

Positive Behaviour Policy

| Last Revised Date | Review Date | Person Responsible |
|----------------------|-------------|----------------------------------|
| 2020 | 2022 | Pastoral Care Leader & Principal |

INTRODUCTION AND RATIONALE

At Camphill Primary School, our positive behaviour policy is based on a whole school approach, is widely disseminated and is clearly understood by staff, pupils and parents. We believe that in the classroom, playground, assembly, school performances etc. our pupils should be continually learning to live with tolerance, courtesy, helpfulness, generosity, courage and consideration to the needs of others and most importantly self-discipline.

This Policy has been developed within the context of current legislation, policy and guidelines;

- Health and Safety at Work (NI) Order (1978)
- Children (NI) Order (1995)
- The Education (NI) Order (1998)- Articles 3&4
- Human rights Act (1998)- came into force in NI in 2000
- UN Convention on the Rights of the Child
- Education (NI) Order (2003)
- Special Educational Needs & Disability (NI) Order (2005)
- Northern Ireland Anti Bullying Forum www.NIABF.org.uk

In Camphill Primary School we believe that Parents play the most important role in teaching and modelling good behaviour. It is expected that parents will have taught their children to respect the feelings and property of others. We reinforce these positive attitudes and discipline but acknowledge that everyone within our school community has a role to play in order to create a positive learning environment and promote good manners and discipline. Good relationships between staff and children, setting high expectations and having agreed strategies for encouraging good behaviour, all have a bearing on the way children behave. The behaviour of both staff and pupils should reflect the mission and ethos of the school.

SCHOOL MISSION AND ETHOS

Our school mission is to provide a stimulating learning environment where children are central: where they are happy and successful and where they are prepared for lifelong learning and their future roles in society. The mission and ethos of Camphill

Primary School is achieved by the Principal, Senior Leadership Team and all staff promoting and facilitating an atmosphere of care and respect within the formal and informal life of the school community. The school motto "Caring, Preparing, Sharing" emphasises the importance placed on the pastoral aspect of school life, alongside learning. Our ethos is centred on the UN Convention on the Rights of the Child, Article 3 "The best interests of the child must be a top priority in all actions concerning children."

This Positive Behaviour policy should encourage the positive ethos of care and respect and seek to set guidelines that support our pupils and encourage them to develop self-discipline and personal responsibility. Pupils and staff should feel valued, secure and confident within an atmosphere of acceptable manners, behaviour traits and work patterns.

AIM

We believe that rewarding good behaviour and providing on-going positive feedback encourages and promotes respect for others and encourages good behaviour rather than merely deterring anti-social or undesirable behaviour. Discipline is not to be regarded simply as punishment. The school will make every effort to reinforce good behaviour and to promote a sense of achievement within all pupils. Article 28 of the UNCRC states that "discipline in schools must respect the children's dignity and their rights" and we aim to uphold this at all times.

In this school we aim:-

- To establish a school community where positive behaviour is promoted and each person is valued so that they can achieve their maximum potential.

OBJECTIVES

- To create an atmosphere conducive to effective learning and teaching
- To establish a sense of order and a sense of community
- To encourage and develop pupils' self-esteem and respect for themselves and others
- To promote learning and teaching through the building of good relationships based on mutual respect and consideration for others
- To help children grow in a safe, happy and secure environment and become positive, responsible and independent members of the community
- To encourage self-discipline and the notion that we all have rights but we also need to understand the effect our actions can have.
- To reward good behaviour and provide positive feedback and encouragement
- To encourage pupils to be independent

- To involve children through discussions about school and classroom rules and charters
- To encourage the development of interpersonal skills in situations which require pupils to cooperate in order to solve problems
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote the above

When pupils leave Camphill Primary it is our aim that they will have acquired a sound foundation on which to build their young lives. Good discipline is largely synonymous with respect, respecting one another, showing respect for adults, property and other people's belongings.

