



## KILLOWEN PRIMARY SCHOOL BEHAVIOUR FOR LEARNING POLICY

### *A Discipline Strategy for Killowen Primary School*

We at Killowen Primary School seek to encourage our children to EXPLORE EXCITE & EXCEL.

The focus and aim of this policy is the promotion of good behaviour through an agreed whole school approach to assertive discipline, so that each child has the opportunity to achieve their learning potential. When children have this opportunity afforded to them they become happy, safe and confident and open to the teaching and learning.

The Department of Education has produced a range of guidance material for schools that detail effective approaches and include examples of action that could be taken by schools. Documents include:

- Promoting and Sustaining Good Behaviour: A Discipline Strategy for Schools
- Pastoral Care in Schools: Promoting Positive Behaviour

‘Good behaviour keeps pupils safe, reduces stress for teachers and contributes to a welcoming and caring environment in which pupils can develop as people and both pupils and teachers can do their best work. A school’s behaviour policy, therefore, needs to be set within the context of its overall pastoral care policy, linked to its culture and ethos, as well as practical procedural matters.’ (Pastoral Care in schools: Promoting Positive Behaviour – page1)

This policy is formed under the umbrella of Pastoral Care and in conjunction with a range of other policies, all with the desire that the interests of each and every child are of paramount importance.

### **RATIONALE**

At Killowen Primary School we are very proud of our rich history of success not only in the local and national community but most importantly in the daily life and work with our children.

The school continues to be ever changing in many aspects but is steadfast in its belief that the standards of expected behaviour throughout the school must always be clear, consistent, firm and fair.

The promotion of these high expectations of good behaviour is the cornerstone of engagement amongst pupils, staff, parents and visitors.

Within this focus we want to encourage the core values, outlined below, in our pupils:-

- Self-respect, self-discipline and self-confidence
- Respect for others and their property
- Respect for the environment
- Good manners and politeness
- Appreciation and toleration of the opinions, beliefs and cultures of others
- Taking pride in their work

The rationale, procedures and practices contained within this policy will be applied to both the Nursery Unit and throughout all year groups in the Primary School to allow for continuity and progression, in an age appropriate manner.

### RIGHTS & RESPONSIBILITIES

We firmly believe that pupils, staff and parents are interdependent on each other in the pursuit of learning and that the building of effective partnerships should be integrated through all school policies and underpin all practice.

The list below provides examples of some of the simple rights and responsibilities that will help each child grow and learn as an individual, allow teachers and staff to lead, guide and support learning and for parents to connect with both their children and staff to encourage a positive attitude to the learning environment.

Rights	Responsibilities
<p>Pupils</p> <ul style="list-style-type: none"> <li>To be treated with respect and dignity</li> <li>To be in a safe environment</li> <li>To hear and be heard – to express opinion</li> <li>To learn – in an enjoyable environment</li> <li>To be developed to full potential</li> </ul>	<p>Pupils</p> <ul style="list-style-type: none"> <li>To know and follow school rules</li> <li>To be equipped and ready to learn</li> <li>To treat staff and peers with respect</li> <li>To learn and continue to learn</li> <li>To take responsibility for their behaviour and actions/not prevent learning of others</li> </ul>
<p>Staff</p> <ul style="list-style-type: none"> <li>To job satisfaction/to enjoy their work</li> <li>To be heard</li> <li>To be treated with respect/dignity</li> <li>To have a safe, clean, healthy environment in which to work</li> <li>To support from management/Education Authority</li> </ul>	<p>Staff</p> <ul style="list-style-type: none"> <li>To deliver the curriculum</li> <li>To support pastoral needs</li> <li>To ensure quality of teaching and learning</li> <li>To identify problems of pupils – learning needs etc/provide solutions</li> </ul>
<p>Parents</p> <ul style="list-style-type: none"> <li>To be kept informed by school/work in partnership with school</li> <li>Receive reports</li> <li>To be made aware of access to policies – discipline and curriculum</li> <li>Invited to parent meetings</li> <li>Give permission of trips and activities</li> </ul>	<p>Parents</p> <ul style="list-style-type: none"> <li>Ensure good attendance of their children</li> <li>Co-operate with school rules/attend meetings</li> <li>Equip their child properly for learning</li> <li>To monitor the progress of their child</li> <li>Promote and encourage good behaviour</li> <li>Ensure punctuality, good standard of uniform, completion of homework</li> </ul>

