**St. Peter’s Primary School, Plumbridge**

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**Positive Behaviour Policy**

**The Board of Governors of St. Peter’s Primary School will monitor and review the effectiveness of the Positive Behaviour and will update it regularly in line with new initiatives and developments.**

**Signed:\_\_\_\_\_S.Falls Date:\_\_\_\_\_\_09/21\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Principal**

**Signed:\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Chair of Governors**

**INTRODUCTION**

In St. Peter’s Primary School, we acknowledge an obvious connection between behaviour, discipline, responsibility and authority. We attempt to develop in the children a sense of self-discipline, good behaviour, good manners and an acceptance of responsibility for their own actions. We strive to create a safe and enriched environment in which pupils can give a positive approach in encouraging the proper attitudes, rewarding and praising where appropriate and most importantly, setting good examples. We recognise how important it is that children are entitled to the personal dignity and respect and at no time will teachers be intolerant or dictatorial. Rather, we wish to create an ordered community and a safe, secure and caring environment for learning where the educational process is successful and celebrated. In doing this, a strong sense of identity with the school should be fostered, alongside values of mutual respect and promotion of well-being and self-esteem among all members of the school community.

# RATIONALE

At St. Peter’s P.S. our Promoting Positive Behaviour Policy is an essential element of our overall Pastoral Care Programme and aims to ensure that all pupils within our care are educated in a safe, secure and caring environment. We expect every member of the school community to behave in a considerate way towards others and treat all children fairly and apply this Promoting Positive Discipline Policy with a consistent approach. Our School motto is ‘Growing and Learning Together in God’s Love’.

All staff members believe that:

* Each pupil is an important member of the school community, entrusted to our care by his/her parents;
* Each staff member is an important member of the school community and a professional, entitled to the respect and support of parents;
* Quality relationships which are based on mutual respect between teacher and pupil promote good discipline;
* High expectations by teachers of pupils in relation to both their work and behaviour are essential to the success of the school’s Positive Behaviour Policy.

**MISSION STATEMENT**

As a Catholic School, we at St. Peter’s, seek to ensure that all aspects of school life are firmly rooted in Christian principles. We accept that every child in our school is an important human person, created by God and entrusted to us by their parents. Additionally, we accept that every teacher is an important person and a professional, entitled to the support and respect of children and parents. At St Peter’s we aim to provide a caring, secure and happy environment in which all children are treated as unique individuals who are given the opportunity to grow in independence and develop self-confidence. We believe this will enable our children to be better prepared personally, academically, spiritually and socially for the challenges of young adult life.

**We aim to:**

* Develop the young person as an individual and help them become a positive contributor to society with responsible attitudes and values for life.
* Create a secure and orderly school environment, providing a broad and balanced curriculum with a varied range of extra-curricular activities which enable children to reach their full potential.
* Involve parents in supporting the school policy and encourage good behaviour/attitudes in their children.
* Develop spiritual awareness through a strong Catholic Ethos encouraging values of trust, honesty, respect, tolerance and a sense of fair play, fostering relationships effective for teaching and learning.
* Utilise emerging technologies to develop the child’s ability to become effective learners and provide them with the life skills for modern society.

# BACKGROUND AND CONSULTATION

In St. Peter’s PS we see good behaviour as essential to learning and achievement for all pupils. We recognise that the promotion of good behaviour is the remit of all in the school community: for pupils, teaching/non-teaching staff, parents and the Board of Governors.

The 2003 Statutory Requirements (Education & Libraries NI Order) requires schools to ‘encourage good behaviour and respect for others and in particular, prevent all forms of bullying.’ This policy, consistent with this document, has been developed through a process of consultation involving pupils, (facilitated through class-based workshops, discussion with school council and questionnaires), Board of Governors and parents.

# PRINCIPLES

The school’s Positive Behaviour Policy:

* promotes the core values of the school, as expressed in our Mission Statement;
* promotes good behaviour, respect for oneself and others;
* takes account of the rights and responsibilities of pupils;
* is based on a whole school approach and will be widely disseminated among staff, pupils and parents, who, through the process of consultation, will have a clear understanding of what the policy aims to achieve;
* is dependent on a shared understanding of what all in the school community believe and agree is acceptable behaviour.
* is linked to the following school policies: Child Protection, Anti-Bullying, Pastoral care; RE, PDMU/PATHS and SEN.

