

St. Mary's Primary School, Killyleagh



“Learning Today for a Better Tomorrow”

Positive Behaviour Policy

Policy reviewed by staff - October 2021

Policy presented to parents for consultation - November 2021

Policy reviewed by Governors-23rd November 2021

Ratified by Governors- 3rd March 2022

Signature of Chair_____

Introduction

It is a widely held belief that a well - ordered environment is essential for fulfilling the personal, social, emotional and safety needs of children and in facilitating effective learning. A consistent and positive approach is accepted as the most effective means of promoting good behaviour.

Context

This policy is informed and guided by:

LEGISLATION & GUIDANCE

- Health and Safety at Work NI Order 1978;
- The Children (Northern Ireland) Order 1995;
- The Human Rights Act 1998;
- The Education (NI) Order 1998;
- Welfare and Protection of Pupil's Education and Libraries (NI) Order 2003;
- The Education (2006 Order) (Commencement No. 2) Order (Northern Ireland) 2007;
- The Education (School Development Plans) Regulations (NI) 2010;
- Special Educational Needs and Disability Act (Northern Ireland) 2016;
- Addressing Bullying in Schools Act (NI) 2016.

DE guidance

- Pastoral Care in Schools: Promoting Positive Behaviour, DE 2001;
- Safeguarding and Child Protection in Schools. A Guide for Schools, DE Aug 2020.

ETI

- Inspection and Self-Evaluation Framework 2017.

This legislation and guidance places a duty on the **Board of Governors** to;

- Ensure that good behaviour and discipline policies are pursued in school;
- Make and keep under review a written statement of general principles about pupil behaviour and discipline;
- Consult with the principal and parents before making its statement of general principles; Consider guidance from DE, EA and CCMS (as appropriate);
- Decide and set out what aspects of discipline/behaviour should be a matter for the principal.

Rationale

This policy sets shared expectations about positive behaviour in St Mary's P.S. with an understanding that pupils, staff and parents all have their part to play. We are committed to a

whole school approach to positive behaviour management within a framework of agreed rights, responsibilities, rewards and sanctions.

Through our Positive Behaviour Policy, we aim to provide a caring, supportive and safe environment through a positive and consistent approach. We value each person for their unique talents and abilities and aim to develop a culture in which all our pupils can learn, fulfil their potential and develop confidence and a positive self-esteem.

The staff of St. Mary's are committed to maintaining high expectations of good behaviour as an essential prerequisite for pupil's educational achievement and their happiness and well-being while in school.

We know that it is vital to strike a balance between recognising and rewarding positive behaviour and having appropriate sanctions which are seen by all to be fair and just and applied consistently.

This policy will ensure that children, parents, staff, governors and external agencies work in partnership in promoting a holistic approach to behaviour management.

The guiding principles of this policy are:

- We respect everyone's right to learn.
- We take responsibility for our own behaviour.
- We apply standards and follow rules consistently.
- We strive to create a caring ethos, acknowledging it depends upon trusting relationships.
- We value the process of co-operative teamwork involving all pupils, staff, parents, carers and members of the wider community who support us.

MISSION STATEMENT

Our mission is to recognise, nurture and extend the gifts and talents of each individual and provide a high standard of teaching and learning opportunities ensuring excellence and enjoyment for all. We provide an inclusive, caring and safe environment in which all children can grow in confidence and develop self-esteem, resilience and independence.

At St Mary's we strive to achieve this by working in partnership with the child, parents, governors and wider community, to create an atmosphere of mutual respect and understanding.

Aims

The aims of our Positive Behaviour Policy are to:

- Create a caring ethos within the school that encourages positive behaviour, promotes learning for all and is based on Catholic values and principles.
- Promote a high standard of behaviour so that effective learning can take place.

- Create a learning environment in which children are encouraged to develop their talents to the full.
- Enhance every pupil's self-esteem and foster self-respect for others.
- Encourage the pupils to develop independence by accepting the need for self-discipline and self-control and taking responsibility for their own behaviour.
- Develop the pupils' interpersonal skills and their ability to work co-operatively with others to resolve problems from potential or actual conflict.
- Ensure the safety and well being of all children within the school community.
- Motivate children to become better citizens in our community.
- To work in partnership with parents, teachers, support staff and Governors.

