



# **Positive Behaviour Policy**

January 2021

# OMAGH INTEGRATED PRIMARY SCHOOL

## POSITIVE BEHAVIOUR POLICY

### **INTRODUCTION**

In Omagh 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 aim in Omagh 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

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

Promoting positive behaviour is one of the keys to a successful school, as it is vital 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 can play in promoting positive behaviour.

### **AIMS**

1. To establish a secure and caring, yet challenging environment in which our pupils can achieve success appropriate to their age and ability.
2. To identify the rewards available to children for both effort and achievement in all areas of school life.
3. To establish standards of acceptable behaviour for the school, which promote pupil understanding of positive behaviour, self-respect, and regard for others.

4. To identify the responses which will be implemented if the agreed code of behaviour is not followed.

## **MEASURES TAKEN BY THE SCHOOL IN ORDER TO PROMOTE POSITIVE BEHAVIOUR**

### **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 the PATHS strategies for developing self-control, emotional understanding, problem-solving skills and creative self-expression.
- Use restorative language when dealing with behavioural mistakes.

### **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 strenuous 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
- Endeavour to be consistent, firm and fair in all classroom situations.
- Implement and follow the PATHS strategies for developing self-control, emotional understanding, problem-solving skills and creative self-expression
- Utilise "Good to Be Green" visual resources and posters from Year One to Year Seven to ensure a consistent approach is used to promote positive behaviour.

## **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 to cause disruption.
- All staff will take every opportunity to promote the individual child's self-esteem and self-worth and this is reinforced through the PATHS programme as well rewards and incentives.
- A positive rather than negative approach is used by all staff which encourages praise, encouragement and rewards.
- All staff use restorative language when dealing with incidents.

## **OMAGH 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 school buildings and for all property and equipment belonging to the school. They are also 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, buses etc., pupils are expected to wait in a safe manner.
9. At no time is any member of the school community permitted to use any foul language in either written or spoken form.

## **REWARDS AND INCENTIVES**

It is our intention to create a positive attitude towards good behaviour by using encouragement, praise and rewards. Listed below are a variety of rewards and incentives which can be used by each class teacher.

*These are not exhaustive, and a teacher may use other methods of rewards and incentives.*

- Pupil of the Day/PATHS
- Verbal praise
- Class helpers
- Table Points – Table of the Week
- Super Star/Star Awards - Stickers, stampers or treat box for good behaviour and work
- Praise pad (a note home)
- Line leaders
- Points for healthy break
- Golden Time
- Table, classroom and cloakroom helpers
- Stampers and stickers for good work, improved spelling, reading or behaviour
- Star of the Week trophy
- Behaviour Chart – sunshine, grey cloud, snowflake
- Front line leader
- Handwriting Award
- Pupil sent to Principal for improvement, motivation, and progress - praise and a sticker
- No Homework Voucher
- Stickers and stampers used for rewarding good work
- Display board of children's work
- Display of out of school achievements e.g. newspaper cuttings, certificates, photos, etc.
- Responsibility duties for each child, e.g. library, handing out/collecting books etc.
- Target Board – pupils set their own individual targets in conjunction with the teacher and each time they achieve their target they can move their own target/arrow on a target board display.

### **Whole School Awards/Incentives**

- Pupil of the Week: a pupil in each class is given this award. A Certificate, accompanied by stickers, pencils and other rewards are given out to recipients of this award at Assembly so that pupils can enjoy being rewarded amongst their friends and with staff from other classes.
- Good Manners Award: Also awarded at Assembly on a weekly basis.
- PATHS Award – Being a good friend

## **Rules and Expectations**

All members of staff and children in Omagh Integrated Primary School should treat each other courteously and with respect. **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

Staff, parents, governors and pupils have been consulted and contributed to the rules and expectations as outlined in this policy. Rules are referred to regularly to remind everyone of the high expectations for Positive Behaviour. These are displayed throughout the school.

## Responses in Omagh Integrated Primary School

Responses in Omagh Integrated Primary School are referred to as **responses** to inappropriate behaviour. The RESPONSES below are specific to each Key Stage, with progression and consistency as the children move throughout their school experience. Staff are reminded to **RESPOND, RESOLVE** – model for the child what we want to see and **RESTORE** the relationships. It is important to help the child to understand the behavioural **mistake** in order to get 'back on track'.