# PURPOSES/AIMS

The school’s Promoting Positive Behaviour Policy seeks to:

* Create an acceptable level of order and behaviour, which allows children to come to school, enjoy their day and return home safely; conditions in which each child may reach his/her full potential.
* Develop within our pupils a sense of responsibility, promote their self-esteem and foster self-discipline and respect for themselves and others;
* Promote an understanding of individual responsibilities and encourage partnerships among children, parents and staff that will develop the school as a caring supportive community.
* Clarify for all staff the protocol and practice to be followed in dealing with unacceptable behaviour and promote consistency of approach among all staff in dealing with such behaviour;
* Create a physically and emotionally safe environment where positive relationships and social skills are emphasised and the positive ethos of the school is upheld and promoted by all in the school community;
* Clarify our expectations with regard to the standards of behaviour and work ethic which we, as a staff, aspire to in order to ensure that all learners achieve success commensurate with their level of ability.
* Define our expectations with regard to what constitutes appropriate behaviour and a clear distinction is made between unkind, unacceptable, behavioural mistakes and bullying behaviour.
* Develop positive attitudes among parents about what is acceptable behaviour, as per the school’s Positive Behaviour Policy, and encourage their active support and endorsement of the policy;
* Establish a clear set of rules, rewards and sanctions that are related to the ages and abilities of individual children.
* Maintain a regular evaluation and review of the policy.

# PRACTICES

The school’s Positive Behaviour Policy embraces the need to:

* develop caring relationships among pupils, parents, teachers and support staff;
* consult with all in the school community, access the widespread support of all in the school and is a working document to be used by all staff;
* provide for regular training and updates for all staff;
* be reviewed annually for its effectiveness in the delivery of the principles, as set out above, and reviewed annually by the Pastoral Care Co-Ordinator, in conjunction with the principal and Board of Governors.

# RIGHTS, ROLES AND RESPONSIBILITIES OF ALL STAKEHOLDERS

**ROLE OF THE BOARD OF GOVERNORS**

The Board of Governors will:

* have overall responsibility for ensuring a Positive Behaviour Policy is in place; The Education and Libraries (NI) Order 2003 places a statutory duty on the Board of Governors to safeguard and promote the welfare of all registered pupils at the school at all times when the pupils are on the school premises or in the lawful control or charge of a member of the school staff;
* set down general guidelines on standards of behaviour and discipline;
* ensure the policy is administered fairly and consistently.
* review the effectiveness of strategies promoted in the policy;
* support the principal in following the guidelines agreed in the policy;

# ROLE OF THE PRINCIPAL

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The principal is responsible for:

* the consistent implementation of the school behaviour policy throughout the school;
* providing an annual report to the Board of Governors, on the effectiveness of the policy;
* consulting with registered pupils and their parents before deciding upon measures to encourage good behaviour and to prevent bullying. (Education & Libraries (NI) Order 2003)
* ensuring due regard is given to the health, safety and welfare of both staff and pupils in school
* maintaining records of all reported serious incidents of inappropriate behaviour;
* imposing fixed-term suspensions on individual children for serious acts of misbehaviour;
* ensure school wide supervision by all staff is vigilant and effective and that responses to inappropriate behaviour are prompt, consistent and restorative;
* the expulsion of a pupil for repeated or very serious acts of anti-social behaviour;

In the event of the need to suspend or expel a pupil, the principal will consult with the Board of Governors and CCMS prior to the planned action.

# THE ROLE OF THE PASTORAL CARE CO-ORDINATOR ( Principal)

The Pastoral Care Co-Ordinator has a duty to:

* ensure that The Positive Behaviour Policy is implemented fairly and consistently by all school staff;
* advise all staff members of their roles and responsibilities in ensuring the aims of this policy are fulfilled;
* monitor pupil behaviour records at the end of each term;
* review this policy for its effectiveness and develop new approaches.

# THE ROLE OF THE CLASS TEACHER

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| **Rights of Teachers** | **Responsibilities of Teacher** |
| * Teachers have a right to: * Work safely in an environment where common courtesies and social conventions are respected; * express their views and contribute to policies which they are required to reflect in their work; * Pastoral and professional support and advice from senior colleagues and appropriate external bodies; * adequate and appropriate accommodation and resources. | All teachers will:   * provide a challenging, interesting and relevant curriculum in a caring environment; * be consistent and fair; * behave in a professional manner at all times; * prepare and resource lessons thoroughly, giving due account of the ability and aptitude of pupils * maintain high but realistic expectations of all pupils, in terms of both their work and behaviour; * show interest and enthusiasm in pupils’ work and learning * set tasks which ensure all pupils will achieve success in their work; * recognise and reward positive behaviour as and when it occurs, both in and out of the classroom; * promote positive behaviour in their classrooms, encouraging the six St Peter’s Golden Rules; * praise all achievement regularly; * treat all pupils with respect and understanding as per our ethos; * liaise with SENCO and external agencies to access support and guidance on the progress of pupils who are giving concern; EA SBEW team, Educational Psychologist; CAHMS |