A POSITIVE APPROACH

Time is spent in school explaining our expectations to the children so that they fully understand what behaviour is expected of them. We promote positive behaviour by praising and rewarding children to reinforce correct behaviour and to promote the values held by the school.

We employ positive behaviour strategies through a number of initiatives;

Strategies for Promoting Positive Behaviour

- Staff, both teaching and non-teaching, will use praise, stickers, positive comments (written/oral), certificates, Golden Time etc, as and when appropriate as responses to positive behaviour.
- Whole school reward systems in place to recognise and celebrate positive behaviour - 'Good to be Green' and 'VIPs' and 'Star of the Week'
- Class reward systems in place to recognise and celebrate positive behaviour.
- Class assemblies and discussions which focus on aspects of positive behaviour.
- Awarding pupils on an individual/class basis as recognition of positive behaviour success.
- Celebrating as a school through photographs, newsletter, website, classroom and corridor displays, prize-giving etc.
- Use of Circle Time/Class and School Council to develop responsibility, respect and confidence.
- Bright and colourful posters encouraging positive behaviour are clearly displayed in the school.
- Each classroom has on display class charters/school rules which have been agreed with pupils.
- Primary 7 pupils are Playground Friends and are given the responsibility of organising playground games and looking after the playground equipment.

- A wide variety of games and equipment is used on the playground to minimise the opportunities for poor behaviour. The Lunchtime Supervisors are actively involved in promoting and encouraging the activities.

ROLES & RESPONSIBILITIES OF STAKEHOLDERS

Governors

- Have overall responsibility for ensuring the Positive Behaviour Policy is in place and up-to-date
- Ensure that the school is safe for pupils, adults and all members of the school community
- Review the effectiveness of strategies promoted in the policy
- Support the Principal in following the guidelines agreed in the policy

Principal

- Ensure this policy is implemented throughout the school
- Facilitate any staff development in relation to behaviour management
- Will have high expectations for good behaviour
- Will monitor whole school behaviour monthly

Teachers

- Will be treated with respect
- Teach in a safe, well-maintained environment
- Will receive support and cooperation from the school community in order to achieve this policy's aim.
- Be consistent in their 'duty of care'
- Develop and nurture pupils' self-esteem and independence
- Will have high expectations for good behaviour
- Keep opportunities for disruptive behaviour to a minimum, through appropriate planning, lesson pace and delivery
- Deal appropriately with misbehaviour

Pupils

- Will be treated fairly and with respect
- Learn and be educated in a safe, well-managed and stimulating environment
- Will be consulted about matters that affect them and have their views listened to
- Have positive behaviour affirmed
- Arrive to school on time, suitably equipped for the day and with any homework completed to the best of their ability
- Work to the best of their ability at all times
- Listen to adults and act on instructions/advice
- Show respect for all members of the school community

- Respect the right of all pupils to learn
- Care for their own property, the property of others and all school property
- Avoid behaving in any way which would endanger others
- Move quietly around the school
- Follow school rules and classroom charters/code of conduct

Parents/Guardians

- Be treated with respect and also show respect for all staff in school
- Encourage their child to have a sense of respect for themselves, for others, for their own property and that of others
- Ensure that their child attends school regularly and punctually
- Contact the school at an early stage to discuss any matters of concern
- Be interested in, support and encourage their child's school work
- Ensure that their child has the correct books, homework completed, PE kit, notes etc... required throughout the week
- Work alongside school by cooperating with staff in promoting positive discipline
- Receive information on school policies and procedures

Use of Reasonable Force

The use of reasonable force is another strategy available to members of staff to secure pupil safety and well-being and maintain good order and discipline. The use and degree of force must be proportionate to the circumstances of the incident and to the seriousness of the behaviour.

BEHAVIOUR in CAMPHILL PRIMARY SCHOOL

In Camphill Primary School, good behaviour is encouraged, highlighted and emphasised through a variety of initiatives.

