

Mill Strand
Integrated
School
& Nursery

Promoting Positive Behaviour

This policy was reviewed in September 2019.
Agreed by Governors October 2019
Review Date September 2022



Mill Strand Integrated Primary School

POSITIVE BEHAVIOUR POLICY

INTRODUCTION

The Education Reform Order 1998 and Pastoral Care requirements (DENI 1999), places on each school a statutory responsibility for maintaining discipline and promoting good behaviour.

The school also has a Code of Conduct for staff and the behaviour of both staff and pupils should reflect the ethos of the school.

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 behaviour.

In Mill Strand Integrated Primary School we aim to create a calm and caring community where teachers teach and children learn. Each child in our school will be encouraged to develop to his or her full potential intellectually, physically, socially and emotionally. Every child will be encouraged to accept his or her appropriate responsibilities and show respect for others.

Our Positive Behaviour Policy focuses on the creation and maintenance of good relationships between staff, pupils and parents.

RATIONALE

The key to effective learning and teaching is the establishment of a sound learning environment, with positive relationships at school and classroom level, between staff and pupils and between pupils themselves.

This Positive Behaviour policy should encourage a positive ethos of care and respect within the formal and informal life of the school. Pupils and staff should feel valued, secure and confident within an atmosphere of acceptable manners, behaviour traits and work patterns. Discipline is not to be regarded simply as punishment.

Classroom discipline is necessary for effective teaching and learning. Our aim is to have discipline as an integral part of the daily school routine of teaching, learning and playing. At Mill Strand Integrated PS, we believe that in the classroom, playground, assembly, school performances etc. our pupils are continually learning to live with tolerance, courtesy, resilience, helpfulness, generosity, courage and consideration to the needs of others and most importantly self-discipline.

Discipline is one of the keys to a successful school as it is vital in order for effective teaching and learning to take place. By developing a Positive Behaviour Policy we hope to encourage mutual respect for the needs and aspirations of all within the school, as well as fostering respect for the school environment. Parents are therefore encouraged to recognise what a vitally supportive role they have to play in matters of discipline.

AIMS

Our aim in Mill Strand Integrated Primary School is to establish a multi-cultural community wherein pupils, staff and parents all enjoy a sense of belonging and have an important role to play. We believe that all adults and children in school have:

- The right to be safe
- The right to learn
- The right to be treated with fairness and respect

In Mill Strand Integrated PS we aim:-

- To ensure that every member of the school community feels valued and respected.
- To support the ways in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- 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 reward good behaviour and provide positive feedback and encouragement to stimulate all pupils.
- To treat all children fairly and apply this policy in a consistent manner.
- To involve children in devising a set of School Rules and individual Class Charters
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

When pupils leave Mill Strand Integrated PS 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.

The Board of Governors and Staff of Mill Strand Integrated School aim to create a happy, secure and caring environment where each child is encouraged to fulfil his or her intellectual, spiritual, moral, physical, social, aesthetic and emotional potential. We aim to establish this within an integrated ethos, which promotes the worth, and self esteem of all individuals within the school. In Mill Strand we believe that pupils, staff and parents each have a clear set of rights and responsibilities.

Rights and Responsibilities

The rights of the various parties in the school partnership.

Rights do not exist in a vacuum. Everyone must take responsibility for protecting those rights.

Pupils

Pupils have the right to be educated in a safe and stimulating learning environment.

To enjoy this right pupils must respect the rights of others to be safe and must not therefore engage in behaviours such as bullying, intimidation etc., which will infringe on the rights of others to be safe. They must by their behaviour, allow a productive learning atmosphere to pertain in class and not engage in behaviours, which will disrupt the learning process

Parents

Parents have the right to have their children educated to the best possible standard.

To enjoy the right they must ensure that their child attends punctually and regularly, is equipped with the right books and appropriately dressed and that they support the school to the best of their ability in all aspects of school life.