BEHAVIOUR MANAGEMENT PLAN

The following information outlines the 5 stages of our Behaviour Management Plan to ensure an effective teaching and learning environment within each classroom in St Marys.

Stage 1 – Set of class values

Each class has a set of core values that defines how everyone will work together to achieve to their full potential and fully embrace our motto "Learning Today For a Better Tomorrow". These core values form the bases of our CAPPY Award system.

Stage 2 - Rights and Responsibilities

The staff of St Mary's will create an environment in which quality learning and teaching is paramount. Behaviour will be positively managed, and opportunities will be provided for pupils to achieve success and have that success acknowledged. All partners in our school community have discrete and complimentary roles in the education of the pupils at St Mary's. Pupils, parents and teachers all have rights, responsibilities and rules. It is important for the successful implementation of this policy that everyone within our school community accepts and understands these.

<p><i>Pupils have a right to:</i></p> <ul style="list-style-type: none"> • Be valued as members of the school community; • Get help when they seek it, whether with their work or with alleged bullying incidents or other personal worries, and to have a sympathetic audience for their ideas and concerns; • Make mistakes, and learn from them; • Be treated fairly, consistently and with respect; • Be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon; • Be taught in a pleasant, well-managed and safe environment; • Work and play within clearly defined and fairly administered codes of conduct; • Experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met; • Develop and extend their interests, talents and abilities. 	<p><i>Pupils have a responsibility to:</i></p> <ul style="list-style-type: none"> • Come to school on time, with homework done, and suitably equipped for the lessons in the day ahead; • Respect the view, rights and property of others, and behave safely in and out of class; • Co-operate in class with the teacher and with their peers; • Work as hard as they can in class; • Conform to the conventions of good behaviour and abide by school rules; • Seek help if they do not understand or are in difficulties; • Accept ownership for their own behaviour and learning, and to develop the skill of working independently.
<p><i>Staff have a right to:</i></p> <ul style="list-style-type: none"> • Work in an environment where common courtesies and social conventions are respected; • Express their views and to contribute to policies which they are required to reflect in their work; • Support and advice from senior colleagues and external bodies; • Adequate and appropriate accommodation and resources. 	<p><i>Staff have a responsibility to:</i></p> <ul style="list-style-type: none"> • Behave in a professional manner at all times; • Ensure that lessons are well prepared, making use of available resources, and that homework is appropriately set and constructively marked; • Show interest and enthusiasm in the work at hand and in their pupils' learning; • Listen to the pupils, value their contributions and respect their views; • Be sympathetic, approachable and alert, helping pupils in difficulty or falling behind; • Identify and seek to meet pupils' special educational needs through the SEN Code of Practice;

	<ul style="list-style-type: none"> • Share with parents any concerns they have about their child's progress or development; • Expect high standards and acknowledge effort and achievement; • Pursue opportunities for personal and professional development; <p>Learning assistants, supervisory, ancillary and non-teaching staff, share a sense of collective responsibility towards these rights.</p>
<p><i>Parents have a right to:</i></p> <ul style="list-style-type: none"> • A safe, well-managed and stimulating environment for their child's education; • Reasonable access to the school, and to have their enquiries and concerns dealt with sympathetically and efficiently; • Be informed promptly if their child is ill or has an accident, or if the school has concerns about their child; • Be well informed about their child's progress and prospects. • Be well informed about school rules and procedures. • A broad, balanced and appropriate curriculum for their child; • Be involved in key decisions about their child's education; • A suitably resourced school with adequate and well-maintained accommodation. 	<p><i>Parents have a responsibility to:</i></p> <ul style="list-style-type: none"> • Ensure children come to school well rested, well breakfasted and suitably presented. • Ensure that their child attends school regularly and arrives in good time, with homework done, and suitably equipped for the lessons in the day ahead; • Be aware of the school rules and procedures and encourage their child to abide by them. • Show interest in their child's class work and homework and where possible, provide suitable facilities for studying at home; • Act as positive role models for their child in their relationship with the school. • Attend planned meetings with teachers and support school functions; • Provide the school with all the necessary background information about their child, including telling the school promptly about any concerns they have about school, or any significant change in their child's medical needs or home circumstances. • Promote and encourage positive behaviour in the home; • Ensure that their child behaves appropriately during his/her journey to and from school. • Familiarise themselves with school policies.