# THE ROLE OF ALL NON-TEACHING STAFF

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| **Rights of Non-Teaching Staff** | **Responsibilities of Non-Teaching Staff** |
| Support staff have a right to:   * be valued as members of the school community * be treated fairly and with respect by pupils and all members of teaching staff * have adequate facilities and resources to enable them to perform their duties effectively * be well informed about school rules and procedures * have the opportunity to contribute ideas and have them taken into consideration when decisions concerning the smooth running of the school are being taken. | All staff have the responsibility to:   * arrive at school on time, well prepared for the day ahead * co-operate with colleagues and teaching staff * act in such a manner in order to secure the safety of all pupils at all times * share with teaching staff any concerns they have about pupils * be aware of school rules and procedures * handle sensitive information in a confidential manner at all times * seek support from colleagues and SMT as and when required |

**THE ROLE OF ALL STAFF** *(teaching and non-teaching)*

ALL staff are duty bound to promote positive behaviour and will do so in the following ways:

* demonstrate by example the high standards of personal and pro-social behaviour we expect of pupils;
* develop and maintain positive relationships with all stakeholders;
* treat all pupils fairly and respectfully;
* create an emotionally and physically safe, happy, caring and stimulating environment;
* foster self-esteem in all pupils; explore, agree and reinforce their rights and responsibilities to others and their mutual safety needs;
* use positive language to communicate expectations and provide feedback to pupils;
* praise and reward pupils who are generally disruptive as soon as acceptable behaviour is observed.

# THE ROLE OF PUPILS

The staff of St. Peter’s PS believe that all pupils have the right:

✓ to a balanced and broad curriculum, delivered at a pace and level commensurate with their learning needs;

✓ to be taught in a caring, safe and stimulating environment

✓ to be treated in a fair and **positive manner.**

**All Staff have agreed that pupils have the following rights and responsibilities:**

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| **Rights of Pupils** | **Responsibilities of Pupils** |
| **Pupils have a right to:**   * feel safe and secure within the school environment which promotes mutual respect * be valued as members of the school community and treated fairly and with respect. * be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon. * access to an appropriately planned education and resourced curriculum. * be acknowledged for all effort in achievement in both classwork and homework. * be positively affirmed for abiding by the school’s code of conduct. * a sympathetic hearing. * have opportunities to pursue and develop interests, talents and abilities. | **We expect our pupils to:**   * treat all in the school community with dignity and respect and contribute positively to all aspects of school life. * model their attitude to learning and behaviour in accordance with the school’s mission statement. * behave in a safe and responsible manner. * report any behavioural issues which they have witnessed and intervene, if safe to do so, when an incident occurs. * seek help from supervisors, teachers etc when experiencing difficulties. * walk away from a situation which may entice them to respond negatively; * accept ownership for their own behaviour and learning; * co-operate with their teachers, support staff and fellow pupils; * be honest and open with staff, fellow pupils and parents; * be aware of their personal choices in relation to behaviour. * engage in good behaviour which allows learning to take place and respects the rights of others to avail of quality learning experiences. * demonstrate a positive self-image and become confident individuals. * be aware of the effect of their actions on others; * be aware of the consequences which they must face when their behaviour does not comply with the rules of the school. |

# THE ROLE OF PARENTS

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| **Rights of Parents** | **Responsibilities of Parents** |
| **Parents have the right to:**   * have their child educated in a safe, well managed, caring and stimulating environment. * the provision of a broad, balanced, challenging and appropriate curriculum for their child. * be well informed about school rules and procedures. * be informed about their child’s physical and emotional well-being. * be informed regularly about their child’s academic performance. * have their children taught in a well-resourced and well maintained classroom. * reasonable access to the school and staff and to have their enquiries and concerns dealt with sympathetically and efficiently. * be consulted on all policies which directly involve their children. * be involved in key decisions about their child’s education. | **Parents have a responsibility to:**   * ensure their child attends school regularly, arrives punctually at school and is collected by themselves or by a designated adult at the correct time. * ensure their child comes to school prepared for the day ahead, with the appropriate equipment, books and materials required for class. * ensure their child wears the proper school uniform; * display an interest in their child’s school work and ensure all homework is completed appropriately; * act as positive role models for their child in their relationship with school staff. * show an interest in their child’s school work, attend meetings and school functions. * provide the school with all necessary background information about their child, i.e. report any concerns they have about school, or any significant change in child’s medical needs or home circumstances. * Inform school of their child’s special medical needs. * check their child’s school diary for homework and comments from teacher and respond in diary to teacher. * encourage independence and self-management skills in their child. * encourage their child to be self-disciplined and develop independence in their learning; * meet with teacher/staff when requested; * support the school in promoting the school’s ethos as described in the policy document. |

The staff of St. Peter’s PS respect the right of parents to adequate information about their child, to be listened to and to know that their child/ren will be taught in a safe and secure environment where lessons are differentiated according to their child’s individual learning needs.