The 'Restorative Process' will be used to enable the child who behaves inappropriately to take responsibility for his/her behaviour and to undertake action(s) to promote reparation.

Where unacceptable behaviour occurs a member of staff will investigate the incident and follow the procedure outlined below: -

**Where serious unacceptable behaviour occurs that is of a more serious nature, it may be necessary to proceed immediately beyond Stage 2.**

### **Staged Responses**

**Class Teacher or Assistant will give a "Golden Rules" reminder so that the pupil is aware of expectations.**

*No Improvement*

#### **Stage 1**

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

- 'Yellow' card issued and recorded
- Individual Behaviour Record (IBR) completed. (Appendix 1)
- Completion of *unfinished* work during a break time and or lunchtime (at teacher's discretion and must be supervised by class teacher)
- Change to seating arrangements
- Pupil loses 5 minutes from Golden Time

Responses should be applied in a fair, timely and consistent manner.

*No Improvement*

**Unacceptable behaviour escalates**

<p><b>Stage 2</b></p> <p>Head of Foundation Stage/Key Stage One and/or Vice-Principal speaks to pupil and appropriate sanction issued. (Head of F/KS1 and VP send pupils from their own classes to each other.)</p> <ul style="list-style-type: none"> <li>• Further 'Yellow' or 'Red' card issued &amp; recorded by teacher on IBR.</li> <li>• Pupil completes "Time Out to Think" record sheet where appropriate. (Appendix 2)</li> <li>• Loss of Playtime at Breaktime/Lunchtime for up to a maximum of 5 days where the pupil will either sit in a designated area inside the school building or will be paired with an adult.</li> <li>• Loss of Golden Time</li> </ul>	<p>Head of Foundation Stage/Key Stage 1 and/or Vice-Principal to inform class teacher of pupils receiving a card and/or in at Break/Lunch Class teacher/assistant makes a record in class behaviour book.</p> <p>Parents may be notified at this stage if a 'Red' card is issued, depending on the severity or frequency.</p>
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**No Improvement**

**Unacceptable behaviour escalates**

<p><b>Stage 3</b></p> <p>Principal informed and incident recorded, appropriate sanction applies –</p> <ul style="list-style-type: none"> <li>• Further 'Yellow' or 'Red' card issued</li> <li>• Pupil completes "Time Out to Think" record sheet (Appendix 1)</li> <li>• Longer period of time out from playground as deemed appropriate by the Principal</li> <li>• Exclusion from team sports/day/residential visits on temporary basis (Parents informed of sanction)</li> <li>• Other appropriate action</li> </ul>	<p>Teacher informed of Principal's outcome</p> <p>Behaviour Incident Report Form completed if necessary</p>
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**No Improvement**

**Unacceptable behaviour escalates**

<p><b>Stage 4</b> Parents informed about behaviour issue and where deemed necessary asked to make an appointment to discuss issue further with Principal.</p>	<p>Teacher informed of contact and outcome.</p>
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*No Improvement*

**Unacceptable behaviour escalates**

<p><b>Stage 5</b> Principal arranges formal meetings with parent and will consult with external agencies e.g. EA, Education Psychologists, for advice and behaviour support input (where relevant). Behaviour will be carefully monitored, and the school will continue to liaise with external agencies. Depending on the behaviour of the child the Principal may wish to explain that suspension from attendance at school is a probability.</p>	<p>Teacher informed of contact and outcome. Chair of Governors also informed at this stage.</p>
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*No Improvement*

**Unacceptable behaviour escalates**

<p><b>Stage 6</b> 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 &amp; Expulsion of Pupils 2015. Should the school believe that Expulsion is required the school will liaise with the EA as legally required.</p>	<p>Board of Governors / Education Authority / Parents Teacher informed / involved</p>
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**'RESTORATIVE LANGUAGE' is used throughout each step to:**

- **develop, maintain and repair positive relationships.**
- **help children learn and develop the skills to make good choices now and throughout their lives.**
- **acknowledge when we have harmed someone and think about what to do to put it right**
- **encourage us to consider our feelings and those of others (emotional well-being)**
- **encourage us all to consider our behaviour and the effect it has on others.**

## **RESPONSES**

Responses to challenging behaviour in Omagh Integrated provide the pupils with clearly defined boundaries which in turn encourage appropriate and acceptable behaviour.

