

KILRONAN SCHOOL

Promoting and Sustaining Positive Behaviour Policy

Rationale:

Kilronan School provides high quality learning and teaching within a welcoming, child centred and supportive learning environment. A key element of this provision is the development and promotion of positive behaviour and sound relationships.

Recognition must be given to the fact that children are NOT born with knowledge of the rules of acceptable behaviour. The Promoting and Sustaining Positive Behaviour Policy will endeavour to see that the rights of both pupils and staff are respected and will encourage pupils to appreciate the reasons why certain rules about behaviour must apply. It is especially important for children and young people with Special Educational Needs to have clear, consistent guidelines about acceptable and unacceptable behaviour.

The Board of Governors and school staff actively encourage parents to work as partners with them in implementing agreed standards of behaviour.

Staff work collaboratively with pupils and parents to:

- create an effective teaching and learning environment
- promote positive attitudes
- reduce barriers to learning
- maximise achievement
- reduce undesirable behaviour.

All members of the school community have an important role to play in promoting and sustaining positive behaviour and in the creation, ownership and consistent delivery of the policy.

Bullying behaviour of any kind by any member/s of our community to any member/s of our school community is completely unacceptable and will have serious consequences (ref Anti-Bullying Policy)

"The establishment of an effective behaviour policy is not only a legal duty upon the Boards of Governors and school principals and the cornerstone of pastoral care work but is also fundamental to successful work in the classroom."

Pastoral Care in Schools: Promoting Positive Behaviour DENI 2001, Para 5

Legislative Requirements:

Kilronan's positive behaviour policy has been drawn up in consultation with all staff, pupils, parents, and Governors and its outcomes will be monitored and reviewed on an annual basis.

This policy is informed and guided by the legislative requirements set out in

- Health and Safety at Work Order(NI) Order 1978,
- Education(NI) Order 1998, - Articles 3 - 6,
- The Welfare and Protection of Pupils' Education and Libraries (NI) Order 2003 - Articles 17 and 19
- Education (2006 Order) (Commencement No 2) Order(NI)2007 - Articles 18 - 20

and from the following guidance publications:

- Promoting and Sustaining Positive Behaviour: A Discipline Strategy for Schools DENI 1998
- Pastoral Care in Schools: Promoting Positive Behaviour DENI 2001,
- Every School A Good School - A Policy for School Improvement DENI 2009
- Report of an Evaluation of Pupil Behaviour in Schools and Other Educational Settings ETI 2010

Ethos:

As a result of the review process undertaken as part of the School Development Plan 2011/2012, the following values and principles were recognised by staff and governors as being fundamental to the successful delivery of an effective whole school **positive** behaviour policy within Kilronan School. Determining the core values enabled an agreed set of principles to be drawn up by the Board of Governors. Together these core values and principles set the expected standards of behaviour and thus maximise achievement for all.

Core Values
All members of our school community (pupils, parents/carers, staff and Board of Governors) will:
feel valued and value each other
have a voice and be listened to
achieve
be treated with dignity and respect
be responsible
be caring and cared for
be supported
feel safe
be reflective
treat others fairly
feel included
be treated equally
have a sense of fulfilment
be accountable

Agreed Principles

All members of our school community (pupils, parents/carers, staff and Board of Governors) will:

- behave in a respectful and caring manner towards one another.
- be listened and responded to in a caring manner.
- model positive behaviour and promote it.
- encourage positive behaviour at all times and consistently acknowledge and reward it.
- discourage unacceptable behaviour at all times and apply sanctions consistently.
- behave in a considerate way towards the learning needs of each individual and be supportive of the school as a learning community.
- act as appropriate ambassadors for the school.
- provide support for those who experience personal difficulty. Those who experience significant difficulty in meeting the agreed behavioural standards will have their needs identified and support provided.
- be entitled to play, learn and work in a safe and secure environment.
- be invited to contribute to the set of principles on which the behaviour policy is based. Through this participation everyone should understand, accept and adhere to the policy.

Mission Statement

These aspirations are summarised in our school mission statement below:

"Working together to provide high quality learning and teaching for everyone within a happy, safe, supportive and reflective environment."

Key Policy Outcomes

Successful implementation of the policy will result in the following outcomes:

- a climate conducive to sound relationships,
- a climate conducive to high quality learning and teaching ie how effective is the classroom behaviour management plan in each class.
- a reduction in unacceptable behaviours.
- promotion of positive attitudes throughout the school community

The Development of a Classroom Behaviour Management Plan

A key factor in the creation of a climate conducive to effective learning and teaching is the development of a classroom behaviour management plan which is understood, agreed and applied with consistency. This also ensures that barriers to learning are minimised.

Staff and pupils (where appropriate), together have discussed and agreed the following:

Core Rights and Responsibilities

Every member of our school community has the right to:	Every member of our school community has a responsibility always to behave in a way which enables everyone else to:
learn be safe have a voice be treated fairly be respected	learn be safe have a voice be treated fairly be respected

Rules for Learning

To enable everyone's rights to be respected the following Rules for Learning have been discussed, agreed and will be displayed in every classroom.

In class everyone will:

- listen to staff and each other
- stay on task
- be kind - keep hands, feet, objects and unkind words to ourselves
- follow instructions
- take turns
- ask for help
- have good manners
- care for our own and others' property

Routines for Learning

Together staff and pupils will discuss and agree routines regarding:

- entry and exit from classrooms
- distribution and collection of materials
- transitions between activities
- gaining attention of staff
- seating plans
- lunchtime procedures

Rules and Routines should be agreed, taught, displayed appropriately, and applied consistently within each classroom.

Rewards and Sanctions

The current reward system will be extended and developed to ensure fairness and consistency based on the frequency of the pupil's compliance with the agreed classroom rules and routines for learning.

