



## **Acorn Integrated Primary School and Nursery Unit**

### **Positive Behaviour Policy 2022**

<b>Date of next policy review</b>	<b>November 2023</b>
<b>Name of persons responsible for this policy</b>	<b>Governors, Mrs J. Fuller, Mrs A. Rolloos</b>
<b>Other related policies</b>	<b>Positive Behaviour, Special Educational Needs (SEN), Intimate Care, Toileting, Teaching &amp; Learning (T&amp;L), Pastoral Care, Personal Development &amp; Mutual Understanding (PDMU)</b>
<b>Date of issue</b>	<b>November 2022</b>

## **Introduction**

Promoting positive behaviour is fundamental to helping to build a happy and respectful school community. This policy outlines our approach to promoting positive behaviour within our school and is available to all stakeholders and/or interested parties.

Promoting and rewarding positive behaviour is central to our overall approach to pastoral care.

## **Contents**

1. Context
2. Aims and Expectations
3. School Code of Conduct
4. Roles, Rights and Responsibilities
5. Reward systems
6. Procedures for dealing with inappropriate behaviour
7. Procedures for Concern
8. Links with other policies
9. Monitoring and evaluating
10. Appendices

## **1. Context**

This policy has been informed and guided by current legislation

- Health and Safety at Work NI Order 1978
- The Children (Northern Ireland) Order 1995
- The Human Rights Act 1998
- The Education (NI) Order 1998
- Special Educational Needs and Disability Act (NI) 2016
- The Education (school development plans) Regulations (NI) 2010
- Addressing Bullying in Schools Act (NI) 2016

## **2. Aims and Expectations**

- 2.1. It is a primary aim of our school that every pupil feels valued and respected. Our intention is to promote a caring environment, where values are built on mutual trust and respect for all. We place great importance on emotional well-being.
- 2.2. The primary aim of this policy is to promote positive relationships and positive learning outcomes for all. Our rules seek to promote positive relationships, positive teaching and learning experiences. This policy supports the whole school community in aiming to allow everyone to work together in an effective and considerate way by promoting good citizenship and mutual respect.
- 2.3. We treat all children fairly through the application of our positive behaviour management policy. We encourage children to become active citizens by providing them with opportunities to contribute to the formation of class rules that keep us safe and happy. We encourage our children to promote the Acorn Big Hand Code of Conduct and the “Five Ways of Being.” **(See appendix 1)**
- 2.4. This policy aims to help children to grow in a safe, secure and stimulating environment where each child is seen as an individual and encouraged to become positive, responsible, increasingly independent and active global citizens.

This policy is further extended by additional programmes such as:

- Helping Hands - (Women’s Aid)
- Roots of Empathy [www.rootsofempathy.org](http://www.rootsofempathy.org)
- 1-1 pastoral support
- NSPCC Keeping Safe preventative curriculum programme

### **3. School Code of Conduct**

Our Acorn Big Hand Code of Conduct (appendix 1) is on display in every class room, children are reminded of it regularly.

**A** - treat **A**dults with respect

**C** - treat **C**hildren as we want to be treated

**O** - do **O**ur best always

**R** - look after **R**esources, put them away properly

**N** - every day a **N**ew day

At Acorn we encourage our children to put our Code of Conduct into action by implementing the “Five Ways of Being.” into their daily lives:

- Be happy
- Be respectful
- Be kind
- Be ready
- Always try your best

## **4. Roles, Rights and Responsibilities**

### **4.1. Pupils' Rights and Responsibilities**

Pupils have the right to:	Pupils have responsibility to:
<ul style="list-style-type: none"><li>• be valued as members of the school</li><li>• be treated consistently and fairly</li><li>• learn in safe, secure environment</li><li>• have their voice heard</li><li>• be consulted about matters and have their opinion listened to</li><li>• be treated with respect</li></ul>	<ul style="list-style-type: none"><li>• respect peers and staff</li><li>• work to the best of their ability</li><li>• be punctual and prepared for school</li><li>• co-operate with peers and staff</li><li>• follow and adhere to the school code of conduct</li><li>• respect school property and that of others</li></ul>