### PROMOTION OF POSITIVE BEHAVIOUR

“The consistent implementation of a positive behaviour policy by all of the staff can have a significant and sustained effect on the promotion of good relationships and positive attitudes and the prevention of unacceptable behaviour.”

(Pastoral Care in Schools: Promoting Positive Behaviour page 43; par 75)

At Killowen Primary School and Nursery Unit, we believe that promoting positive behaviour comprises 5 elements which will allow each child to thrive and the opportunity to reach their potential. These elements are: -

- Attendance and Punctuality
- Uniform
- Classwork
- Homework
- Behaviour

### **ATTENDANCE & PUNCTUALITY**

As a school we are proud of the achievements of our children and firmly believe that an important factor is school attendance. There are many children with 100% attendance with a large percentage of children achieving over 95%. Parents have a key role in promoting high levels of attendance.

It is also extremely important that children not only have high levels of school attendance but they arrive on time for the start of the school day. It is disruptive to school routines if children arrive late and embarrassing for the child if he/she has to enter Assembly/class after everyone else.

### **UNIFORM**

The wearing of school uniform is considered an extremely important part of school life. Killowen Primary School is very proud of our uniform and we, as a school, take great pride in the appearance of our children, not only during the school day but as they represent their school within the local and wider community. The uniform of Killowen Primary School gives the children an important sense of identity and belonging.

### **CLASSWORK**

At Killowen Primary School we seek to 'explore excite excel' so that our children experience success which is in itself a tremendous motivation for all learners. Teachers obviously have the primary responsibility for this and do so by the planning of an appropriate set of learning experiences in which children's differing styles of learning and abilities, at any given time, are accounted for by differentiation. This work is then marked accordingly and there are a variety of ways in which children's work is displayed for audience.

### **HOMEWORK**

The setting of homework is an opportunity for children to revise work done, to discover information unavailable to them during the school day and also in involving parents in their children's learning which encourages the children in the development of good work habits which can be carried on as part of their life long learning skill set. The children have the responsibility to ensure they come to school with homework done and suitably equipped for the school day ahead. Teachers will ensure that homework is regularly set and constructively marked. Parents have the responsibility to show interest in their child's homework, sign their child's best effort and ensure that their child comes to school with homework done.

### **BEHAVIOUR**

#### **RULES**

School rules are developed through discussion and are practised within the framework of established and essential procedures and routines for school life, in order to be clear about what constitutes desirable and undesirable behaviour. We believe that these rules and routines are capable of being enforced fairly and consistently by everyone who acts in a supervisory capacity within the school i.e. both teaching and support staff.

Killowen Primary School needs to operate and function within a stimulating and orderly environment in which everyone takes responsibility and shares ownership. To do this effectively our approach is set out under three separate headings but all are interwoven and form the basis of everything that we desire to achieve.

## ***CORE RULES***

We have 6 golden rules which we seek to promote and instil throughout the whole school. These are at the heart of the learning atmosphere that we wish to explore, excite and excel from.

1. **We are gentle.** We don't hurt others.
2. **We are kind and helpful.** We don't hurt anybody's feelings.
3. **We listen.** We don't interrupt
4. **We are honest.** We don't cover up the truth.
5. **We work hard.** We don't waste time.
6. **We look after property.** We don't damage things.