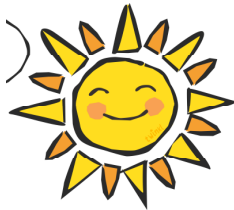


Rewards are acknowledgement of the child's choice to comply with the agreed learning rules and are given to motivate and reinforce desirable learning behaviours.

Sanctions are acknowledgement of non-compliance with the agreed learning rules and are given not as punishment but as deterrents to help reduce unacceptable behaviour.

Staff will acknowledge and:

- reward desirable learning behaviours both on an individual and on a classwide basis
- sanction unacceptable learning behaviours on an individual basis

Individual rewards will be awarded using the system below.

		
Almost always chooses to comply (more than 60% of the time)	Sometimes chooses to comply (25 - 45% of the time)	Rarely chooses to comply (less than 25% of the time)

A class wide reward will also be introduced to enable those pupils who have significant difficulty in complying with desirable behaviours to experience a feel good factor and increase motivation.

CLASS WIDE REWARD SYSTEM

Each month the class wide reward will focus on promoting up to two desirable learning behaviours.

The class will be given a point each time ANYONE in the class is observed to be engaging in desirable and appropriate learning behaviours eg

- following instructions
- turn taking
- putting equipment away
- co-operating in a group
- listening
- being on task

Pupils (where appropriate) and staff will have discussed and agreed a range of appropriate rewards and sanctions for both individual and class wide models.

Rewards and sanctions will be recorded and regularly monitored by staff. Thus pupils who are regularly experiencing significant difficulty in complying with the agreed learning behaviours will be identified and support provided.

Support Pathways

When unacceptable behaviour is significantly impacting on an individual's ability to learn and/or affecting the learning of others all members of the school community have a responsibility to work together to reduce the specific barriers to learning in order to ensure that effective learning and teaching can take place.

The class teacher has responsibility for

- tracking the level of compliance with agreed learning behaviours *i.e.* rewards and sanctions
- ensuring the Head of Department is informed of those pupils
 - who have almost always chosen to comply
 - who are regularly experiencing significant difficulty
- informing the appropriate Head of Department to seek additional support

Where a pupil is regularly having difficulty in complying

the Head of Department has responsibility for

- ensuring the success of those who almost always comply is acknowledged and celebrated
- drawing up individual behaviour plans in consultation with parents, classroom staff and where appropriate with the pupil who regularly experiences significant difficulty in complying with the agreed learning behaviours. This plan will be reviewed and evaluated on a regular basis.
- contacting the Principal if additional support from external agencies is required.

the Principal has responsibility for

- ensuring appropriate external support is sought
- overseeing the implementation of the agreed programme
- monitoring and evaluating outcomes

Use of Reasonable Force/Safe Handling

Where individual pupils are identified as likely to behave in a severely disruptive or unacceptable way, a risk assessment will be carried out and an individual action plan will be drawn up.

Appropriate physical restraint will be used by trained staff, **only as a last resort**, when all other behaviour management strategies have been exhausted (see Policy for Safe Handling and the Use of Reasonable Force)

Suspension and Expulsion

In cases of extreme behaviour which is endangering the safety of the pupil him/herself and/or others the school may have to consider suspension or expulsion after other methods of improving a pupil's behaviour have been unsuccessful. This will be done in accordance with the NEELB Suspension and Expulsion Guidelines.

Please note:

- A pupil can be suspended only by the Principal

- An initial suspension must not exceed five days
- A pupil can only be suspended for a maximum of forty-five school days in a year
- The Principal cannot extend a period of suspension without the prior approval of the Chair of the Board of Governors

A pupil may be expelled only after serving a period of suspension and only after a consultation meeting between the Principal, the parent of the pupil, the Chair of the Board of Governors, an authorised officer of the Education and Library Board.

Roles and Responsibilities

The Board of Governors will

- ensure that good behaviour and discipline policies are pursued
- make and keep under review, a written statement of "general principles" about pupil behaviour and discipline
- ensure regular consultation with all members of the school community

The Principal and Leadership team will

- ensure the pupil voice is represented
- consult with all members of the school community and collate and analyse findings
- oversee the implementation and /or review of the policy
- monitor and evaluate the agreed policy outcomes
- report annually to the Board of Governors on the effective delivery of the policy

All staff have responsibility for

- discussing and agreeing the classroom behaviour management plan with pupils and displaying this in their classrooms
- promoting positive behaviour with the pupils under their care
- implementing the agreed policy and procedures.
- assisting in monitoring the outcomes of the policy

Monitoring and Review

There will be ongoing monitoring of the policy outcomes through analysis of the following:

- Review of ISP targets - success rates
- Pupil and staff attendance
- Parental attendance at parent/teacher meetings, workshops etc
- Number of rewards and sanctions used - individual and class wide basis
- Incidents of bullying
- Increased pupil participation in extra-curricular activities

The findings will inform the Annual Report to Governors and guide/inform:

- the annual positive behaviour policy review.
- SDP review - ethos, behaviour evaluations based on performance & other data (c2kni SIMS , and Attendance Module)

Resources

Money for rewards
Paper for charts
CASS Support

Staff development

PRSD to inform training needs

Annual Behaviour training for all staff

Links To Other Policies

Positive Behaviour Policy	Pages	Linked Policies
Rationale	1	Anti-Bullying policy/ ICT policy - cyber bullying
Creation of a climate conducive to: <ul style="list-style-type: none"> • Learning • Sound relationships 	3-5	Teaching and Learning Pastoral/Mental Wellbeing
Support Pathways/Removal of Barriers (internal/external)	5-6	Special Educational Needs
Safeguarding	6	Child Protection Use of Reasonable Force: Safe Handling Risk Assessment
Suspension and Expulsion	6	DENI Guidelines