## 4.2. Staff Rights and Responsibilities

Staff have a right to:	Staff have responsibility to:
<ul style="list-style-type: none"> <li>• enjoy their work in a positive environment</li> <li>• have appropriate accommodation and resources</li> <li>• be treated with respect by pupils, parents and other staff</li> <li>• have support from senior staff, governors and external agencies</li> <li>• express their views and be heard</li> </ul>	<ul style="list-style-type: none"> <li>• create a stimulating and positive learning environment</li> <li>• promote confidence and self esteem</li> <li>• listen to pupils and value their contributions</li> <li>• draw up class behaviour agreement with pupils at the start of each academic year</li> <li>• identify and seek to meet pupils' additional educational needs though the SEN code of practice</li> <li>• share concerns with parents regarding their child's development</li> </ul>

### The role of the staff:

All adults have a critical role to play in promoting positive behaviour and working restoratively with children when things go wrong. While ultimate responsibility for sanctions and consequences lies with the class teacher, support staff, through training such as child protection and advice and support from the SENCO, are enabled to support the school ethos of “catching children being good” and developing emotional intelligence.

## 4.3. The Role of the Special Needs Coordinator (SENCo)

Should a child behave inappropriately repeatedly, the class teacher is expected to maintain records and to seek advice from the Senior Management Team/Principal. If appropriate, the class teacher may contact the pupil's parents. As appropriate, the class teacher is expected to liaise with the SENCo and outside agencies e.g. the Educational Psychologist.

Social Emotional and Behaviour Difficulties (SEBD) is one of the categories of Special Educational Needs in the 1998-2005 Code of Practice (Karen)

A pupil may be placed on the Code of Practice for SEBD when a class teacher recognises a behavioural difficulty and when normal classroom management strategies are not effective.

#### 4.4. Parents' Rights and Responsibilities

Parents have the right to:	Parents have a responsibility to:
<ul style="list-style-type: none"> <li>• be well informed of their child's progress and any concerns arising</li> <li>• receive an annual written report</li> <li>• be invited to parent meetings</li> <li>• have access to copies of school policies</li> <li>• be informed promptly if their child is ill or has an accident</li> </ul>	<ul style="list-style-type: none"> <li>• ensure their child has good attendance and arrives promptly</li> <li>• ensure their child is prepared for school with appropriate equipment and uniform</li> <li>• show support to their child's learning and ensure homework is completed</li> <li>• support the school code of conduct and policies</li> <li>• inform school of medical changes or home circumstances</li> <li>• attend planned meetings</li> </ul>

#### The Role of Parents

We acknowledge and are appreciative of the influence of parents on their children's behaviour and we wish to work together with them to promote good behaviour and to keep open channels of communication with them. This means that we will be prompt in contacting parents if we have concerns about a child's behaviour or welfare. We would expect to be informed promptly if there is any change in the child's home circumstances which may affect the child's behaviour or if there is a significant change in their behaviour at home.

**The school rules are explained in the school prospectus and we expect parents to read them and to support them.** We expect parents to support their child's learning and to cooperate with the school. In asking for parental support, our aim is that the child experiences consistent responses to their behaviour both at home and at school.

By following the policy, should the school have to impose sanctions on the child to deal with inappropriate behaviour, we expect parents to support the actions of the school. Should the parents have concerns about the way the issue has been handled, they should contact the child's class teacher in the first instance. Should concerns remain, they should contact the Principal. If they should continue to have concerns, they may contact the Chairperson of the Board of Governors by letter.



## **4.5. The Role of the Principal and the Board of Governors**

The Principal has overall responsibility for the operation of these guidelines and will keep the Board of Governors informed about pupil discipline as part of the normal process of reporting on developments in the school. The Principal will keep a record of all serious incidents of inappropriate behaviour.

It is also the responsibility of the Principal to ensure the health, safety and welfare of the pupils in the school.