# RESPONSIBILITIES OF ALL

All staff have a pastoral responsibility towards children in their care and should take reasonable steps to ensure the welfare of all children is safeguarded and their safety preserved. To ensure this duty is addressed appropriately, all staff will:

* work together to create a happy and secure environment where everyone is valued and treated with respect and contribute, in whatever way possible, to the protection and maintenance of such an environment.
* focus on the positive aspect of discipline, rather than the punitive element of it.

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| **SIX GOLDEN SCHOOL RULES**   * We are gentle; we don’t hurt others. * We are kind and helpful. We don’t hurt anyone’s feelings * We listen; we don’t interrupt * We are honest; we don’t cover up the truth * We work hard; we don’t waste our own or other’s time * We look after property; we don’t waste or damage things. | **CLASS RULES**  Teachers may add extra rules if they feel the need for them in their class. These will be made with the pupils and once agreed, teacher and pupils will sign a class contract to abide by these rules at the start of each academic year. Teachers will regularly draw attention to the Classroom Behaviour Plan and recap at the start of each term.  By providing pupil ownership of the agreed class rules, all pupils are then enabled to access teaching and learning in a safe, respectful, happy and stimulating environment. |

# STRATEGIES TO PROMOTE POSITIVE BEHAVIOUR

In St. Peter’s PS, we must create emotionally literate classrooms where the feelings of children are expressed and validated by teachers. Therefore, the staff of St. Peter’s PS will use the following strategies to promote positive behaviour among all pupils: display and teach them class rules when inappropriate behaviour occurs;

* use Circle Time, PATHs techniques and PDMU to enhance pupils’ self-esteem, provide opportunities for pupils to voice their feelings and develop skills to manage their feelings, become more aware of their actions and take responsibility for their own behaviour.
* use school council meetings as a forum for pupils to voice their concerns, discuss issues which affect them and suggest what could be changed or improved in school;
* provide Golden Time/Reward incentives for all well-behaved pupils;
* catch pupils with behavioural issues being good and praise them in presence of others; use PDMU / Class Point System to reinforce the need for appropriate pro-social behaviours and empathy for others:
* encourage other pupils to promote good behaviour among their peers; report child to his/her class teacher for his/her good behaviour;
* incorporate personal and social education programmes which promote pupils’ consideration and respect for others, enhance their self-respect, confidence and self-esteem and, through suitably challenging classroom approaches, provide opportunities for them to develop their assertiveness and self-protection skills.
* Invite outside agencies to deliver Anti-Bullying workshops for pupils, early intervention programmes, including suitable incentives to encourage good behaviour.
* the provision of appropriate staff development and effective links with the relevant external support agencies.
* engage positively with parents and encourage their support in promoting good behaviour in school. Ensure all parents are provided with a copy of school’s Promoting Positive Behaviour Policy.

# OUR REWARDS SYSTEM

Our Reward System aims to promote and encourage positive behaviour and therefore meaningful to all pupils. Our rewards are verbal, non-verbal and tangible. All rewards will be commensurate with the behaviour exhibited and provide the required incentive for repetition of the positive behaviour.

* Non-verbal rewards may include a smile, eye contact, a nod, a thumbs-up sign.
* Verbal rewards include words of commendation, praise, point system – P.4- 7, written comments to inform parents of achievements in terms of work or behaviour (e.g audio comments via Seesaw or certificates home; praise from peers.
* Golden Time – (P3-P7)
* Stickers, stars, smiley faces, ink stamps, small material rewards such as pencils, rubbers, notebooks etc – (P1-P7)
* Pupil of the Month Awards - certificates distributed at assemblies.
* Visit to the Principal’s office or another staff member for commendation
* Exhibition of the child’s work
* Accelerated Reading certificates for Word Millionaires
* Maths Week Competition Winners
* Point System in place (P6/7) Children are aware how this system works.
* Special note of commendation for a pupil in class or at assembly.
* A quiet word of encouragement.

The staff of St Peter’s PS believe it is essential that all children receive positive encouragement and have ample opportunities to enjoy the positive rewards listed above. The success of pupils, whether in work or behaviour, should be measured against their previous performances rather than against that of their peers.

This system encourages the children to compete with each other with regard to their schoolwork, their conduct during school hours, the manner in which they receive and treat visitors to the school and the way they conform to their school rules. Children will contribute to and have ownership of the rules which will be displayed in classrooms. The children are fully aware of how these rules should be implemented. By signing the class contract at the beginning of the year, this can be referred to if rules are breached during the year. At the ‘monthly certificates’, teachers will have another opportunity to acknowledge positive behaviour, attitude and achievement, helping to nurture our Catholic Ethos in the school.

# SANCTIONS

Occasionally, consequences or sanctions are required to uphold the rules and procedures outlined above, to focus the child’s thinking and to demonstrate to others that such behaviours is unacceptable. Appropriate sanctions will be utilised in accordance with the nature of the offence, pupil age and any emerging pattern of behaviour displayed by the pupil. It is important to note that that a solitary lapse in good behaviour will not incur the same sanctions as persistent, continuous, unacceptable behaviour.