Staff

Staff have the right to enjoy a stress free and productive environment and be treated with respect by pupils, parents and

To enjoy this right they must seek to create a positive stress-free learning environment for their pupils in which pupils get rewarded for positive behaviour and achievement.

MEASURES TAKEN BY THE SCHOOL IN ORDER TO PROMOTE POSITIVE BEHAVIOUR

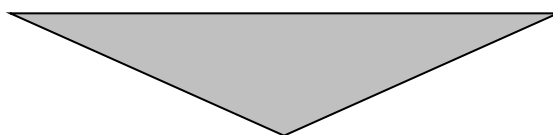
SENIOR MANAGEMENT TEAM

Foundation Stage: Mrs Rebecca McIntyre

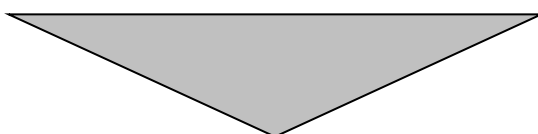
Key Stage 1: Mrs Deirdre Doherty

Key Stage 2: Mrs Leanne Penn

Head of Pastoral Care/ Safeguarding: Mrs Stephanie Thom



Vice Principal: Mr Callum Hannigan



Principal: Mr Philip Reid

MILL STRAND INTEGRATED PRIMARY SCHOOL'S CODE OF CONDUCT

1. All members of the school community are expected to be courteous and respectful towards each other within the school.
2. When moving from one area to another, children are required to walk (rather than run) for their own safety and for the safety of others.
3. Children are required to stay away from certain areas which have been designated as "out of bounds" e.g. the car park.
4. When playing outside during free time, children are required to ensure that their games do not cause inconvenience, distress or injury to others.
5. Children should not enter or remain in an unsupervised classroom or area within the school.
6. All members of the school community are required to show due respect for their own and other people's property.
7. All members of the school community are required to exercise due care of the classrooms and for all property and equipment belonging to the school and are expected to play their part in helping to keep the school buildings and grounds clean, tidy and litter free.
8. When waiting in line for class, lunch, assembly, collection etc., pupils are expected to wait in a safe, quiet manner.

9. At no time is any member of the school community permitted to use any foul language in either written or spoken form.

Organisation within the School

All staff:

- Regard the Pastoral Care of pupils as their primary responsibility
- Ensure that all pupils are supervised at all times.
- Implement and follow PDMU strategies for developing self-control, emotional understanding, problem-solving skills and creative self-expression.

Practice within the classroom

Teachers:

- At the start of each year will devise a set of class rules in conjunction with the pupils
- Have developed a curriculum which is relevant, varied, essentially practical, balanced and challenging
- Make efforts to identify and meet the needs of all children
- Establish a clear and easily understood routine to encourage a calm working environment
- Encourage the personal and social development of pupils in all settings
- Will endeavour to be consistent, firm and fair in all classroom situations.
- Implement and follow the PDMU strategies for developing self-control, emotional understanding, problem-solving skills and creative self-expression
- The Mill Strand "Good to Be Green" scheme is used from Nursery to Year Seven to ensure a consistent approach is used to positive behaviour and discipline.

Interaction with the child

- Teachers try to ensure that children are well motivated by providing enjoyable and challenging activities. They also remain alert to situations which have the potential of being disruptive.
- All staff will take every opportunity to promote the individual child's self-esteem and self-worth and this is reinforced through the teaching of PDMU and rewards and incentives.
- A positive rather than negative approach is used by all staff which encourages praise, encouragement and rewards.