Stage 3 – Desirable and Undesirable behaviours

Desirable Behaviour Children will: <ul style="list-style-type: none">• Display kindness, courtesy and good manners to others• Apply themselves to the task and work to the best of their ability• Demonstrate a positive self-image, confidence and feelings of competence• Show respect for the views, ideas and property of others;• Make positive contributions to the lesson;• Co-operate with the teacher and with their peers on shared activities;• Recognise the importance of taking turns and sharing.• Develop an understanding of the consequences of their actions.• Respond positively to opportunities to act independently of the teacher and to show initiative.	Undesirable Behaviours <ul style="list-style-type: none">• Being unkind to their peers, including engaging in any form of alleged bullying behaviour;• Interrupting others and being inattentive when others are contributing to the learning;• Displaying a lack of interest in learning and preventing others from learning;• The refusal to co-operate with staff instructions;• Defacing or destroying other pupils' belongings or school property;• Directing abusive language at other pupils, teacher or other adults;• Acting aggressively or with violence towards other pupils, teacher or other adults.
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Stage 4 – Rules and Routines

Golden School Rules:

The following rules, which reflect our key principles, will be displayed in the main hall and are referred to regularly at class, key stage and whole school level to ensure familiarity.

- We show respect to everyone.
- We are kind and helpful.
- We always try our best.
- We move around the school quietly and safely.
- We look after our school.

Classroom:

When in class, pupils should always:

- Be fully equipped for work;
- Get down to work quickly and keep at it;

- Ask for help when it is needed;
- Be attentive to the teacher and other pupils;
- Co-operate with others on shared tasks;
- Understand that others may take longer to complete tasks, and use any spare minutes productively.

Each class will have a set of classroom rules. These rules will be framed in a positive way. Children will have the opportunity to discuss the need for classroom rules and be involved in their compilation. Therefore, at the beginning of each school year every class teacher will agree a set of rules in consultation with her/his pupils. They should be led to appreciate that within their classroom both children and teachers have rights. Rules help ensure that people are given their rights and that no one is treated unfairly. Children also need to be aware that within some subjects or activities there is an element of danger and that it is vitally important that safety rules are strictly adhered to.

Playground:

- We play safely.
- We keep our playground litter-free.
- We don't fight, bully, tease or use bad language.
- We line up quickly and quietly and remain quiet in our lines.
- We respect our supervisors.
- We respect and share our playground equipment.

Behaviour Monitoring Systems Outside the Classroom

Yellow Cards

You will most likely get a yellow card (warning) for the following:

- Rough play (toy fights, pushing/pulling etc);
- Leaving people out of games;
- Ruining other people's games;
- Not carrying out instructions from staff;
- Taking too long to line up;
- Disruptive behaviour during line up;
- Leaving the playground without permission;
- Hanging around inside cloakrooms/toilets;
- Dropping litter.
- Running in the corridor.

This is not an exhaustive list and staff may issue yellow cards for other reasons.

Red Cards

You will most likely get a red card for the following:

- Fighting
- Bullying
- Disrespect to staff
- Damaging property
- Causing danger to people (including staff)
- Bad language
- 2 yellow cards

Staff can give immediate red cards for any offence which they see as serious- it does not need to be on the above list.

Red Cards result in a loss of playtime for one or more days depending on the incident.

Note: A yellow card will normally result in a 3 minute 'Time Out' beside the Supervisory Assistant within a playtime period. This card will stay with the pupil for a rolling period of 5 school days. Another offence within this period will result in a Red Card. If the period elapses without further offence, then the card is removed.

A red-card will normally result in removal of playtime or privileges for the pupil concerned for one or more days depending on the level of danger/severity. Any red card offence will be recorded in the Incident Book

General School Rules and Routines:

We are committed to providing a safe and caring environment for your child. We ask all our parents for full co-operation and support with our school rules which are:

- General Behaviour** - good manners are expected at all times with respect shown to all members of the school community. Parents have an important and vital role in reinforcing good behaviour. No chewing gum is permitted. Fighting or aggressive behaviour is not permitted. Staff must be referred to by their title.