At St Peter’s PS we employ the Traffic Light System from P.3 – 7. All children start the day on the Green light. If pupils don’t adhere to the rules then they will receive a Reminder first from the teacher, reminding them of the rule that is broken. If bad/disruptive behaviour continues then they receive a verbal warning and if they continue their name is placed in the Amber light, another instance merits a move to Red light and ultimately a move to the Red light is a phone call home to parents. All names are returned to the Green light at home time therefore children have a fresh start at the beginning of each new day.

Foundation Stage operates a seasonal behavioural chart.

The staff of St. Peter’ s PS have implemented a range of consequences to be applied in dealing with misbehaviour, having firstly discussed what inappropriate behaviour is and the severity of it.

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| **Low Level Misbehaviour**  **(Level 1)** | | **Behaviour Modification / Strategies / Range of Consequences** |
| Misbehaviour that can be managed effectively within a classroom environment by the class teacher / classroom assistant / supervisor (class teacher to be informed – Principal may be informed)   * Infringement of class / playground rules * Disregarding instructions * Unsafe movement around the school * Entering areas out of bounds * Unsafe use of property / resources causing damage / harm * Insensitivity to others * Minor bad language * Distracting another child leading to incompletion of tasks * Not taking instructions * Telling lies / getting into trouble * Rough play | | * Rule reminder * Verbal Warning * Move to the Amber Light * Move to the Red Light – Reduction of Golden Time (5mins each reminder) * Private discussion * Withdrawal (short-time) * Self-reflection for pupil * Oral apology |
| **Moderate level Misbehaviour (Level 2)** | | **Behaviour Modification / Strategies / Range of Consequences** |
| More serious behaviour that is not so easily managed within a classroom environment. (Class teacher / assistant / supervisor will notify other staff and Principal. Parents will also be notified.     * Persistence of Level One behaviours e.g. deliberate use of bad language to hurt others. Deliberate destruction of another child’s piece of work, persistently infringement of school rules. * Persistently not taking instructions or name calling. * Bullying behaviours * Answering back, shouting * Refusal to work or cooperate * Stealing * Isolated acts of Violence – kicking, hitting, thumping, biting, spitting * Threatening behaviour * Working / playing in an unsafe manner |  | * Class teacher discusses consequences with pupils and informs Principal. * Principal informed discusses consequences with pupils. * Pupils withdrawn from playground * Pupil’s name placed in Red traffic light. * Loss of privileges – football, golden time. * Written / Oral apology or self-reflection * ‘Time In’ to reflect on effect on others of the behaviour. Think time discussion sheet. * Inform parent through telephone call (If parent cannot be contacted, a note home will require a signature and return to school) * Meeting with Parents if necessary |
| **Serious Level Misbehaviour (Level 3)** |  | **Behaviour Modification / Strategies / Range of Consequences** |
| Very serious misbehaviour or persistent Level Two behaviours.  Formal involvement by the Principal / Senior Teacher and parents. (Additionally other outside agencies may also be involved).  Persistent Level two e.g.   * Persistent bad language (includes racial, verbal abuse) / defiance/persistent stealing, vandalism, dangerous refusal to obey instructions, violent incident, repeated and deliberate incidents of bullying, major disruption of class activity. * Leaving school premises without consent * Violent hitting/kicking/fighting – aggressive violent behaviour, causing deliberate injury * Aggressive threatening behaviour towards staff/parents/pupils |  | * Principal informed immediately if crisis occurs-pupil removed from situation and supervised in designated area. E.g. office. Appropriate protection for staff/pupils in place * Risk assessment of location/situation * Risk Assessment for Pupil and remaining class * Principal/SENCO involved in monitoring situation from level two * Crisis/anger management and de-escalation intervention * Parents contacted to meet Principal along with class teacher * Note of Concern regarding placement on SEN Code of Practice/SBEW * SBEW referral * Other interventions discussed – Targets, daily home/school diary, counselling, etc. |
| **Extreme Level Misbehaviour (Level4)** |  | **Behaviour Modification / Strategies / Range of Consequences** |
| Where there is persistence of Level three behaviours and the above interventions are not supporting the pupil adequately, further agency involvement may be deemed necessary. |  | Continued placement on SEN Register  Other agencies – E.g. CAMHS, EWO, Psychology, WHSCT etc.  Suspension/exclusion following appropriate procedures. |

# STAFF TRAINING

All staff will be made aware of any relevant and appropriate training that is available.