## ***CLASS RULES***

At the beginning of the academic year, each class, along with their teacher, will discuss and work together to compile a set of rules and classroom management contract in order that every opportunity for learning is able to be explored. All participants have a direct input into the possible rewards for observing good behaviour and also the consequences/sanctions for not following the agreed class contract. The Classroom Management plan will be clearly displayed in the classroom and will be used daily as a visual reminder of what has been agreed and the expectations on each class member.

## ***COMMUNITY RULES***

Our children do not just learn in their individual classrooms as we at Killowen place great importance on utilising a wide variety of areas and facilities within the school campus and at other venues. Such activities are an extension of the learning environment and may present different sets of expectations for the children to work within.

However, whilst the core and class rules form the basis for participation, in communal areas, there will be more specific rules identified for the following areas within school:-

- Playground
- Computer suite
- Corridors and stairs
- Library
- Dining hall
- Assembly hall – for whole school events and also for PE
- Break and lunch times
- Play park
- Conduct when entering and leaving the school grounds

Some of these areas will be used less frequently so staff, both teaching and nonteaching, will give reminders of specific expectations according to the task that the children are going to be involved in before leaving their own classroom. Many of these rules will be centred on the safe movement of children around the school so it is essential that staff members are listened to attentively when they are providing instructions and explanations.



## REWARDS

Our approach to creating a positive ethos within the school is to treat children positively, by praising them, offering them encouragement and acknowledging their achievements.

Children who make consistently good choices in class and around school are rewarded for their efforts. We ensure children know that their effort, achievement and good behaviour are recognised and valued by means of a range of rewards:-

- House Team point
- Stickers
- Certificates – A Torchie Triumph
- Torchie Tokens
- Torchie Time
- School merits - website
- Praise, in class, in assembly or by the Principal/Vice Principal for good work or behaviour
- Share good work with another class or member of Senior Leadership Team
- Parents informed of excellent work and displayed on Excel section of the website

All classes operate their own class management plan, that has been drawn up through discussion between the children and teacher, then displayed prominently in the class and used as reference points should reminders be needed. This plan provides the framework from which the children's individual efforts and successes are acknowledged and celebrated but also encourages the children to work collaboratively as a team and gain points for their table/group/house. Each lesson will have a stated Learning Intention which the children will be made aware of and this should be the focus, throughout the lesson from both a learning perspective and a behavioural one.

## PUPIL VOICE

Killowen Primary School places great emphasis on nurturing children in how they develop their own skills by giving them opportunities to take responsibility in the support of behaviour management. Each and every pupil has a voice and role in developing the standards of behaviour in their own classroom.

SCHOOL COUNCIL - Each class elects a Class Councillor who sits on the School Council which meets with a senior member of staff each half term to make real decisions to improve the school and give the children a voice in any changes.

BUDDIES - Primary 7 pupils apply to become Buddies and following their training they support other children at break and dinner time with productive, safe and fun play. The Buddies all wear a badge and can be easily recognisable in the playground by wearing their yellow buddy caps. At different stages of the year, Primary 7 pupils will also take responsibility for assisting the smooth running of areas such as the computer suite, library and also as Reading Partners and Study Buddies.

ECO CLUB – The school's very proud of our children's awareness and commitment to environmental issues not least within the school grounds. In addition to each class being involved in such things as keeping the school litter free, we have a dedicated group of pupils who meet weekly to lead the programme of activities which has ensured our ECO GREEN FLAG AWARD for many years.

HOUSE SYSTEM – In 2014 Killowen re-launched its house competition with the School Council tasked with identifying new house names which they did very successfully in the form of – DONARD, BERNAGH, COMMEDAGH and CROOB. Throughout the year each and every child is able to contribute to their house by receiving points from a wide and varied range of achievements. This culminates in the awarding of the PTA Cup, to the house with the most points at the end of the summer term.