The main initiatives in place are: -

- Whole school VIP monthly reward
- Whole school 'Good to be Green' system
- Foundation/Key Stage 1 - 'Star of the Week' reward
- Key Stage 2 - 'Dojo' points reward

WHOLE SCHOOL CODE OF CONDUCT (written in conjunction with pupils through Class and School Council)

POSITIVE BEHAVIOUR



This school operates a system which promotes and expects high standards of behaviour at all times.



BEHAVIOUR CODE

We will be respectful in school by:

- Walking along the left side of the corridor
- Being prepared for class
- Listening while an adult is talking
- Following adults' instructions
- Working hard and trying our best
- Taking care of the classroom and our school
- Being courteous to everyone

COURTESY CODE

We will show respect in school in the following ways:

- BEING POLITE
(say please/thank you, wait for permission to enter a classroom, hold doors open for others, walk quietly in the corridors, enter assembly quietly, greet others etc.... no swearing or name calling)
- CARING FOR OTHERS
(Report behaviour that you are not happy with, assist visitors in school, look after one-another)
- WORKING TOGETHER
(Listen to everyone without interrupting, follow agreed rules, help each other, include everyone, wait patiently for our turn)
- TAKING CARE OF OUR SURROUNDINGS
(Don't drop litter, look after your property and the property of others, clean-up/tidy up after yourself - a classroom should always be tidy)

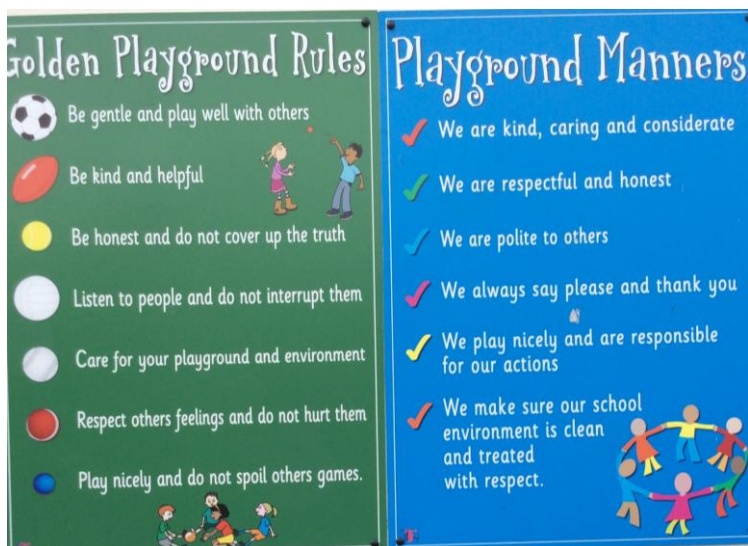
OTHER RULES

Classroom - Each teacher works with his/her pupils to produce a classroom charter. This is prominently displayed in the classroom.

Dining Hall/ Lunch Room - the rules are to encourage a calm and positive atmosphere in the dining hall.



Playground Rules - The rules are to encourage positive behaviour in both playgrounds.

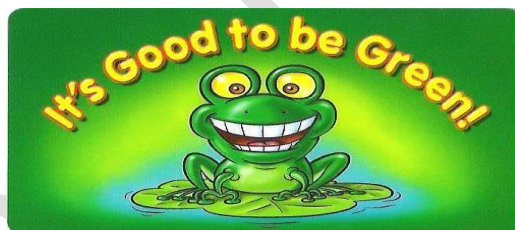


PLAYTIME AND LUNCHTIME SUPERVISION

The lunchtime supervisors are asked to report incidents of misbehaviour to the Principal or relevant class teacher. Supervisors are encouraged to offer praise for good behaviour. Depending on the seriousness of an incident, lunchtime supervisors will give a warning with an explanation of the consequences of future misbehaviour in line with this behaviour policy. If the incident is more serious or there is a recurrence by the same pupil the matter will be referred to the Principal or a member of staff. If appropriate, pupils may be given 'time out' from playing with other pupils for a period of time in order to reflect on their behaviour or calm down.