**Temporary Teachers**

On occasions temporary teachers will take classes where a permanent teacher is on a course or is ill. More guidance and help is possibly required for these staff members. Teachers in the same key stage should be available to help where necessary. The temporary teacher may be directed to give a brief report after school for the permanent teacher on his/her return, or Principal if a serious incident occurred. Appropriate action will be taken if necessary and in line with school guidelines.

**CONCLUSION**

We acknowledge that good behaviour and good discipline is desired by parents and pupils who recognise that school is an ordered community where behavioural norms have to be set down and observed; and where a proper environment for learning must be provided to ensure the educational process is to be successful. This includes not only the accumulation of knowledge but also an understanding of social relationships. If the pupils of the school do not behave in a responsible and disciplined way, they will fail to achieve our aims and objectives.

## POLICY REVIEW

It will be school policy to evaluate and review our positive behaviour policy periodically, in keeping with new DENI initiatives and legislation. Staff will monitor the effectiveness of the policy and an assessment made of the success of the approaches and procedures advocated by the policy in encouraging positive attitudes on the part of the pupils, keeping unacceptable behaviour to a minimum and creating a school climate which is conducive to positive relationships and effective learning and teaching. Where weaknesses are found, a review will be necessary and will be done through a consultation process with all staff, (teaching and non-teaching), the pupils, The Board of Governors, and the parents. Parental views will be noted and they will be given opportunities to comment on this policy. Where significant change is required, parents will be consulted. Parental consultation on our Positive Behaviour Policy will take place every three years. The review will take account of current needs and be reflected in current practice.

Copies of this policy are available from the school website and the school office upon request

**Acknowledgements:**

Pastoral Care in Schools-Promoting Positive Behaviour DENI 2001

Disability Discrimination Code of Practice for Schools, SENDO (NI) Order 2005

Promoting & Sustaining Good Behaviour in schools: Summary of New Legislative Provisions

The Education & Libraries (NI) Order 2003

Pastoral Care in Schools- Child Protection - Code of Conduct for staff 1999/2000

Statutory Rule No 99: Schools (Suspension and Expulsion of pupils) Regulations N Ireland 1985 The Education (Northern Ireland) Order 2006

CCMS: Pastoral Care 2006

Dept of Education Circular 2003/13 Welfare and Protection for pupils

The UN Convention on the Rights of the Child

The Schools (Suspension & Expulsion of Pupils) Regulations (N. Ireland) 1995/1998

Department of Education: ‘Pastoral Care in Schools-Promoting Positive Behaviour N.I Anti-Bullying Forum: Responding to Bullying Behaviour

COVID-19: Addendum to Positive Behaviour Policy

The principles as set out in St Peter’s Primary School Positive Behaviour Policy remain and should continue to be followed.  This addendum is not intended to be used as a stand-alone document and therefore should be read in conjunction with the existing policy. It sets out the expectations of St Peter’s Primary School in response to the COVID-19 guidance and the need for the whole school community to adjust to this guidance upon return to school. The new guidance will describe how the school community will be supported to adhere to the new procedures and routines outlined in the addendum.

This addendum follows the guidance provided by the Department of Education for Northern Ireland:

<https://www.education-ni.gov.uk/landing-pages/education-restart>

<https://www.education-ni.gov.uk/publications/northern-ireland-re-opening-school-guidance-new-school-day>

The return to school will see some significant changes to the structure of the school day, daily routines and social and behavioural norms. There is an awareness that COVID-19 has potentially impacted significantly on the mental health and wellbeing of staff, pupils and their family members due to the experiences that they may have had during the lockdown period.

To ensure that our school continues to be a calm, nurturing and supportive learning environment, it is essential that new routines and expectations are established for the safety of the whole school community.

Addendum Guiding Principles – A Trauma Informed Approach

Clear communication will support and build their confidence and re-establish a sense of familiarity - Appropriate and effective measures are in place for communicating and involving pupils regarding their expected behaviour upon returning to school.  These may include, photographic images, online materials, social stories and other means.  Communication will be tailored to be age-appropriate and take account of pupils with special educational needs and/or disabilities.

Expectations for behaviour will be clear - We will teach pupils that they have a responsibility to keep themselves and others safe, physically and emotionally.  We will apply our expectations consistently and fairly so that pupils know the consequences of their behaviours and support will be provided to ensure all pupils are able to meet these expectations.

Routines and behaviours will be taught - Routines and expectations for behaviour will be taught and modelled by all. Our aim is to support the school community in a trauma informed way, therefore **first and foremost behaviour will be seen as communication.**  Behaviour that challenges is not seen as a choice, but as communication of an unmet need.  The school community will strive to understand the function behind the behaviour and offer support.

Supporting emotional health and wellbeing - We will seek to reconnect and rebuild relationships and focus on the emotional health and wellbeing of the school community by promoting connection and communication, predictability and providing opportunities for movement before focussing on the academic curriculum.

