



Behaviour for Learning Policy

REVIEW DATE – SPRING 2027

MISSION STATEMENT

Working as a team within a respectful, safe, caring, and secure environment we will develop the intellectual, physical, moral and creative abilities of all our pupils, so that each child becomes responsible for their own learning and develops to their full potential.

1. INTRODUCTION

The focus of this policy is the promotion of good behaviour.

There are certain values which we want to encourage in our pupils:-

- self-respect, self-discipline and self-confidence
- respect for others and their property
- respect for the environment
- toleration and appreciation of the opinions of others and other cultures
- good manners and politeness
- taking a pride in their work

This policy is based on the Positive Behaviour Policy Framework (EA) and it is the intention of the school that the policy will be reviewed and updated when necessary.

2. AIM

To establish a school community where there is a culture of achievement, improvement and ambition exists- with clear expectations that all pupils can, and will, achieve to the very best of their ability. The learning community 'are aware of the need to create a climate in which positive behaviour is encouraged and commended, and in which the pupils feel secure and equally valued.' Pastoral Care in School: Promoting Positive Behaviour, DE, 2021 pg 11.

3. OUTCOMES FOR LEARNERS

- a) To create an atmosphere conducive to effective teaching and learning
- b) To establish a sense of order
- c) To establish a sense of community
- d) To encourage and develop pupils' self-esteem and respect for others
- e) To encourage self-discipline and the notion that we all have rights but we also need to take responsibility for our actions
- f) To encourage pupils to be independent
- g) To encourage the development of interpersonal skills in situations which require pupils to co-operate in order to solve problems

4. EXAMPLE OF RIGHTS/RESPONSIBILITIES

Rights	Responsibilities
Pupils <ul style="list-style-type: none"> • To be treated with respect and dignity • To be in a safe environment • To hear and be heard – to express opinion • To learn – in an enjoyable environment • To be developed to full potential 	Pupils <ul style="list-style-type: none"> • To know and follow school rules • To be equipped and ready to learn • To treat staff and peers with respect • To learn and continue to learn • To take responsibility for their behaviour and actions/not prevent learning of others
Staff <ul style="list-style-type: none"> • To be heard • To be treated with respect/dignity • To have a safe, clean, healthy environment in which to work • To support from management/Governors/EA 	Staff <ul style="list-style-type: none"> • To deliver the common curriculum • To ensure quality of teaching and learning • To identify potential challenging issues– learning needs etc/provide solutions
Parents <ul style="list-style-type: none"> • To be kept informed by school/work in partnership with school • Receive reports • Access to reports • Receive copies of policies – discipline/curriculum • Invited to parent evenings • Give permission for trips etc 	Parents <ul style="list-style-type: none"> • Ensure good attendance of their children • Co-operate with school rules/attend meetings • Equip their child properly • To monitor the progress of their child • Promote good behaviour • Ensure punctuality, good standard of uniform, completion of homeworks.

5. SCHOOL RULES

- Rules including Dining Hall, Playground and Class rules will be displayed prominently and be reinforced regularly by the class teacher and also at school assemblies.
- Individual rules will be reinforced by displaying them in appropriate places around the school.
- Each teacher will compile a set of classroom rules in consultation with the children. These will be displayed in the classroom at all times and be referred to regularly.
- Rewards will be given for keeping the rules and appropriate sanctions will be administered for breaking the rules.

We aim to be:

- consistent
- firm
- fair

and to follow up and follow through.

In Newtownards Model Primary School the day begins at 8.45 am. Children should arrive in school **no earlier** than 8.45 am as supervision begins at this time. The school gates will be open before this time but no supervision will be available until 8.45 am. Parents allowing their children to enter grounds before 8.45 am must be aware of this and are responsible for their child and their child's behaviour at this time.

Movement

Pupils should:

- walk within the school building,
- walk in marked 'no run' areas in the playground (Zig zag yellow lines)
- move safely and in single file within the school building,
- play carefully in the playground at break and lunch times,
- display caution and follow instructions when negotiating stairs,
- enter and leave school in a sensible manner.

Learning

Pupils will be encouraged to:

- listen to instructions and explanations,
- do their best at all times,
- Parents' responsibility to complete absence form on school app or send a note to explain –
 - non-presentation of work
 - non-participation in PE/swimming lessons
 - absences from school

Communication

Pupils will be encouraged to:

- speak respectfully to one another and to adults,
- show good manners when visiting other classrooms,
- solve their problems by talking.