## LINKS WITH OTHER POLICIES

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

- SEN
- Safeguarding
- Anti-bullying
- Health & Safety
- Curriculum Policies

With special reference to SEN, strategies for promoting and sustaining good behaviour and for managing behaviour difficulties are seen as part of the 5-Stage approach set out in the Code of Practice for Special Educational Needs. Stages 1&2 are entirely school based, Stage 3 is also school based but with the help and support of agencies outside school.

Each class teacher has a pastoral role and works hard to establish a stable, supportive relationship with the children in their care, encouraging them explore, excite and excel by making responsible choices. From this solid grounding teachers strive to help children set and achieve their personal, social and academic goals. Teachers use a variety of strategies when following up incidents of misbehaviour some of which are not overtly obvious to the child, other children and parents.

As a school, we are very aware of the challenges that our children face in a modern and fast changing world and recognise that they are vulnerable especially with regard to the cyber world and technology. Whilst we embrace and learn with the use of media we have stated clearly in our safeguarding policies the importance of safety and the responsible use of electronic devices inside the school grounds.

Killowen Primary School is committed to seeking positive resolutions to every issue that our young people encounter and draw on the experience and expertise of all our staff, other agencies within the education sector, a wide range of Health professionals and also charities who offer additional services in which we can support the needs of our children.

## CONSEQUENCES & SANCTIONS

### *Definition of undesirable behaviour and sanctions*

“The consistent implementation of a positive behaviour policy by all of the staff can have a significant and sustained effect on the promotion of good relationships and positive attitudes and the prevention of unacceptable behaviour.”

(Pastoral Care in Schools: Promoting Positive Behaviour page 43; par 75)

When children behave in an unacceptable manner a clearly graded procedure {as outlined below} is followed and where serious misconduct is concerned parents will be involved either by receiving a written report from school or by being invited to come to school to discuss the matter.

\*The table below provides a summary that is illustrative rather than definitive.

<b>LEVEL 1 – LOW LEVEL MISBEHAVIOUR (Sanctions 1-4)</b>	<b>Range of sanctions school may take</b>
Talking out of turn Shouting out/interrupting Leaving seat at the wrong time Fidgeting Not having pencil/pen for task Not listening/paying attention Distracting others from their learning Not doing their best work Making noises Annoying others Telling tales Sulking Cheekiness Disobeying school rules Using the occasional bad & inappropriate language	<ol style="list-style-type: none"> <li>1. The look/hand signal</li> <li>2. Rule reminder/warning 1,2,3 (using Traffic Light System)</li> <li>3. Moving seat/extra work</li> <li>4. Loss of class privilege</li> <li>5. Related sanction e.g.                             <ul style="list-style-type: none"> <li>• Completing or repeating work</li> <li>• Doing homework during playtime</li> <li>• Cleaning up the mess</li> </ul> </li> </ol>
<b>LEVEL 2 – MODERATELY SERIOUS BEHAVIOUR (Sanctions 5-13)</b>	<b>Range of sanctions school may take</b>
Hitting/pushing on a low or moderate level Regularly talking out of turn Regularly shouting out/arguing back Spitting Persistently leaving seat at wrong time Regularly not doing homework Regularly not listening/paying attention Regularly not doing best work Rudeness to peers Intimidation/aggression towards peer(verbal or physical) Defiance	<ol style="list-style-type: none"> <li>6. Think sheet e.g. ‘what should you do?’</li> <li>7. Withdrawal to another member of staff in another classroom</li> <li>8. Put on daily report</li> <li>9. Parents/guardians contacted</li> <li>10. Referred to Senior Leader</li> <li>11. Consult SENCO regarding Stage 1 or 2 intervention</li> <li>12. Shadowing staff in the playground</li> <li>13. Inappropriate behaviour in the playground will result in withdrawal to the Time Out Room which can last from 10mins – 30mins depending on the severity of the bad behaviour</li> </ol>
<b>LEVEL 3 – VERY SERIOUS BEHAVIOUR (Sanctions 14-22)</b>	<b>Range of sanctions school may take</b>
Offensive gestures Deliberately telling lies Regularly distracting others from their learning Stealing Persistently disobeying school rules Rudeness/insolence to adults Hurting others physically or mentally(high scale) Deliberate punching to the face/head in an unprovoked attack will warrant high sanctions Bullying –persistent annoyance towards another child Persistently swearing Running out of school Deliberate damage to school property Deliberate damage to others’ property Truancy Aggression towards staff Persistent/deliberate lateness Inappropriate sexual language/actions or related behaviour	<ol style="list-style-type: none"> <li>14. Referred to VP and/or Principal</li> <li>15. Referral to Educational Psychology Service</li> <li>16. Removal from playground at break and/or lunchtime for a period relative to the behaviour. For the most serious offence, such as deliberate punching to the head or face in an unprovoked manner, this period may last up to 5 days.</li> <li>17. Detaining for up to 5 minutes to prevent trouble on the way home</li> <li>18. Loss of school privilege</li> <li>19. Altered timetable</li> <li>20. Internal suspension</li> <li>21. Formal Suspension</li> <li>22. Change of placement/Expulsion</li> </ol>