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 rewards and incentives. These are used in a variety of ways and adapted according to the needs of the pupils;

FOUNDATION STAGE

- Verbal praise
- Dojo points
- Weekly Dojo winner (prize box treat)
- Weekly table winners (sticker)
- WOW moments
- Secret Someone
- Stars of the week
- Marble Jar
- Individual reward charts catered to pupils if needed

KEY STAGE 1

- Classroom responsibilities displayed
- Verbal praise
- Table, classroom and cloakroom helpers
- Stampers and stickers for good work, improved spelling, reading or behaviour
- Team Points/Table of the Week
- Sticker Charts
- Class Dojo points
- Stars of the week
- Line leaders
- Showing good/improved work to parallel year group
- Golden Time – Jenny Mosley approach to circle time
- Class Charters
- Piece of the week

KEY STAGE 2

- Stickers and stampers used for rewarding good work
- Display board of children's work e.g. writing awards
- Display of out of school achievements e.g. newspaper cuttings, certificates, photos, etc.
- Table of the week
- Golden Time on a Friday afternoon. The children earn this during the week and they get to play games etc.
- Table points
- Stars of the week
- Responsibility duties for each child, e.g. library, handing out/collecting books etc.
- Class Dojo points

WHOLE SCHOOL

- Sharing assemblies
- Principal rewards

RULES AND EXPECTATIONS – *linked to Rights and Respecting Schools Programme*

All members of staff and children in Mill Strand Integrated Primary School should treat each other courteously and with respect. “We treat others as you would like to be treated”.

We follow these golden rules:

1. We are gentle

This means:

- We are polite when we are speaking to other children and adults in school.
- We keep our hands and feet to ourselves
- We include others

2. We are kind and helpful

This means:

- We share.
- We take turns
- We help each other

3. We listen

This means:

- We listen and follow instructions carefully

4. We are honest

This means:

- We tell the truth

5. We work hard

This means:

- We listen and follow instructions
- If we do not understand we ask for help
- We put all our effort into our work in school and at home

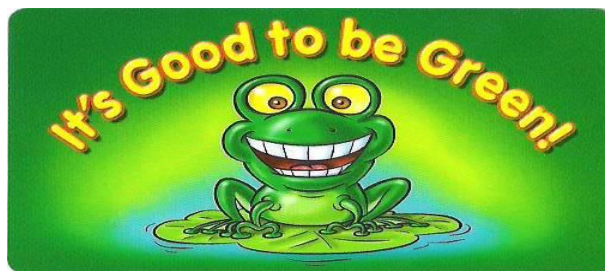
6. We look after property

This means:

- We look after our own property and that of others
- We show respect for school property
- We tidy up after ourselves

Rules are referred to regularly to remind everyone of the high expectations for Positive Behaviour. These are displayed throughout the school and in every classroom.

WHOLE SCHOOL REWARD SYSTEM



Our reward system works as follows:

- Each classroom has a 'Good to be Green' chart discretely in class. Each child's name is on the chart with spaces for green, yellow or red markers.
- Beside each child's name is a green marker. The child's aim is to keep their space green all week.
- STOP & THINK cards to be used as warnings/reminders – non-verbal
- If a child doesn't follow our Golden Rules, either in the classroom or playground, a warning 'yellow' marker or consequence 'red' marker may be issued. *(A verbal warning may be issued first unless the behaviour warrants a 'Yellow' or 'Red' card immediately. This is at the teachers own professional judgement)*
- 'Yellow' markers are issued by staff for unacceptable or persistent inappropriate behaviour either inside or out of the classroom.
- Foundation stage: Pupils will begin afresh each day. If the pupil ends the day on a yellow or red marker this is recorded by the class teacher on SIMS. If a child receives a red marker, the pupil will be given appropriate 'thinking time' to reflect on their behaviour or Golden Rules and how they could have changed their behaviour using 'Good Choices'.
- KS1-2: After 2 yellow cards in a week, if the child requires a third yellow card, it warrants an instant red card. Each yellow card results in 5 minutes less Golden Time. Red cards result in all 30 minutes of Golden Time being deducted.
- 'Red' Consequence cards are issued by a member of the Senior Management Team, for behaviours listed in policy. Any pupil who receives a 'red' card will be sent home that day with a slip to explain why they received the card and this will be signed by the member of SMT that issued the card. "Consequences" – are outlined in policy. A parental signature will be required.