OUR REWARD SYSTEM

Our reward system works as follows: -



| It's Good to be Green! | | | | | |
|------------------------|-----------|---------|--------|--------------|--------------|
| Jennie | Anselm | Chelsea | David | Karen | Warning Jade |
| Helaina | Chantelle | Adam | Daniel | Mitchell | John |
| Alex | Ioshua | Ben | Miriam | Sean | Alicia |
| Adele | Katie | Ellen | Joanne | Warning Jack | Adrian |
| Warning Valerie | Bigo | Mark | Justin | Scott | Richard |
| Laura | Aaron | Conrad | Eva | Phillip | Warning Anne |

- Each classroom has a 'It's Good to be Green' class chart displayed (as above). Each child has a name pocket on the display board.
- Within each child's pocket there is a 'Good to be Green' card. The child's aim is to keep this 'green' card at the front of their pocket all week.

- If a child misbehaves either in the classroom or playground by not following their agreed Class Charter or School Rules a 'Warning' yellow card or 'Consequence' red card may be issued. *(A verbal warning may be issued first unless the behaviour warrants a 'Yellow' card immediately. This is at the teachers own professional judgement)*

| <i>Yellow Cards:</i> | <i>Red Cards:</i> |
|--|---|
| <ul style="list-style-type: none"> • Yellow cards are issued by any member of the teaching staff for unacceptable or persistent inappropriate behaviour either inside or out of the classroom • Yellow cards never turn into red cards. • If a yellow card is issued a note will be sent home with your child to explain the reason why. Parents should sign and return the slip to school. | <ul style="list-style-type: none"> • If class teachers feel that unacceptable behaviour is serious or frequent in nature, then they will refer the child to a member of the SMT. • Red Consequence cards are issued by a member of the Senior Management Team in school for behaviours listed in this policy. • Any pupil who receives a 'red' card will come home that day with a slip to explain why they received the card and this will be signed by the member of staff that issued the card. |

Rewarding Good behaviour in the Foundation Stage and Key Stage 1

Children in P1-P4 will be rewarded at the end of each week with a 'Good to be Green' sticker if they have not received any cards during that week.

'Golden Time' will be given to pupils on a Friday. This is a 15/20 minute slot in the day where all children can enjoy some resourced play. *(Pupils may bring in one small item to play with during this time - not an electronic device. If an electronic device is brought into school this will be kept in the school office until the end of the school day where a parent/guardian will be contacted to collect the item. The school will not be held responsible for the damage or loss of any personal toys/games/items brought in for 'Golden Time'.)*

If your child has received no 'Yellow' cards then a full 15/20 minutes of 'Golden Time' will be rewarded. For every 'Yellow' card received 5 minutes is deducted from 'Golden Time'.

- In any one week children who receive 3 or more 'Yellow' cards or any 'Red' cards will receive NO 'Golden Time'.
- All cards are reset to Green at the beginning of each week.

Rewarding Good behaviour in Key Stage 2

In Key Stage 2 'Dojo' points work alongside the 'Good to be Green' reward system. Each class has agreed individual and class rewards that will be given when children or the class reach a certain points total. These rewards are displayed and updated regularly after discussion with pupils (pupil voice).

The following Dojo sanctions apply in KS2 when pupils are displaying inappropriate behaviour:

Yellow Card: lose 3 Dojo points

Red Card: lose 5 Dojo points

UNACCEPTABLE BEHAVIOUR THAT MAY RESULT IN A CARD BEING ISSUED

The following are examples of unacceptable attitude or conduct in Camphill Primary School which may lead to a 'Yellow' or 'Red' card: -