Any serious breaches of discipline which could affect the reputation of the school will be brought to the attention of the Chairperson as soon as possible and if appropriate the Suspension and Expulsion Policy will be put into effect.

The Board of Governors has responsibility for setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The Governors support the Principal in adhering to these guidelines.

The Principal has the day-to-day authority to implement the school's guidelines on behaviour and discipline but the Governors may give advice to the Principal about particular disciplinary issues. The Principal must take this into account when making decisions about matters of behaviour.

The Chairperson of the Board of Governors reviews and signs the written records concerning behaviour annually. Governors will review this policy on a two yearly basis.

## **5. Reward System**

Throughout the school a reward system for good behaviour and high standards of work is in place. This includes:

- ✓ verbal praise
- ✓ written praise
- ✓ Class Dojo/House points
- ✓ Whole school recognition in assembly e.g. trophies, certificates
- ✓ Stickers/stampers
- ✓ Table of the week
- ✓ Treats and prizes
- ✓ Sports' Day medals and certificates
- ✓ Principal award

Each Key Stage also operates a reward system:

### **5.1 Foundation and Key Stage 1**

Each class in Foundation and Key Stage 1 has its own positive behaviour agreement, which is age appropriate. This is agreed with the children at the beginning of each year and reinforced throughout the year. Each child signs their own class agreement. Certificates are regularly awarded to pupils to praise and reward them for various aspects of good behaviour i.e. monthly citizen, listening and achievement cups. Children are presented with prizes, certificates and cups in both assembly and class.

### **5.2 Key Stage 2**

At Key Stage 2, a House system is in operation. All three classes are divided into Houses and points are awarded for various types of good work and behaviour. Trophies and medals are awarded monthly for the pupils who exhibit the best characteristics of good citizenship. Weekly and monthly rewards are given to the House with the highest number of points. This fosters teamwork and a sense of responsibility and provides ideal opportunities for good behaviour to be promoted both in the classroom and in the playground.

The pupils are made aware that there are consequences for inappropriate behaviour.

## **6. Procedures for dealing with inappropriate behaviour**

While we will manage behaviour positively there will be times when it is necessary to use consequences. Staff will use an age appropriate consequences in accordance with our consequence grid. **(See appendix 2)** When using consequences, we will endeavour to guide children to change their behaviour and attitudes. If appropriate, a behavioural reflection sheet will be completed, a record kept by school and shared with parents. **(See appendix 3)**

### **6.1 Playground Behaviour Management**

Due to different contexts, behaviour in the playground cannot be managed in the same way as behaviour in the classroom and accordingly there is a rational for two clear and distinct behaviour systems:

#### **Behaviour Management at Break time and Lunch time**

The playground will work on a system of instant consequence. If a member of staff sees a child behaving inappropriately they can take one or more of the following actions depending on the nature or frequency of the behaviour:

- A reminder/warning to stop/change their behaviour
- Thinking Time at the “Thinking Bench”
- If necessary, after reminders, removal from the playground

Children will be made aware that that the staff member in the playground, whether they be a teacher or a classroom assistant, has the responsibility to keep everyone safe and happy and any decision they make will be in the best interest of all the children as judged by them.

Children will also be aware that some behaviours will result in removal from the playground and do not require a warning. E.G: swearing, fighting.

Any member of staff on duty can, if they feel necessary, request a second opinion to try and ensure consistency and fairness.

The names of those children who have required “Thinking Time” or removal from the playground, will be recorded in a playground note book so that the safeguarding team can monitor behaviour and contact parents should a child be repeatedly behaving poorly.

Incidents in the playground requiring “Thinking Time” or removal will be reported to the teacher and the teacher will judge whether parents are to be informed at this stage.

## 6.2. Restraining Pupils

All members of staff are made aware of the regulations regarding the use of force by teachers and in particular the DE circular on The Use of Force to Control or Restrain Pupils (1999/9). Staff in our school do not hit, push or slap children.