- **Homework** - all children are expected to complete homework. A high standard of work is expected, and parents should regularly supervise and sign homework.
- **Punctuality/Attendance** - every child should be at school each day and on time. If a child is absent parents must inform the school. Children are not allowed to leave the school premises without the Principal's permission. An Early Release Digital Form must be completed by the adult who is collecting the child from school. A QR code will be available for parents to scan and complete outside the school building. All children in Foundation Stage must be collected by someone over the age of 16.
- **School Uniform** - must be worn each day with all items clearly marked with your child's name. Pupils can wear their P.E. uniform on the agreed days. Earrings are not permitted – small studs may be worn. Pupils with long hair are encouraged to wear a hair band or tie their hair up. Parents will appreciate that the general public will make judgements about a school on the basis of how pupils look and behave while in school uniform. The maintenance of high standards of dress and behaviour is expected. Formal black shoes must be worn daily.
- **Appointments** - with dentists/doctors should, where possible, be arranged outside school hours. Appointments with teaching staff can be arranged through the office.
- **School Property** - if any item of school property - the building or its contents (e.g. books, computers etc.) is broken, damaged or defaced, payment will be requested from the parents to replace or repair the damaged/broken item.
- **After School Activities** - All children must be appropriately dressed/equipped for the activity they are involved in. Children are expected to follow the same rules with coaches as with the rest of the staff. Where behaviour falls below an acceptable standard, the following sanctions will apply:
 1. Warning from coach/facilitator;
 2. Time out from after school activity (5 minutes);
 3. Referral to Principal. If a child is referred to the Principal, they will be asked to miss the following week's after school activity;
 4. If there is a second occurrence, the child will miss the rest of the after school activity for that term.
- **Educational Visits** - When children are off-site on an educational visit, school rules still apply. Good behaviour is expected at all times.

In addition to defining the rules, which operate within St Mary's, we have also a need to define the procedures that will be put into operation if these rules are broken and communicate these to both children and parents.

Stage 5 – Rewards and sanctions

Rewards

At St Mary's we continually strive to promote positive attitudes through individual and public acknowledgement for good work, effort and behaviour. All pupils have a need for positive affirmation, and we do not take the positive behaviour of the majority for granted. Similarly, it is important that our pupils realise that their good behaviour is noted and acknowledged, just as instances of poor behaviour are challenged and responded to by sanctions.

The aims of the reward system include:

- Promoting an ethos of kindness and co-operation;
- Establishing a climate in which pupils develop an understanding of what constitutes acceptable behaviour and positive attitudes;
- Encouraging and maintaining rules;
- Positively recognising pupils for good behaviour;
- Encouraging pupils to take responsibility;
- Promotion of self- esteem.

Each class teacher will ensure an age appropriate reward system is in place within their class. There are a number of rewards, which we have found to be acceptable endorsements of good behaviour and positive attitudes. These include:

Praise & Positive Feedback	Tangible/Material rewards	Privileges
Well done	Stickers	Pupil of the Week
Great, Excellent, Good	Happy face in book	Pupil of the month
I like the way...	Badges	Line leader
Terrific for remembering	Certificate/trophy/medal	Class jobs
Good thinking/listening/answer	Star charts/ target board	Visit to the Principal office to showcase learning/ good behaviour
Facial expressions e.g. smiling	Prize box e.g. small toys/ pencil	
Nodding	Notes home	Visit to Coordinator to showcase work.
Thumbs up sign	Praise labels	
Clap	Homework Pass	
High five	Extra play time	
Written comment in book	Treats	
	Playground prizes	

Sanctions

Within St. Mary's Sanctions should not be seen as punishments, instead they should focus upon achieving behavioural change. We truly value the importance of maintaining good relationships. Sanctions should take account, as necessary, of the age and degree of maturity of the pupil and any special educational needs they may have, home background and any other relevant circumstances. The SEN Code of Practice is a support mechanism and must never be included in a list of sanctions.