Head of Foundation Stage (Nursery-Year2) – Mrs Rebecca McIntyre

Head of Key Stage 1 (Year3-4) – Mrs Deirdre Doherty

Head of Key Stage 2 (Year 5-7) – Mrs Leanne Penn

Rewarding Good behaviour:

Children who do not receive any 'Yellow' or 'Red' cards by the end of the week will be rewarded with a Class Dojo 'Good to Be Green' point.

- Dojo of the week (N-Y2) will choose a prize from their class prize box.
- Star/Pupil of the Week (Y3-7) – awarded by school Principal
- 'Golden Time' (Y3-7) will be given to pupils on a Friday.
- Dojo Treat time is a slot ranging from 15-50 minutes (activity dependent), when all children can enjoy a treat after collecting the set number of Dojos. (Nursery / Year 1 use marbles filling the jar to indicate when the set number of dojos has been reached Y2 use a target number of dojos set each Monday. *(Various treats/activities/events will be planned in year groups for reaching this key number of dojos)*)
- Golden Time is a 30-45 minute slot on a Friday afternoon where all children in KS1 /2 can enjoy some structured / resourced play/activities.

(From P3 – P7 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'.)

Tracking Pupils' Behaviour

The 'It's Good to be Green' Positive Behaviour Programme allows staff to keep track of pupil behaviour. Teachers record on SIMS the number of 'Yellow' warning cards and 'Red' consequences cards each child. Senior Leadership Team on a regular basis will monitor this information. If a pupil is featuring on the behaviour record with more than 2 red cards in one month, the child will be spoken to by the Principal or Vice Principal.

The collated information will be used to track pupils' behaviour. Parents of pupils who continuously appear on this tracking sheet will be asked to make an appointment with the Principal or Vice Principal, to discuss their child's behaviour.

PROCEDURES/STRATEGIES FOR

MODERATING POOR BEHAVIOUR

Even with our positive behaviour approach and school reward system it is necessary to have a clear sanction procedure. We have a multi stage procedure which will be sequentially followed, 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.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in The Education (NI) Order 1998 (part II Article 4 (1)). Staff in school do not hit, push or slap children. Staff only intervene physically to restrain children from committing any offence; causing injury to, or damage to the property of, any person (including the pupil herself/himself); or engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether that behaviour occurs during a teaching session or otherwise. Full details regarding physical intervention are set out in the school's policy, Use of Reasonable Force/Physical Restraint.

It is important that staff be conscious of the fact that the purpose of sanctions is to stop the behaviour and to influence the pupil to choose more appropriate behaviour in future. It is the certainty rather than the severity of the sanctions that is likely to improve behaviour. The system of referral by which pupil misbehaviour is managed and members of staff should have a clear understanding of the role of each person within the referral system.

The following table details how behaviours will be addressed using our 'It's Good to Be Green' behaviour management programme.

Level 1 – Warning / Yellow card	Level 2 – Red card (FS thinking time)	Level 3 – Persistent Misconduct/ Gross Misconduct
Low level disruptive behaviour e.g. Not staying in seat Fidgeting Teasing Talking out of turn Pushing in class Sulking Disrespect/ rudeness for others Hiding work	Persistent misconduct continuing beyond the use of school sanctions at Level One Throwing things Punching and kicking Disrespect/Rudeness to staff Lying Defiance Offensive gestures Spitting Destroying work Persistently infringing school rules General Verbal Abuse	Persistent misconduct continuing beyond the use of school sanctions at Level 2 Swearing at others Stealing Physical abuse Punching and kicking an adult Vandalism Spitting at others Extortion Bullying Leaving school premises without permission Offensive verbal abuse (sectarian/racist/sexist)

The following behaviours warrant an instant 'red' card:

- Hurting others
- Biting
- Violence and aggression
- Threatening behaviour including bullying (a separate Policy exists for this)
- Malicious dishonesty
- Verbal abuse of pupils/staff
- Deliberate Disobedience
- Use of mobile phones/texting/use of social networking sites during the school day
- Lack of respect e.g. answering back in an appropriate manner, consistently disregarding an adults' instruction etc.
- Using unacceptable language or gestures
- Physical attack on a pupil/staff member
- Leaving class/school without permission
- Deliberately damaging property
- Sexual harassment of pupils/staff
- Stealing

GROSS MISCONDUCT

This could include physical assault, violent verbal assault on a teacher, a serious physical or emotional assault on another pupil including biting or damaging school property. In the case of gross misconduct, the child will be sent home and monitored going forward for continuous gross misconduct

Behaviour Outside School

Although parents have full responsibility for their children outside of school, if a pupil is wearing Mill Strand school uniform the following list of unacceptable behaviour whilst outside school may be dealt with in line with this policy –

- Violence & Aggression
- Hurting others
- Threatening behaviour including bullying
- Verbal abuse of pupils/staff
- Physical attack on pupils/staff
- Inappropriate behaviour whilst travelling on a school bus
- Inappropriate behaviour whilst on a school trip
- Inappropriate behaviour in the local community
- Inappropriate behaviour on the way to/from school

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 the member of staff's family, at any time whether inside or outside school, disciplinary action will be taken against the pupil which may include consideration of the schools Staged Sanction Procedure.

Where unacceptable behaviour occurs a member of staff will investigate the incident and follow the procedure outlined on the next few pages.

Staged Sanction Procedure

Stage 1

Class Teacher will give a 'Golden Rules' reminder/verbal warning so that the pupil is aware of expectations.

No Improvement

Stage 2

Sanctions can be issued by a teacher as appropriate e.g.

- 'Yellow' card issued and recorded on SIMS
- Remove from incident e.g. move seats in class
- 5 minutes deducted from pupils Golden Time.

Sanctions should be applied in a fair, timely and consistent manner

Where appropriate an informal note/discussion with parent may be appropriate at this stage

No Improvement

Unacceptable behaviour escalates

Stage 4

Senior Management speaks to pupil and appropriate sanction issued. (Senior Management send pupils from their own classes to each other)

e.g.

- FS – “Thinking Time” red card.
- ‘Red’ card issued & recorded on SIMS (*Class teacher records initial reasoning for ‘red’ card, senior management to follow up record on SIMS*)
- ‘Red Card behaviour’ slip sent to parents at home time
- Complete loss of Golden Time (Y3-7)

Class teacher makes initial record on SIMS, to be followed up by SMT.

Senior management and/or Vice-Principal to inform class teacher of next steps after pupils receiving a card, e.g. and/or in at Break/Lunch

Parents will be notified at this stage if a ‘Red’ card is issued and next steps to be planned, depending on the severity or frequency.

No Improvement

Unacceptable behaviour escalates

Stage 5

Principal informed of continuing disruption and incident recorded on SIMS, appropriate sanction applies –

- Second ‘Red’ card issued
- Exclusion from team sports/day/residential visits on temporary basis (Parents informed via call from class teacher of sanction)
- Other appropriate action such as individualised behaviour plan/reward chart/being put on behaviour report

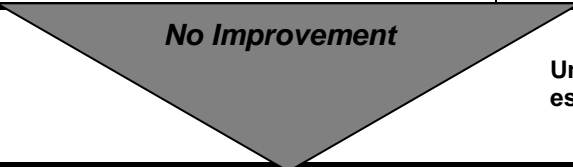
Teacher informed of Vice Principal’s outcome