Mutually respectful relationships are key - Relationships, showing empathy and feeling safe will continue to be prioritised.

Parents/guardians will be kept fully informed - We will continue to nurture close relationships and ensure that appropriate and effective measures are in place for communicating the new system in place around the behavioural changes expected upon return to school.  Time will be given to children to adjust as they will be playing in their class groupings with a split break and dinner time. The school will encourage parents/guardians to share concerns and we will respond.

A proactive and supportive approach will be taken - we will look at patterns of behaviour and anticipate risks, we will continue to update/implement Risk Reduction Action Plans as required, to support pupils.

Behaviour for Learning

We will celebrate the resilience of pupils in how they deal with the demands of Education Restart. It is important to continue to praise and reward the expected behaviour within school.

There are occasions when behaviours which are neither safe nor conducive to learning occur.  In order to promote positive behaviour, the school community will seek to reduce tension and anxiety by actively promoting de-escalation strategies.

To support pupils’ reintegration a range of supports will be implemented consistently across the whole school, proportionately and fairly:

* *emotion coaching, i.e. talking with a pupil calmly about their feelings and behaviour and discussing strategies that could help, goal is to empathise, reassure and teach*
* *supporting pupils to assess their learning progress, gaps and requirements as a result of school closures and blended learning;*
* *offering time to reflect and plan for better choices*

New Procedures and Routines

**Pupil Code of Conduct**

Pupils are expected to:

● Arrive at and depart from school premises at the agreed time. Adults should stay in their cars at drop-off at a two metre distance to other families when dropping off or collecting their children from school.

● Wash hands thoroughly for at least 20 seconds with soap and water on entry to the classroom, before break, after break, before lunch, after lunch and before hometime.

● Remain in their designated seating within the classroom during lesson time.

● Keep a safe distance from other pupils, where practical and refrain from physical contact with their peers.

● Maintain healthy practice when coughing or sneezing - The main principle is to ‘Catch it, Bin it, Kill it’: cover any cough or sneeze with a tissue, then throw the tissue in the designated bin. Wash hands often with soap and water for at least 20 seconds and avoid touching the mouth, nose and eyes with hands.

● Adhere to class rules in relation to toilet visits and pre-arranged playtime activities.

● Refrain from spitting or coughing at or towards other pupils and members of staff.

●Maintain responsibility for their own equipment e.g. stationery and water bottles and ensure that these are not shared with other pupils.

● Tell a member of staff if they are unwell and are exhibiting signs of Coronavirus.

Class teachers will ensure that child friendly school rules are displayed in the classrooms and explained to pupils.

<https://www.education-ni.gov.uk/landing-pages/education-restart>

<https://www.education-ni.gov.uk/publications/northern-ireland-re-opening-school-guidance-new-school-day>

The School have a number of arrangements in place to ensure the safety of all pupils and staff. These include:

* social distancing between all adults of 2m as far as is possible.
* space utilisation; details of who pupils can socialise with at school, organisation of class groupings, moving around the school e.g. one-way systems, designated zones, queuing and out of bounds areas etc.
* altered routines for arrival, departure, break times, lunch times – playground zoned for different classes
* sensitive explanation of new rules and routines to promote reassurance and safety for all regarding hygiene, i.e. use of toilets, handwashing and sanitising, expectations regarding sneezing/coughing, use and disposal of tissues (‘catch it, bin it, kill it’), avoiding touching your mouth/nose/eyes with your hands, what to do if you develop symptoms of coronavirus
* rules about bringing items to school, sharing equipment or other items including drinking bottles – pupils must only use their own items
* clear rules about coughing or spitting at or towards another person
* signs/posters/visual prompts displayed throughout the school as reminders of the new safety measures
* how concerns can be shared e.g. circle time/write a message and place in the comfort box to ensure concerns can be heard and responded to
* arrangements for pupils who are ‘clinically vulnerable’ and learning from home
* pupils who understand the expectations but struggle to follow/adhere to them and how the school’s current Positive Behaviour Policy will be implemented
* pupils who require additional support to follow the expectations and how support through the Code of Practice and Special Educational Needs Policy will be implemented and reasonable adjustments made

Emotional Health and Wellbeing

A whole-school approach will be taken to promote emotional health and wellbeing and will involve all members of the school community actively working together in partnership to achieve this outcome through delivery of the curriculum by:

* creating environments where pupils and staff feel safe and happy;
* providing opportunities for pupils to build self-esteem, develop confidence and cope with change;
* supporting the development of emotional literacy and resilience to help pupils understand and find ways to promote their own health and wellbeing
* lesson planning through the use of the Back on Track Resources
* talks/discussions;
* promoting small group work, 1:1, peer-mentoring, team building;
* providing wellbeing through providing therapeutic support;
* raising awareness of how and where support can be accessed
* developing supportive networks and promoting self-care.