Sanctions should not be applied to entire classes or groups of pupils when the guilty parties have not been identified, degrade pupils or cause them public or private humiliation or involve physical force;

Sanctions will include:

- a withdrawal of privileges
- a restriction of access to extra-curricular facilities or activities for a period of time
- completion of work
- 'put things right'
- referral to a senior member of staff
- in extreme cases, suspension.

REDUCING PUPILS' BEHAVIOURAL BARRIERS TO LEARNING

Dealing with Inappropriate Behaviour

Whilst positive behaviour management will be used, it may be necessary on occasions to apply sanctions. To maintain good behaviour, it is necessary for children to know the consequences for recurring undesired behaviours.

A range of issues contribute to the occurrence of inappropriate behaviour. Staff will always place an emphasis in attempting to identify the reasons behind the behaviour.

Regular discussion and agreement amongst staff will help to ensure a consistent approach to managing difficulties.

Strategies to be employed will be agreed with the pupils so they have the security of knowing what to expect.

Before implementing corrective actions to modify unacceptable behaviour, staff will ensure that:

- Pupils have knowledge and understanding of the expected behaviours;
- The learning environment is appropriate to the age and stage of the development of the pupils;
- There are sufficient materials/resources/play equipment available at the appropriate age and developmental stage of the pupils;
- All staff are consistently promoting and reinforcing positive behaviour throughout the day.

To ensure that those children who find it difficult to behave in a desirable way have early intervention and adequate support this policy will work alongside and complementary to the Special Educational Needs Policy.

Corrective Strategies

Corrective strategies should:

- Enable the pupils to be dealt with in a calm and positive manner;
- Be selected from a gradual and graded hierarchy;
- Preserve the individual's self-esteem;
- Acknowledge the pupil's feelings;
- Focus on the behaviour rather than the individual;
- Be fairly and consistently applied;
- Be administered as soon as possible in a calm, respectful manner;
- Take account of the age and stage of development of the pupil, any SEN and any other relevant factors;
- Provide an opportunity for the pupil to develop a more positive response in future.

The range of corrective strategies to deal with inappropriate behaviour will include:

- Tactical ignoring;
- Non-verbal behaviours including eye contact, gesture or hand signal;
- Verbal redirection;
- Speaking to the pupil on a 1:1 basis in a calm and matter of fact manner appropriate to the individual's level of understanding. This may involve:
- Reminding the pupil of the behaviour expected;
- Exploring the need for a particular behaviour. e.g. keep the water in the tray, so that the floor doesn't get wet and someone slips;
- Helping pupils to understand the effect of their behaviours;
- Encouraging the pupil to make the situation better;
- Offering choices- I need you to put the toy away during work time. You can put it in your bag or give it to me until you are finished.
- Working aside from peers.

Examples of Hierarchy of Corrective Actions

The following list sets out a range of corrective actions ranging from the least to the most intrusive. When considering which consequence to employ, staff will use their discretion, always aiming to make the response appropriate to the behaviour. Parents may be consulted at any stage during the process.

- Tactical Ignoring;
- Non-verbal reminder of behaviour expectation;
- Verbal reminder of behaviour/rule;
- Verbal warning 1 (which choice and take up time);
- Verbal warning 2 (making consequences clear);
- Related consequence possible IMPACT on class system

- Temporary withdrawal (supervised and time limited) use of alternative seating when appropriate.
- Withdrawal of privilege;
- Contact with parents when appropriate
- Restriction of access to activities for a given period;

The above should corrective actions should be implemented before referral to SLT or principal.

In extreme cases:

- A reporting system to allow staff and parents to monitor behaviour using SIMS.
- Reduced Timetable
- Suspension;
- Expulsion, following suspension.

Persistent or More Serious Behaviours

In dealing with serious misbehaviour the unacceptability of the behaviour will be made clear to the pupil by explanation and discussion (if appropriate).

Additionally, the following response may be required:

Temporary withdrawal from the activity or from peers. This will be implemented for a short time limited period. For younger pupils, it may be supported with the use of a visual timer. After the agreed time the pupil will be encouraged to re-join the activity if appropriate, or be redirected to another activity;

A minority of pupils may present with extreme behaviour difficulties which arise from previous experiences or an unmet need. In such cases efforts will be made to provide support and understanding in relation to the pupil's difficulty. Good relationships and close partnerships with parents will be a priority, in an attempt to identify the cause of the behaviour and work together to find a solution.

