing is paramount. Staff have been consulted over the school’s risk assessment and allowed to voice concerns over returning. The school’s opening plan has taken into consideration staff viewpoints and union guidance. Staff have been directed to mental health resources that can support them if needed and the school has a designated Mental Health Lead (Miss Hampton) overseen by the school’s Principal (Mrs Stewart) should staff require individual support.

Staff must adhere to the 2 metre social distancing rules in place and remind children of social distancing where needed, for their and the children’s safety. Staff must take care to make sure that children make good decisions to remain in their class bubbles, with gentle reminders. There may be times when children go to staff upset and need to be comforted in an age appropriate way and staff may use PPE if required.

Staff must continue to adhere to the Government guidelines about social distancing both inside and outside of school, in order to protect themselves and other members of the school community.

Pupil Conduct and Wellbeing

The school’s usual behaviour rules for pupils are still relevant in the new school scenario, however, there are additional rules and routines pupils must now be aware of and follow. Any pupil unable to follow the school’s current and amended rules will be unable to attend the school setting.

Pupil wellbeing is paramount during their time in school. Children will be anxious over having missed school and their friends, ongoing news about the virus, bereavements and more. All children will be in class bubbles on their return to school and will be supported by staff academically and in wellbeing. Part of the children’s curriculum will be PDMU to discuss their worries and concerns.

Parent Conduct and Wellbeing

Parents have been updated throughout the period of school closure. Teachers regularly update the website to support parents in home schooling. Parents have received regular information from the Principal informing them of the latest Government advice/guidance and school’s planning.

Parents of pupils who have returned/are returning to school have received clear guidance on the expectation upon them. Parents have been given a specific drop off and collection time and have been advised about social distancing. Parents are aware that they are NOT allowed into school at this time.

Parents are able to communicate with staff via the school office.

Online Safe Behaviour in School

The school’s current acceptable use policy and E safety policy is still in place. Children are supervised using laptops/digital devices and only set work using teacher approved sites.

Online Safe Behaviour at Home

Resources about keeping children safe online have been shared with parents. The school staff set work through the school website. Staff are not interacting with children in any ‘live’ lessons. If interacting with other children or staff online, children (and staff) should always be kind and respectful to each other and respectful and obedient to staff, remembering at all times that that staff are not ‘friends’ with, or peers to, pupils. Any inappropriate comments to staff online, via email, or any other platform will be taken very seriously. This is also the case of for any online bullying towards other pupils or peer-on-peer abuse that is disclosed to the school during this time.

**Changes to School Rules and Routines**

# **Arrivals, Departures and Moving round the school**

Children will enter school through their designated entrance. Children will enter individually and will go straight to their designated class.

At their designated home time, children will leave the building from their designated exit. They will leave one at a time when their parent has come to collect them, again keeping their distance using the markers on the floors as a guide.

Movement around the school will be limited. When the children leave their classroom to go outside for breaks or outdoor learning, they will follow the “keep left” policy. Children will follow an adult from their classroom on their designated route.

# **Handwashing and Hygiene**

Children will be expected to follow all handwashing and hygiene routines while in school. Children will wash hands/use antibacterial gel as entering school, before and after eating and at regular intervals during the day.

We ask children to follow the catch it, bin it, kill it, mantra when in school, if they need to cough or sneeze, they should use a tissue or crook of their arm (like Batman). Children will be reminded not to touch their face, mouth, nose or eyes while at school.

# **Social Distancing / class bubbles**

All children will be placed in class bubbles on return to school and this will be explained to pupils at their induction session. When children enter their classroom, they will be expected to go straight to their table and nowhere else in the room. Children will put their hand up if they need an adult’s support, they will not get out of their seats without asking. Routines will be clearly explained to children by teaching staff.

# **Toilets**

Each class will have their own toilets to use. Children will only use the toilets one at a time. When a child has finished in the toilet, they must wash their hands.

# **Break and Lunch times**

Break will be eaten in classrooms. Children will eat at their table. Children will have a designated place to play during break times. They will have their own equipment that will be cleaned after use.

Children will be expected to remain in class bubbles during break times.

Lunch will be eaten in their classrooms. Children will eat at their table or in their own space.

Education Restart Guidance re Behaviour

Should a child refuse to follow these routines, parents will be invited into the school to discuss next steps, this may include pupils being unable to attend school. Restart guidance states,

“…as a means to prevent flagrant abuse of the COVID-19 risks, (the behaviour policy) should make provision for the school to be able to sanction, up to and including exclusion, pupils who wilfully refuse to adhere to arrangements of social distancing and deliberately cough or spit at pupils or staff, putting them at risk.”

This will also include those children who leave the classroom or school grounds without permission as this is a Health and Safety concern for all pupils, staff and the community.