| <p style="text-align: center;"><u>YELLOW CARDS</u></p> <p>You will most likely get a yellow card for the following:</p> | <p style="text-align: center;"><u>RED CARDS</u></p> <p>You will most likely get a red card for the following:</p> |
|---|---|
| <ul style="list-style-type: none"> • Disruptive behaviour that prevents the smooth running of the school day • Unacceptable attitude towards classwork • Deliberate disobedience • Rough Play (play fights, pushing/pulling etc) • Ruining other people's games • Personal attitude or conduct that reflects poorly on the school, including using unacceptable language or gestures, dishonesty and showing a lack of respect. | <ul style="list-style-type: none"> • Fighting • Bullying • Deliberate disrespect to staff • Continued deliberate disobedience • Deliberately damaging property • Wilful and open aggression of a verbal or physical nature towards any other person in school, ie verbal or physical abuse. • Leaving class/school without permission • Stealing • Sexual harassment of pupils/staff • Use of mobile phones/texting/use of social networking sites during the school day. |
| <p>This is not an exhaustive list and teaching staff may issue yellow cards for other reasons, these will be stated on the slip that goes home</p> | <p>Members of the SMT can give immediate red cards for any offence which they view as serious - it does not need to be on the above list</p> |

In addition, if a pupil is wearing Camphill school uniform the following list of unacceptable behaviour whilst outside school may be dealt with in line with this policy -

- Inappropriate behaviour whilst travelling on a school bus
- Inappropriate behaviour whilst on a school trip
- Inappropriate behaviour in the local community

We have a multi stage procedure which will be sequentially followed (see appendix 1), however certain displays of behaviour may require pupils to move immediately to a higher stage in the Sanction Procedures. In certain cases, where the Principal deems behaviour to be unacceptable, we reserve the right to invoke an appropriate sanction.

Furthermore, if a pupil engages in an anti-social manner or act of violence against the person or property of a member of the school staff or to an immediate member of their family, at any time whether inside or outside school, disciplinary action will be taken against the pupil which may include consideration of the option to expel. This also will include inappropriate use of social media.

It is hoped that these kinds of behaviours will not occur as they sit outside the ethos and positive atmosphere within Camphill Primary School.

Tracking Pupils' Behaviour

The 'It's Good to be Green' Positive Behaviour Programme allows staff to keep track of pupil behaviour. Teachers record the number of 'Yellow' warning cards and 'Red' consequences cards each child collects over each week. The reason for giving a 'Red' or 'Yellow' card is also recorded.

| Tracking Yellow Cards | Tracking Red Cards |
|--|---|
| <p>Slips sent home with child, signed by the class teacher</p> <p>Teachers will check the card record sheet every month.</p> <p>If a child reaches an accumulated total of 5 yellow cards, the class teacher will make a phone call home, the conversation will be recorded in the Pastoral Care File</p> <p>If there is no improvement in behaviour, the class teacher will inform the Key Stage co-ordinator, who will make a phone call home to the parent.</p> <p>If there is still no improvement, the parent will be asked to attend a meeting with the Principal.</p> | <p>Red card slips will be sent home with the child, signed by the SMT member who issued the card</p> <p>SLT member will also make a phone call home when a red card is issued, the conversation will be recorded in the Pastoral Care File</p> <p>2nd Red Card: The same procedure will be followed as above, SLT member will remind parent/carer that if a third red card is issued, a meeting with the Principal will be arranged.</p> <p>3rd Red Card: Meeting with the Principal and class teacher or member of SLT</p> |

Where unacceptable behaviour occurs, the school will follow the staged sanction procedure as outlined in Appendix 1. Due to changes in relation to Covid-19, please refer to Appendix 2 for guidelines applicable during the coronavirus pandemic.

LINKS WITH OTHER POLICIES

This policy is seen as an integral part of the School Development Plan and can be linked with other policies such as: -

Pastoral Care

SEN

Child Protection

Anti- Bullying

Health & Safety

Acceptable Use of ICT and Related Technologies

CONCLUSION

Through the adaption of this policy with teachers, pupils and parents working together, we aim to provide a safe, secure, happy and structured atmosphere for effective learning.

MONITORING AND REVIEWING OF THIS POLICY

We acknowledge that sustaining good behaviour creates a need for continuous assessment of the effectiveness of approaches to behaviour management in our school. We will review and make changes to our positive behaviour policy, encouraging innovation and flexibility in interacting with our pupils.

This policy will be regularly monitored and reviewed as necessary as part of the ongoing audit of practice within the school.