In meeting the pupil's needs additional specialist interventions may be required including:

- The implementation of an individual education plan with specific targets relating to the desired behaviour;
- The development of a Risk Assessment, including a Risk Reduction Action Plan
- Employing additional resources from within the school;
- Support of external agencies.
- Reasonable adjustments e.g. preparing pupils for new routines, identification of a key member of staff to act as a point of contact to provide support when needed, additional support at break and lunch times, adapted resources if required.

NB: In the interests of health and safety of all within the school community and in exceptional circumstances, an accelerated approach may be employed.

Stages in Redirecting Persistent or More Serious Behaviours

On occasions when pupils continue to disrupt normal school life and do not respond to normal classroom strategies, the following procedure is adopted:

- Principal and class teacher meet with parents to discuss the nature of the disruptive behaviour.
- Principal and class teacher will present a record of the pupil's behaviour in school to the parents along with the details of action taken (to be taken) by the school.
- *Please note that in accordance with our Safeguarding Policy, minutes of meetings and agreed actions will be recorded.*
- Parents are requested to co-operate with the programme which is planned to remediate behaviour.
- If unacceptable behaviour continues, parents will be invited to discuss matters further and if necessary the expertise of external support services such as the Educational Welfare Office, Primary Behaviour Support and Provisions, Educational Psychology and Social Services will be sought. (For the good of all concerned, problems will be tackled as early and as effectively as possible).
- Should behavioural difficulties not be resolved under any of the above strategies, it may be necessary to refer matters to the Board of Governors under the Scheme for Suspension and Expulsion as set out by CCMS.

Please note that separate guidelines are issued for Child protection and Anti-Bullying.

Use of Reasonable Force/Safe Handling

Under Duty of Care, staff may use a physical intervention in relation to a pupil for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely:

- Committing an offence;
- Causing personal injury to, or damage to the property of, any person (including the pupil him/her self); or
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils

Whilst there is no legal definition of reasonable force, the working definition of “reasonable force” is the minimum force necessary to prevent a pupil from physically harming him/ herself or others or seriously damaging property but used in a manner which attempts to preserve the dignity of all concerned.

It is understood that any actions taken will always be:

- In the child's best interest;
- Necessary;
- Reasonable and proportionate;
- Last resort.

IMPLEMENTATION OF POSITIVE BEHAVIOUR

Emphasis within school will focus on employing a range of preventative strategies to avoid opportunities for behavioural difficulties to arise, including the following:

- All adults will provide a positive model of desired behaviours by treating pupils with respect, friendliness, care and courtesy;
- Behaviour expectations will be taught in the same way as any other subject matter;
- Developing a consistent cue for gaining pupil attention may be used as a pre- requisite for providing directions;
- The learning environment will be carefully prepared, ensuring adequate resources and sufficient activities for the pupils to be meaningfully occupied;
- Language for issuing instructions will be simple and spoken in a calm manner;
- Practical and meaningful opportunities for younger pupils to acquire and further develop essential social skills will be planned through a series of activities, dramas, music and stories;
- Staff will develop an appropriate reward system as a means of positively acknowledging good and improved behaviours and thereby reinforcing the desired behaviour;
- Emphasis will be placed on the important role of parents in influencing their child's attitudes and behaviours. Parents will be familiar with the policy and will be given guidance, if needed for the promotion of good behaviour at home, so they can actively reinforce the positive approach taken in the school setting.

Practical Approaches within the School Setting

Here are some of the measures we take in school to promote a positive ethos and sustain good behaviour.

- Buddy system.
- School Assemblies
- Pupil awards for: week, month, term, year, attendance and special events
- Religious Services: Grow in Love Prayer Services
- School Masses
- Circle Time
- Training for all staff on anti-bullying strategies
- School Rules
- Class Rules
- Positive supervision at all times

- Positive marking policy
- Regular monitoring and reporting from Pastoral Care Teacher and Designated Teachers for Child protection
- Planned parent/teacher meetings
- Reports to parents yearly
- Curriculum and information meetings
- Involvement in parent surveys to inform future practice
- Training for supervisory staff in promoting positive play
- All pupils have the opportunity to perform in school plays, concerts, masses etc
- Monthly celebration of Character traits to include Responsibility, Respect, Friendship, Caring, Honesty, Forgiveness, Diligence, Patience and Courtesy.