Responses should:

1. be fully understood by all staff, pupils and parents.
2. be applied in a fair and consistent manner.
3. be applied as soon after the offence as possible in a calm and measured manner.
4. be proportionate to the offence.
5. defuse, rather than escalate the situation by encouraging the use of PATHS calming down strategies.

Here in OIPS we recognise that behaviour of any kind is a form of communication.

At all times, our primary aim is to **RESPOND, RESOLVE AND RESTORE.**

Where an incident of unacceptable behaviour has been resolved, to the satisfaction of the school then...

**Pupils are given the opportunity to begin again and show that they can make better choices.**

## **TYPES OF BEHAVIOUR THAT WE AIM TO DISCOURAGE**

As a staff we have identified three main areas:

### **(A) ROUTINE e.g.**

- Homework not done or carelessly done.
- Misbehaviour in class.
- Displaying bad manners in the school.
- Dangerous play in the playground.

Such behaviour will be managed by the class teacher and assistant and be supported by the Principal and Vice Principal where applicable.

### **(B) THE CONTINUOUSLY DISRUPTIVE CHILD WITHIN THE SCHOOL**

This is where a pupil may be continuously defiant, non-compliant, aggressive and/or violent. This type of behaviour not only deprives others of their right to education but makes teaching difficult. We recognise that if this type of behaviour is not dealt with at an early stage the child may become further alienated from school.

Additional strategies that may be used to respond to unacceptable behaviour may include:

- A child being sent to the Principal for a "cooling off" period:
    - at Foundation/Key Stage One 15-20 minutes;
    - at Key Stage Two a maximum of 30 minutes.
- This cooling off period allows the child and the class to return to a normal routine and defuses the situation. A child should be brought to the Principal's office (by a Classroom Assistant). If a child is refusing to leave the room, or if there is no Classroom Assistant available at that time, a message should be sent to/phonecall made to the Principal who then comes to meet the child.

The Principal then takes the following steps:

1. Talks to the child in a firm and professional manner using restorative language.
2. Records what the child did and how they responded, onto a "Time Out to Think" page. Parents will be contacted at the Principal's discretion.

Pupils should only be sent DIRECTLY to the Principal if they have

- Already been seen by Head of Key Stage
- Already been seen by Vice Principal
- Or for Gross Misconduct.

### **(C) GROSS MISCONDUCT**

This could include physical assault, violent verbal assault on any member of staff, a serious physical or emotional assault on another pupil or serious attack on school property.

**At all times, with ref to (B) and (C) above, the Principal/VP/Head of Key Stage will also have consideration for the staff members involved and it may (where appropriate) be necessary for a staff member to have time to deal with the impact of a situation before resuming teaching duties for the rest of the day.**

**Governors may be made aware of the situation if the child's behaviour continues to be an issue within the school.**

### **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 Western 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.***

## **Conclusion**

Omagh Integrated 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 Omagh Integrated School there is a particularly strong Home/School Partnership where parents are invited into the school for a range of pastoral meetings and information sessions 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.

Policy reviewed and updated: \_\_\_\_\_

This Policy was reviewed by staff: \_\_\_\_\_

This Policy was reviewed by Governors: \_\_\_\_\_

Signed \_\_\_\_\_  
(Chair of the Board of Governors)

Signed \_\_\_\_\_  
(Principal)

Review Date \_\_\_\_\_



APPENDIX 1



# INDIVIDUAL BEHAVIOUR RECORD



NAME: \_\_\_\_\_ CLASS: \_\_\_\_\_ D.O.B. \_\_\_\_\_

DATE	INCIDENT	STAFF INVOLVED	ACTION TAKEN	OUTCOME



# PUPIL INCIDENT – TIME TO THINK!



<b>NAME AND CLASS:</b>
<b>DATE:</b>
<p><b>Underline where the incident happened..</b>                  Classroom, Corridor, Canteen, Playground, Assembly Hall, Other</p>
<p><b>Who was involved?</b></p> <hr/> <hr/>
<p><b>This is what I did:</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>The rules I ignored were: (✓)</b></p> <ol style="list-style-type: none"> <li>1. We are gentle</li> <li>2. We are kind and helpful</li> <li>3. We listen</li> <li>4. We are honest</li> <li>5. We work hard</li> <li>6. We look after property</li> </ol>
<p><b>This is what I should have done:</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>What I need to do now is:</b></p> <hr/> <hr/> <hr/> <hr/> <hr/>
<b>Signature:</b>