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,*

- *committing any offence*
- *causing an injury to or damage to the property of, any person (including the person himself)*
- *engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether the behaviour occurs during a teaching session or otherwise”*

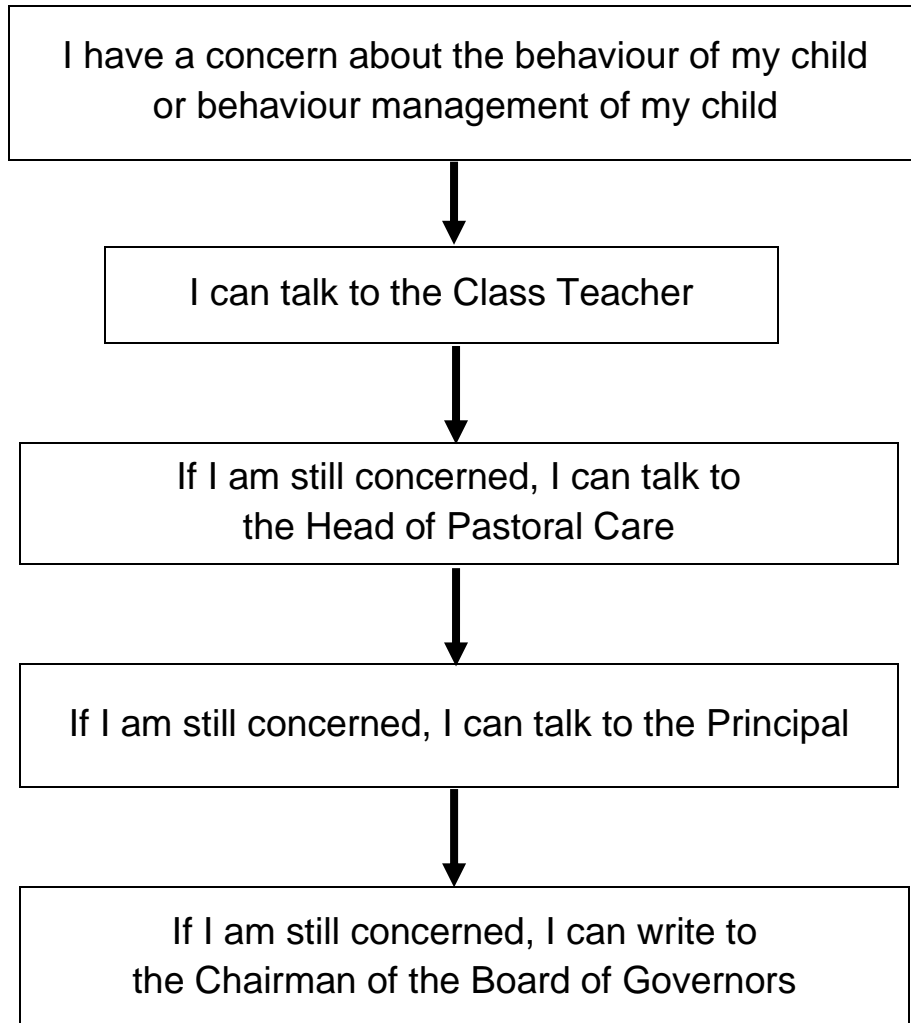
Based on this legal framework, the working definition of “reasonable force,” is the minimum force necessary to prevent a pupil from physically harming him/herself or others or seriously damaging property, but used in a manner which attempts to preserve the dignity of all concerned.

Under Duty of Care, staff may use a physical invention and when they do so they should be clear that the action was:

- in the child’s best interest
- necessary
- reasonable and proportionate
- last resort

Further and more detailed guidance can be found within the school policy of Use of Reasonable Force/Safe Handling and DENI Circular 1999/9.

## **7. Procedures for concerns (for parents)**



## **8. Links with other policies**

This policy is integral to all school policies. It has key links with policies such as Special Educational Needs, Child Protection, Anti-Bullying, Health and Safety and a number of Curriculum Policies.