LINKS TO SPECIAL EDUCATIONAL NEEDS CODE OF PRACTICE

Close working links will be maintained between the Positive Behaviour Policy and the SEN Policy to ensure that early intervention takes place when a pupil's behaviour is acting as a barrier to the learning.

This policy recognises that Social, Behavioural and Emotional Wellbeing (SBEW), difficulties experienced by some children is one of the categories of Special Educational needs in the new Special Educational Needs (SEN) Code of Practice.

When a child is placed on the SEN Register for SBEW after the exhaustion of normal classroom management strategies which have been ineffective in addressing the difficulty, procedures to meet the needs of the pupil will be followed in line with actions identified within the SEN Policy.

School staff work closely together and when external support is needed, with appropriate outside agencies to support the care and welfare of pupils.

Using the stages of the SEN Code of Practice, individual needs are identified and met through interventions such as:

- IEP's (PLP)
- Risk Assessment/Risk Reduction Action Plan
- Post-incident de-briefing and use of restorative practices.

Links to Other Policies

This policy is set in the broader school context of Pastoral Care and as such should be read in conjunction with the following school policies:

- Child Protection & Safeguarding Policy
- Anti- Bullying Policy
- SEN Policy

- E Safety Policy
- Attendance Policy
- Safe Handling Policy
- Critical Incident Policy
- Anti-drugs Policy
- Health and Safety Policy

CONTINUING PROFESSIONAL DEVELOPMENT

Staff training needs will be identified through the Staff Training Log and appropriate training opportunities will be provided to ensure that staff are upskilled through the Children and Young People's Services Training Programme or through consultation with other external providers. The necessary resources in terms of time, expertise and materials are made available in line with the School Development priorities and budget allocation.

MONITORING AND EVALUATING

To ensure the policy is implemented effectively in our school we intend to continually monitor and evaluate and review the procedures and practice.

The Principal monitors and evaluates the implementation of the policy on an ongoing basis. The Safeguarding Team keep records of any concerns or worries raised by the children in their Pastoral Book and the action taken to address these concerns. Individual Education Plans are kept on the child's record and stored electronically by the SENCO. The assessment team collect and analyse the performance of pupils and other data (including SIMS) when monitoring and evaluating the schools approach to promoting the good behaviour and discipline of pupils. The Principal / Senior Teacher retain concerns raised by parents and the action taken.

The principal reports to the Board of Governors annually on how effectively the current Positive Behaviour Policy is, on the basis of the above evidence, achieving its stated outcomes. The Designated Teacher reports to the Governors termly on all issues relating to safeguarding.

We value the contribution that can be made by our teachers, parents and pupils to affect appropriate change when necessary. This will be achieved through:

- Teacher / parent interviews
- Pupil focus groups
- SEN reviews

- Open nights / curriculum evenings
- Induction days
- Staff meetings, Board of Governors, PTA meetings
- Periodical questionnaires / audits/ correspondence with parents
- Pupil Voice E.g. School Council minutes
- Parent Forum

CONCLUDING REMARKS

Our school community have been consulted in the development of this Policy. This Policy, we believe, supports the ethos of our school. The Policy is embedded in the principles of Catholic Education with a major emphasis on positive reinforcement. Every child is encouraged and motivated to strive to do their very best. Children are rewarded for their achievements and know what is expected of them.

We hope this Policy preserves the dignity of the children and allows them to grow in a safe, caring and structured environment, which is value led. We expect all members of our school community to fully support this policy and to work for the common good of the school and all who attend here.

Last Reviewed	Review Date	Next Review
September 2018	November 2021	September 2024

Reviewed to reflect:
<p>New legislation & guidance;</p> <p>Agreed rules both in school and in the playground;</p> <p>Agreed hierarchy of sanctions.</p> <p>Increase in SBEW pupils on SEN Register.</p>