Support: Reasonable Adjustments

At certain stages in a child’s or young person’s school life they may struggle to access, or manage within, the typical provision offered by the school as a result of:

* Social, Behavioural, Emotional and Well-Being Needs (SBEW) and/or;
* Special Educational Needs and Disabilities (SEND)

School staff will be supported by the Special Educational Needs Coordinator (SENCO) to implement the school’s Special Educational Needs Policy and be guided by existing/new Individual Education Plans/Education, Health and Care Plans.

Reasonable adjustments may include, but are not limited to:

* preparing pupils for new routines, this could include visuals/leaflet etc.
* identification of a key member of staff to act as point of contact who will provide support when needed
* additional support at break and lunch time
* adapted resources
* liaising with EA Support Services, e.g. Autism Advisory and Intervention Service, Psychology Service, Primary/Post-Primary Behaviour Support & Provisions
* liaising with external agencies as appropriate e.g. Child and Adolescent Mental Health Service, Social Services, Health and Social Care Trust, Family Support Hub.

Responding to ongoing concerns together with the pupil:

* review, amend and implement support strategies and, through consultation with school staff and parent/guardian, agree a plan which is in line with Special Needs Code of Practice and the school’s Special Educational Needs Policy
* if appropriate, complete a Risk Assessment and develop a Risk Reduction Action Plan (RRAP). This should be drafted in consultation with staff, pupil, parent/guardian and supporting agencies to identify and target support to address the presenting SBEW
* address serious health-related issues of non-adherence to COVID-19 measures, such as coughing and spitting at others through the implementation of a RRAP

Suspension and Expulsion:

When appropriate support has been implemented, monitored and reviewed but a pupil’s SBEW continues to cause significant risk to self or others in the school community, a short period of suspension may be considered to allow time for a Risk Assessment and the development of an appropriate RRAP. As part of a planned return to school following a suspension, parents/guardians will be requested to attend a meeting with the Principal (or their representative) to agree the implementation of the RRAP. If, when all appropriate supports and guidance have been implemented and reviewed, a pupil continues to be unable to follow the safety rules, the Principal may, consider alternative arrangements to formally suspend a pupil for a fixed period or, as a last resort, move towards expulsion proceedings

<https://www.education-ni.gov.uk/articles/suspensions-and-expulsions>

**Note, *suspension should therefore be considered only after:***

***2.1a period of indiscipline***

*The school must maintain a written record of events and of the interventions of teachers, contacts with parent / guardian and any requests for external support from the EA’s Education Welfare Service, Educational Psychology Service or other applicable EA services; and / or*

***2.2a serious incident of indiscipline***

*The school must have investigated and documented the incident. The investigation should include an opportunity for the pupil to be interviewed and for his or her version of events to be given before any decision to suspend is made.  Consideration should be given to the necessity of a parent / guardian being present at an interview particularly if the child is of primary school age.*

Extract from Approved EA Scheme: <https://www.eani.org.uk/publications/school-document/2015-0513-approved-ea-scheme-for-the-suspension-and-expulsion-of>​

NB. There is a statutory requirement for schools 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.

<https://www.education-ni.gov.uk/publications/circular-201125-education-suspended-pupils>

Safe handling: Use of Physical Intervention

In the present COVID-19 circumstances while it is unlikely that school staff would choose to use physical intervention, there may be times when physical intervention is deemed necessary as per Article 4 of the Education (Northern Ireland) Order 1998, enabling a member of staff to prevent a pupil from: a. committing an 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 during a teaching session or otherwise. See the Regional Policy Framework on the Use of Reasonable Force/Safe Handling:

<https://www.education-ni.gov.uk/publications/regional-policy-framework-use-reasonable-forcesafehandling>

St Peter’s Primary School will be guided by the above principles during COVID-19 circumstances and acting in line with the school’s Safe Handling Policy, staff will:

* be aware of possible risk of infection if they physically intervene, contrasted with the risk of not intervening
* act in accordance with Public Health and Government guidelines on COVID-19
* focus on early intervention as a preventative measure alongside de-escalation strategies and reducing ‘triggers’ to manage risk
* only use physical intervention as a last resort, ensuring that their actions are reasonable and proportionate and in the best interests of the pupil
* continue to explore alternatives that maximise safety and minimise harm when risky behaviours occur
* maintain accurate records of physical intervention according to the school’s Reasonable Force/Safe Handling Policy
* act to maintain the care, welfare, safety and security of all members of the school community

New procedures and routines: Tracking and monitoring arrangements

Regularly collect data to review how effectively the new routines and procedures are being implemented and embedded, e.g. new entry and exit arrangements, RRAPs are working effectively, one-way systems are being used, maintenance of social bubbles.

Invite regular feedback from staff and pupils (School Council) to inform practice and guide adjustments to procedures and routines and make improvements as appropriate.