Respect

Pupils should:

- be polite, respectful, tolerant, kind, thoughtful and considerate to everyone both face to face and in an online environment.
- tolerate and respect children with different religions, different ethnic backgrounds, different colour of skin and different countries of origin
- look after books, equipment and all other aspects of school property
- put litter in the bin

We do not accept:

**BULLYING
BEHAVIOUR**

**BAD OR INAPPROPRIATE
LANGUAGE**

**DESTRUCTION OF
PROPERTY**

STEALING

FIGHTING

NAME CALLING

LACK OF RESPECT

**DANGEROUS PHYSICAL
CONTACT**

**DISRUPTION OF
CLASSES**

Example of reward systems in individual classes

KEY STAGE 1

- Verbal praise
- Praise given for best work/book/group,
- Motivation stars, stickers, happy faces for good work,
- Showing good work to the rest of the class to be applauded,
- Displaying work on the wall,
- Taking work home to show parents,
- Showing work to another teacher or V/Principal,
- Sharing achievements on Seesaw app,
- Allowing a child to be 'leader' in the line, messenger,
- Attainment stamps on work e.g. excellent, good effort,
- Treats given occasionally.

KEY STAGE 2

- Rewards similar to previous key stage one
- Public praise in front of class/assembly/another teacher
- Sharing achievements on school Facebook page
- Quiet praise, usually one to one. Using words like "That is better/good etc" "You can do this..." "You keep trying..." "I am very proud of..." Notes of praise on books/homework
- Being allowed to do specific jobs/messages
- Principal awards
- Treats/stickers as prizes for individual groups or the whole class

7. SANCTIONS

Low level misbehaviour (Sanctions 1-4)	Range of sanctions
Talking out of turn Shouting out/interrupting Leaving seat at the wrong time Fidgeting Not having pencil/pen Not doing homework Not listening/paying attention Distracting others Not doing best work Making noises Annoying others Telling tales Sulking Cheekiness Disobeying school rules Using the occasional bad language	<ol style="list-style-type: none"> 1. The look/hand signal 2. Rule reminder/warning 1,2,3 3. Moving seat/extra work 4. Related sanction e.g. <ul style="list-style-type: none"> • completing or repeating work • doing homework during playtime • cleaning up the mess
Moderately serious behaviour (Sanctions 5-12)	
Hitting/pushing (on a low or moderate scale) Regularly talking out of turn Regularly shouting out/arguing back	<ol style="list-style-type: none"> 5. Reflection sheet eg. "What should you have done differently?" 6. Withdrawal to another member of staff in another classroom

<p>Spitting Persistently leaving seat at wrong time Regularly not doing homework Regularly not listening/paying attention Regularly not doing best work Rudeness to peers Intimidating peer (verbally or physically) Defiance</p>	<p>7. Parents/guardians contacted 8. Referred to Key Stage Leader 9. Consult Learning Support Coordinator regarding Stage 1 or 2 intervention 10. Inappropriate behaviour in the playground/classroom/dining hall will result in withdrawal to the Thinking Room which can last up to 10 minutes depending on the severity of the bad behaviour 11. Recording in Behaviour Management Log</p>
<p>Very serious behaviour (Sanctions 13-21)</p>	
<p>Offensive gestures Deliberately telling lies Regularly distracting others Stealing Persistently disobeying school rules Rudeness/insolence to adults Hurting others physically or mentally (high scale) Deliberate punching to the face/head in an unprovoked attack will warrant high sanctions Bullying (persistently annoying another child) Persistently swearing Running out of school Deliberate damage to school property Deliberate damage to others' property Truancy Aggression towards staff Persistent/deliberate lateness Inappropriate sexual language/actions or related behaviour Inappropriate online behaviour involving pupils or staff of the school.</p>	<p>13. Recording in Behaviour Management Log 14. Referred to VP and/or Principal 15. Removal from playground at break and/or lunchtime for a period relative to the behaviour. For the most serious offence, such as deliberate punching to the head or face in an unprovoked manner, this period may last up to 5 days. 16. Detaining for up to 5 minutes to prevent trouble on the way home. 17. Loss of privilege. 18. The school may ask the parent/guardian to collect a child from school and take him/her home for the rest of the day, should a child become emotional /agitated/distressed. 19. Exclusion from swimming programme, (children should have the opportunity to attend swimming on at least 6 occasions over the two terms) 20. Suspension / change of placement 21. Debarring from an Educational Visit. 22. Where staff are concerned about the Health and Safety /Welfare of a pupil or other pupils-debarring from a Residential Educational Visit. 23. Withdrawal from opportunity to represent school. i.e. play for school sport team</p>

During lunchtime/breaktime pupils may be sent to the "Thinking Room" for various misdemeanours for a duration of time directly related to the misdemeanour.