## **9. Monitoring and Evaluation**

- 9.1. The Principal and the staff will monitor the effectiveness of this policy on a regular basis. The Principal will report to the Board of Governors on the effectiveness of the policy and, if necessary, make recommendations for further improvements.
- 9.2. The school keeps a variety of factual records of incidences of misbehaviour. The principal keeps a record of any pupil who is suspended for a fixed term, or who is permanently excluded. It is the responsibility of the Board of Governors to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

This policy was approved on\_\_\_\_\_.

It will be reviewed on an annual basis.

\_\_\_\_\_  
Principal

Date \_\_\_\_\_

\_\_\_\_\_  
Chair of Board of Governors

Date \_\_\_\_\_

APPENDIX 1 – Acorn Big Hand Code



Acorn Big Hand Code

**A** - Treat **a**dults with respect

**C** - Treat **c**hildren as we want to be treated

**O** - Do **o**ur best always

**R** - Look after **r**esources and put them away properly

**N** - Every day a **n**ew day

## APPENDIX 2 – Tiers of Behaviour

- Foundation Stage

Level of Behaviour	Consequence
<b><u>Tier 1</u></b>	
<ul style="list-style-type: none"> <li>• Talking on mat</li> <li>• Pushing in the line</li> <li>• Destroying peer's work</li> <li>• Destroying resources</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal reminder</li> <li>• Visual reminder</li> <li>• Remove class dojos</li> </ul>
<b><u>Tier 2</u></b>	
<ul style="list-style-type: none"> <li>• Bad language</li> <li>• Spitting</li> <li>• Refusing to follow teachers instructions</li> <li>• One of hit/push</li> <li>• Also repeated tier one behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal reminder</li> <li>• Sent to head of KS1</li> <li>• Seesaw message home/verbal contact with parent</li> <li>• Short thinking time</li> <li>• Remove picture from proud cloud (P1 only)</li> </ul>
<b><u>Tier 3</u></b>	
<ul style="list-style-type: none"> <li>• Biting another person</li> <li>• Kicking/hitting another person</li> <li>• Throwing a hard object</li> <li>• Also repeated tier two behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Short thinking time with a staff member</li> <li>• Sent to the principal</li> <li>• Parent contacted</li> </ul>

Note: This is a guide, teachers have the right to exercise their professional judgement with regards to children on the SEN register. It is appropriate in these circumstances that reasonable adjustments to be made.



- Key Stage 1

Level of Behaviour	Consequence
Tier 1	
<ul style="list-style-type: none"> <li>• Talking out of place (e.g. assembly or within school)</li> <li>• Incomplete work</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal reminder</li> <li>• Lose dojo</li> <li>• Finish during less structured time</li> </ul>
Tier 2	
<ul style="list-style-type: none"> <li>• Constant shouting out (e.g. assembly or within school)</li> <li>• Running in Corridor</li> <li>• Messing in toilets</li> </ul>	<ul style="list-style-type: none"> <li>• One reminder then apology note</li> <li>• Go back and walk</li> <li>• Lose dojo</li> <li>• Reminder of toilet rules</li> </ul>
Tier 3	
<ul style="list-style-type: none"> <li>• Being rude to an adult</li> <li>• Refusing to comply with</li> <li>• Throwing food</li> </ul>	<ul style="list-style-type: none"> <li>• Apology letter</li> </ul> <p>After calm down period</p> <ul style="list-style-type: none"> <li>• A reflection sheet</li> </ul> <p>If this continues behaviour card</p> <ul style="list-style-type: none"> <li>• Note home</li> <li>• Tidy up the mess + thinking time</li> </ul>
Tier 4	
<ul style="list-style-type: none"> <li>• Fighting, kicking, punching or spitting</li> <li>• Stealing</li> <li>• Wilful damage</li> <li>• Running off site</li> <li>• Intentionally hurting someone</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection sheet</li> <li>• Contact parents and remove from the room</li> <li>• Principal to arrange a meeting with the parents and child</li> <li>• Monitoring of behaviour</li> <li>• Record kept</li> </ul>