All to be recorded on SIMS

No Improvement

Unacceptable behaviour escalates

<p>Stage 6</p> <p>Parents contacted and informed about behaviour/discipline and asked to make an appointment to discuss issue further with Principal. Parents and principal and SENCO to collaborate on a plan to support child and set a date of review.</p>	<p>Teacher informed of contact and outcome.</p>
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Unacceptable behaviour escalates

<p>Stage 7</p> <p>If the behaviour does not improve after review period 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 1998. Should the school believe that Expulsion is required the school will liaise with the EA as legally required. Principal will arrange formal meeting with parent and will consult with external agencies e.g. EA, Education Psychologists, for advice and behaviour support input if appropriate.</p>	<p>BOG / EA / Parents Teacher informed / involved</p>
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SUSPENSION

The principal reserves the right to suspend a pupil for an initial period of up to five days.

N.B. In the event of a single offence which, in the view of the Principal, is of such a serious nature that it warrants immediate action, a pupil may be suspended for a period of up to five days with immediate effect.

After a period of suspension, the child and parent/guardian will meet with the Principal before returning to school and being integrated back into normal school life.

EXCLUSION

A child may be expelled from the school only after serving a period of suspension and consultation about his/her expulsion has taken place between the Principal, the parent of the child, the Chief Officer of the EA North Eastern Region or another officer of the Authority duly authorised by him and the Chairperson of the Board of Governors.

The school will follow EA Guidelines on Suspension and Expulsion at all times.

THE ROLE OF PARENTS

Parents play a very important part in supporting the Positive Behaviour Policy of the school. The school relies on them to ensure that the children attend regularly and punctually. It is very important that parents support their child's learning and cooperate with the school. We are very aware of the importance of having strong links with parents and good communication between home and school.

THE ROLE OF THE BOARD OF GOVERNORS

The Governors have the responsibility for ensuring that this Positive Behaviour Policy is developed and implemented within the school. The Policy will be reviewed with the Board of Governors on a regular basis.

CONCLUSION

Mill Strand Integrated Primary School promotes a caring ethos based on mutual respect and understanding for the needs of all within the school. It is vitally important that the staff, children, parents and governors all play their role fully.

Within Mill Strand Integrated Primary School there is a particularly strong Home/School Partnership, in addition to Parent Teacher Meetings. Parents may also meet with their child's class teacher at a pre-arranged appointment.

This Positive Behaviour Policy will be evaluated and reviewed on a regular basis and amendments will be made as necessary. It will be made available to parents and members of the whole school community, through the school office and the school website.

Temporary Addition to the Positive Behaviour Policy

Due to COVID-19, the safety of the whole school community is paramount. Staff will focus on the importance of treating each other with respect including the right to stay safe and healthy. Consequently, the teaching of appropriate hygiene will be addressed by all teachers; this will include the washing of hands, use of tissues and how to cough appropriately.

In regards to COVID-19, where one child deliberately harms another child physically or emotionally, appropriate sanctions will be taken. Each case will be considered on an individual basis. However, pupils who have endangered others by their actions are likely to be sent home from school immediately for parents and carers to discuss the importance of following safety procedures at this time. In the case of repeated offences, school will refer to our Behaviour Policy Flowchart, e.g meeting with Principal etc. (See Stage Sanction Procedure, page 11).

The school cannot contemplate every scenario but:

- Should a pupil deliberately cough, spit or secrete bodily fluids on another individual the school will deal with this matter as a serious misconduct
- Should a pupil not adhere to a member of staff's instructions and be deliberately defiant to the point where he or she puts the member of staff/other pupil(s) personal safety in jeopardy by disregarding our SAFE rules, the parent will be called immediately and the child taken home
- Should a child verbally/emotionally distress another child regarding COVID-19 e.g. 'I am going to give you coronavirus' this will be dealt with initially at Yellow Card Level. If the behaviour persists staff will follow Behaviour Policy Flowchart (See Stage Sanction Procedure, page 11)

*As part of our curriculum, all pupils will be taught about the SAFE rules and showing respect to both peers and staff.