When considering which sanction to employ, teachers and supervisory staff will use their discretion, always aiming to make sanctions appropriate to the misbehaviour.

Parents may be consulted at any stage during the sanction procedure.

Foundation and KS1 classes will apply a 'Sunshine, rainbow, cloud system, whereby, at the beginning of the day every child's name will appear in a 'sunshine' circle displayed in the classroom. If a child disobeys school or classroom rules his/her name will be moved into the rainbow symbol. If a child continues to break the rules his/her name will be moved into a rain cloud. During the day the child's behaviour will be monitored and, if appropriate, the name may be moved back to the rainbow or sunshine. However, if the name is still in the rain cloud at the end of the day, an agreed classroom sanction will be imposed.

At Key Stage 2, the Thinking Room is used as a consequence to unacceptable behaviour and work which is not submitted/completed. Each child is given the opportunity to amend behaviour of minor breaches to class rules. On the third occasion, the pupil will be asked to go to the Thinking Room to complete a Reflection Sheet. A major breach of class rules will result in immediate removal to the Thinking Room from break/lunchtime play.

SUSPENSION & EXPULSION PROCEDURES

Should suspension of a pupil be deemed necessary the following procedures will be adhered to: "Under the existing legislation:

- 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 Chair of the Board of Governors; and
- the Principal must immediately give written notification of a suspension to the parent of the pupil, the Chair of the Board of Governors, the Education Authority." It is essential that schools operate within the statutory framework and guidelines issued by the Department and the employing authorities. "Suspension and Expulsion Procedures" DENI 2004

NOTE** The current e-guide for Governors states that a pupil may be suspended from school for not more than 15 school days in any one school term.

Appendix

Schools also need to consult the Education Authority's SCHEME FOR THE SUSPENSION AND EXPULSION OF PUPILS IN CONTROLLED SCHOOLS, April 2015: see extracts below:

DISABILITY "It is unlawful for a school to discriminate against a disabled pupil by suspending or expelling him or her for a reason relating to his or her disability (Article 14(3) of SENDO). A school discriminates against a disabled pupil if, for a reason which relates to his or her disability, it treats him or her less favourably than it treats or would treat others to whom that reason does not or would not apply; and it cannot show that the treatment in question is justified."

Steps to be followed prior to suspension

"A school's disciplinary policy is required to describe the standards of behaviour expected from pupils and to outline the procedures and sanctions to be adopted when these guidelines are not adhered to. A decision to suspend a pupil should only be taken by the Principal in response to a serious breach, or persistent breaches of the school's discipline policy."

"The school has a statutory responsibility to arrange for the provision of suitable education for registered

pupils of the school when they are suspended, regardless of the length of suspension or reason for the sanction. Schools should ensure that appropriate work from a nominated teacher is available to be carried out by the pupil during the period of suspension.”

Expulsion procedures

Should expulsion of a pupil be deemed necessary the following procedures will be adhered to:

“The expulsion of a pupil is legal only if the following requirements are satisfied:

- the pupil has served a period of suspension* see below;
- a consultation has taken place between the Principal, the parent of the pupil, the Chair of the Board of Governors, an authorised officer from the relevant Education and Library Board and (in the case of a Catholic maintained school) an authorised officer from CCMS. The consultation must include consultations about the future provision of suitable education for the pupil concerned;
- the decision to expel the pupil is made by the appropriate ‘expelling authority’ which is the relevant Education and Library Board in the case of pupils attending controlled schools and the Board of Governors in all other cases; and
- where a final decision has been taken to expel a pupil the Principal must immediately notify the parent(s) of their right to appeal that decision to an independent appeal tribunal established by the Education and Library Board and the arrangements and timetable for doing so.”

SUSPENSION and EXPULSION Procedures, DENI 2004

“Expulsion should be used only in response to serious breaches of a school’s discipline policy and only after a range of alternative strategies to resolve the pupil’s disciplinary problems have been tried and proven to have failed; and where allowing the pupil to remain in school would be seriously detrimental to the education or welfare of other pupils and staff, or of the pupil himself or herself. However, there may be circumstances where it is appropriate to expel a pupil for a first or ‘one off’ offence*. These might include serious actual or threatened violence against another pupil or a member of staff; sexual abuse or assault; supplying an illegal drug; or carrying an offensive weapon.”

SUSPENSION and EXPULSION Procedures, DENI 2004

USE OF REASONABLE FORCE/SAFE HANDLING

“3.1 The behaviour of the vast majority of pupils in school will never require any form of physical intervention. However, a small number of pupils may exhibit disturbed, or distressing behaviour, which may require some form of physical intervention by staff. In order to minimise the risk of incidents escalating unnecessarily due to lack of foresight, planning and training, the school should carry out a risk assessment under two headings:

- Environmental Risk Assessment; and
- Individual Risk Assessment.”