September 2020

Under Review

Appendix 1
Staged Sanction Procedure

Class Teacher asks pupils to refrain from behaviour in a fair manner and indicates clear expectations, with direction to classroom charter or code of conduct

No Improvement

Stage 1 - School Based Procedure

| Yellow Card Procedure | Red Card Procedure |
|--|---|
| <p>Class teacher records when a yellow card is given. Teachers will check the card record sheet every month.</p> <p>If a child reaches an accumulated total of 5 yellow cards, the class teacher will make a phone call home. The conversation will be recorded in the Pastoral Care File</p> <p>If there is no improvement in behaviour, the class teacher will inform the Key Stage co-ordinator, who will make a phone call home to the parent.</p> <p>If there is still no improvement, the parent will be asked to attend a meeting with the Principal.</p> | <p>Red card slips will be sent home with the child, signed by the SLT member who issued the card</p> <p>SLT member will also make a phone call home when a red card is issued, the conversation will be recorded in the Pastoral Care File</p> <p>2nd Red Card: The same procedure will be followed as above, SLT member will remind parent/carer that if a third red card is issued, a meeting with the Principal will be arranged.</p> <p>3rd Red Card: Meeting with the Principal and class teacher or member of SLT</p> |

If needed, school based supports may be put in place such as consultation with SENCo or support from the Jigsaw service in school.

No Improvement

Bad behaviour escalates

Stage 2 - Consultation with Outside Agencies

Principal will arrange a further formal meeting with parent and will consult with external agencies e.g. EA, Education Psychologists, for advice and behaviour support input.

Behaviour will be carefully monitored and the school will continue to liaise with the EA. Depending on the behaviour of the child the Principal may wish to explain that suspension from attendance at school is a probability.

The Teacher and SLT will be informed of contact and outcome. Chair of Governors will also be informed at this stage.

No Improvement

Bad behaviour escalates

Stage 3 - Consultation with the Education Authority (EA)

If the behaviour does not improve or if a serious incident occurs the Principal may consider the option of suspension. The Principal has the authority to suspend a pupil in line with the EA scheme for the Suspension & Expulsion of Pupils 2015. Should the school believe that expulsion is necessary they will liaise with the EA as legally required.

Appendix 2
Special Amendments to Camphill Primary School's Behaviour Policy
During Covid-19 Epidemic

Behaviour Principles

In light of the need for children to behave differently and to follow specific rules on their return to school during the Covid-19 epidemic, this amendment to the Behaviour Policy outlines specific changes to guidance that pupils will have to follow. Our sole guiding principle when making any changes or adjustments to policy is to be able to keep all of our children, families and staff safe and place their wellbeing at the forefront of everything we do. These amendments will need to be communicated to pupils, parents and staff.

Behaviour Expectations:

- Amended expectations about breaks and lunchtimes, including where children may or may not play
- Clear rules about coughing or spitting at or towards any other person - failure to abide by these rules will result in serious consequences and will be dealt with by the Principal
- Rewards and sanction system will operate as normal. However, staff will be aware of the needs of the children in their care, due to the current situation.
- Pupils will be mindful of appropriate behaviour when using digital technology

School Routines and Procedures -Pupils will:

- Follow any altered routines for arrival or departure
- Follow instructions on who they can socialise with at school
- Move around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing etc)
- Follow rules about sharing any equipment or other items including drinking bottles

Hygiene and Health Expectations: - Pupils will

- Follow school instructions on hygiene, such as hand washing and sanitising
- Maintain procedures in relation to sneezing, coughing, tissues and disposal (re-enforce 'catch it, bin it, kill it') and avoid touching their mouth, nose and eyes with hands
- Tell an adult if they are experiencing symptoms of coronavirus

Mental Health and Emotional Support:

- Curriculum changes to support children, e.g. social stories, circle time, PDMU and resources from the Recovery Curriculum

- Additional support that pupils can access above and beyond classroom provision if required - use of school pastoral team

Under Review