- Key Stage 2

Level of Behaviour	Consequences
Tier 1                      Low Level	
<ul style="list-style-type: none"> <li>• Out of seat</li> <li>• Talking inappropriately e.g. in assembly, when a teacher /supervisor is speaking etc</li> <li>• Incomplete homework/ classwork</li> <li>• Not listening</li> <li>• Not following instructions</li> <li>• Shouting out in class</li> <li>• Being rude, offensive, excluding others deliberately or being nasty</li> <li>• Use of bad language</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal warning /visual reminder (eyes and ears card)</li> <li>• Minus 1 house point</li> <li>• If minus 2 house points in a week - no homework pass if the pupil's house team wins</li> <li>• Completing work at lunch</li> <li>• Writing out Code of Conduct/class rules</li> <li>• Completing reflection sheet</li> <li>• Apology to another person – verbal or written</li> </ul>
Tier 2                      Medium Level	As above then escalating to:
<p>Repeated behaviours:</p> <ul style="list-style-type: none"> <li>• Out of seat</li> <li>• Talking repeatedly at an inappropriate time</li> <li>• Persistently incomplete homework/ classwork</li> <li>• Persistently not listening</li> <li>• Persistently shouting out in class</li> <li>• Persistently not following instructions</li> <li>• Persistently being rude, offensive, excluding others deliberately or being nasty</li> <li>• Persistently showing any lack of respect, including possible bullying behaviours</li> </ul>	<ul style="list-style-type: none"> <li>• 1 yellow card - if 3 house points lost in a week</li> <li>• 3 yellow cards in a half term red card-report card to be signed by teacher/Principal and parent</li> <li>• parent meeting/phone call home may be deemed necessary</li> <li>• time out for calming down</li> <li>• removal from the classroom</li> </ul>
Tier 3                      High Level	Any of the above may also be used
<ul style="list-style-type: none"> <li>• Vandalism of property, fighting, kicking, punching, spitting etc</li> <li>• stealing</li> <li>• Physical injury to a child</li> <li>• Bullying behaviour</li> </ul>	<p>In addition:</p> <ul style="list-style-type: none"> <li>• Red card – weekly report card to be signed by principal and parent daily</li> <li>• Contact with parent about incident</li> <li>• Removal from the class for a period of the day(s) as appropriate</li> <li>• Meeting with Pastoral Care teacher</li> <li>• Repairing damaged items, cleaning vandalism</li> </ul>



# Feelings Reflection

What happened?

How did you feel?



Sad



Very Sad



Angry



Other

How can I make it better?

What will I do next time?

How do you feel now?



Sad



Ok



Happy



Other

Are you ready to return to the group?





Date: \_\_\_\_\_

Child's Name: \_\_\_\_\_

Form completed by: \_\_\_\_\_

Action Taken: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# KS1 Improving Behaviour Card



Improving Behaviour Card	
Why do I need this card? I have not been doing what the adult tells me to do.	
Name:	
Date:	
My Target: listen and do what the adult tells me to do. If I do not do what I am told, I will get a reminder and then be sent to another classroom and may have to have break or lunch with Key Stage 2 pupils	
	Friday
Assembly	
9.30 – 10.30	
Break	
10.40 – 12.15	
Lunch	
12.55 – 2.00	
P4	2.00 – 3.00
Parental Signature	
Pupil Signature	
Teacher Signature	





## Weekly Improving Card

Reason for needing this card (pupil name) \_\_\_\_\_

- repeatedly not listening and following instructions and/or
- repeatedly behaving inappropriately in or outside class.

Child's name \_\_\_\_\_ Date \_\_\_\_\_

My targets: to listen and carry out instructions  
behave appropriately

By doing these, I will be able to concentrate on my work much better and learn more

Day	9:00 – 10:30	10:40 – 12:15	12:55 – 2:00	2:00 – 3:00	Teacher signature	Parent signature
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

On completion of this card

Pupil - What have I learned from monitoring my own behaviour?

S = satisfactory listening – pupil has been able to listen, focus and carry out appropriate work/activity

UNS = unsatisfactory – pupil has been unable to listen, and/or focus and/or carry out appropriate work/activity set

Daily comments if required:

Principal's signature \_\_\_\_\_