Towards a Model Policy in Schools on the Use of REASONABLE FORCE, DE 2002.

Definition of reasonable force

1.1 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:

- a. committing any offence;
- b. causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- c. engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether that 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 him/herself or others or seriously damaging property, but used in a manner which attempts to preserve the dignity of all concerned.”

Towards a Model Policy in Schools on the Use of REASONABLE FORCE, DE 2002.

Our emphasis in school is on positive classroom management. In implementing corrective strategies we will be following this model as adapted from Rogers.

START

Strategies for disruptive behaviour in class

Tactical ignoring (when/where appropriate)

Combining tactical ignoring behaviour with simple directions or rule reminders

Non-verbal messages using eyes and body language

Simple directions (to convey clear, needed messages about desired behaviour) e.g. "Back in your seat now, please".

Restating rules or rule reminders. "You know the rule about..."

Using casual questions, "Need a hand...?"

Distractions or diversions – inviting assistance, asking a question.

Questions to gain feedback "What is happening here?"

Diffusing conflict judicious humour

Deflection – acknowledge pupil frustration but refer back to appropriate behaviour

Take pupil aside

Assertive statements or messages e.g. "I'm concerned that this level of noise will disturb Miss B's class who are doing silent reading."

Giving simple choices - giving pupil responsibility for consequences

Immediate follow-up and warning of 'Withdrawal' procedures

Relocation within room

Isolation within room

Exit from their room – child to be supervised in another classroom



8. PROCEDURES FOR CONCERNS

**I have a concern about the behaviour of my child
or behaviour management of my child**

I can talk to the Class Teacher

**If I am still concerned, I can talk to the Head of Key
Stage**

**If I am still concerned, I can talk to the Vice
Principal**

If I am still concerned, I can talk to the Principal

8. COMPLAINTS PROCESS

If you want to make a complaint, use the school's complaints procedure which will **normally** have the following two stages:

- Stage One – write to the principal
- Stage Two – write to the chairperson of the board of governors

If following stage two you remain dissatisfied with the outcome of your complaint, you can refer the matter to the office of the Northern Ireland Public Services Ombudsman (NIPSO) within six months of the final response from the school.

LINKS WITH OTHER POLICIES

LINKED SAFEGUARDING POLICIES

The Positive Behaviour Policy works in conjunction with the following suite of linked safeguarding policies:

- The Anti-Bullying Policy – when socially unacceptable behaviours become bullying behaviour
- The Special Needs Policy – to ensure that behavioural barriers to learning are reduced through providing a range of supportive strategies and interventions
- Safeguarding and Child Protection Policy
- Attendance
- E-Safety
- PDMU
- Health and Safety
- Use of Reasonable Force

With special reference to SEN, strategies for promoting and sustaining good behaviour and for managing behaviour difficulties, are seen as part of the 3-stage approach set out in the Code of Practice for Special Educational Needs.

10. WORKING TOGETHER TO IMPROVE BEHAVIOUR

We aim to form good relationships with children, helping them to develop their self-esteem. We believe true success and increased self-esteem occurs when children learn how you expect them to behave and then choose that behaviour as their own. We are concerned with helping children to set and achieve their personal, social and academic goals within a supportive atmosphere. Each class teacher has a pastoral role and works to establish stable, supportive relationships with the children in their care, encouraging them to become increasingly capable of making independent, responsible choices.

Pastoral advice and support is an important part of the ethos of our school. When we are following up incidents of misbehaviour we try to discuss feelings and attitudes and more appropriate forms of behaviour with the children and parents concerned.

11. KEEPING SCHOOL INFORMED

We recognise that at times unsatisfactory behaviour can stem from personal problems or difficulties. Children can become upset about things inside or outside of school. If parents are aware, of what may be a difficult time for their child, they must let the school know, so that we are more prepared and able to help him/her cope with the issue/s.

12. MONITORING, REVIEW AND EVALUATION.

This policy has been formulated in consultation with Governors, staff, parents and pupils as appropriate and it is the intention of the staff to review and update it regularly.

Thinking Room Reflection

Name: _____ class: _____ Date: _____

Why were you in the thinking room ?



How did your behaviour affect other people ?

How could you have changed your actions?

How will you make amends for your behaviour?

Signed: _____

SCHOOL RULES

These school rules are displayed in the main foyer, assembly hall and playground.

Be Kind

Be Safe

Be Proud

Be Respectful

Be your Best



It is important to remember that Governors, all staff, pupils and parents have an active part to play in the implementation and maintenance of this Policy.