During break and lunch pupils may be sent to the 'Time Out Room' for various misdemeanours and will be under the supervision of Senior Teachers. This will be for a period of time directly related to the misdemeanour.

When considering which sanction to employ, teachers and supervisory staff will use their discretion, always aiming to make sanctions appropriate to the misbehaviour and also to provide a window of space to reflect and evaluate the follow-up actions that may need looking at.

## REASONABLE FORCE

All schools have a pastoral responsibility towards their pupils and should take all reasonable steps to ensure that the welfare of pupils is safeguarded and that their safety is preserved.

The need to use reasonable force to restrain or control a pupil should be rare. However, if a pupil's behaviour threatens the safety of other pupils and staff, a member of staff may use such force as is reasonable in the circumstances to prevent the pupil from:-

- Committing an offence;
- Causing personal injury to, or damage to the property of, any person (including the pupil him/herself); or
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether during a teaching session or otherwise.

Article 4 of the Education (Northern Ireland) Order 1998 clarifies when it may be appropriate for a member of staff to use reasonable force. More advice and guidance on the use of reasonable force can be found on the Department of Education website.

*Deni.gov.uk – Pupil Behaviour and School Discipline; School Discipline – Promoting Positive Behaviour; Support and Development; Use of Reasonable Force.*

## EXCLUSIONS

When serious incidents occur or persistent poor behaviour is evident over time, exclusion may be necessary. In most cases, as stated earlier under 'Consequences and Sanctions', this will take the form of an internal exclusion within school. This is where the child completes work away from other children so has not to impede and impact on their learning. The child may also be excluded from playtime with other children, appropriate to their age and level of behaviour.

When incidents such as these do occur, a risk assessment of a child's behaviour will be carried out in order to see if a reduced timetable may be used, if the risk is significant. Reduced timetables will be reviewed regularly with the parent/carer and the child. They would be used whilst the school ensures other measures are put in place to support the child or whilst a statutory assessment is taking place. The school feels strongly that a reduced timetable is much more positive than possible suspensions that might occur without one to one support when such support is deemed necessary for the safety and well-being of all pupils and staff.

## RISK ASSESSMENT

Participation on a school trip is a privilege not an automatic right and each incident will be viewed and discussed by senior staff members to ensure that the safety of the whole group is not compromised. A staff member will liaise in due course, with parents and the child to discuss and explain all matters.

## SUSPENSION

As with all schools, details of this policy have been adopted from the Education Authority.

## EXPLUSION

As with all schools, details of this policy have been adopted from the Education Authority.

## PARENTS

Killowen Primary School maintains good links with parents/carers about good progress and achievement in learning and behaviour, with a phased formal schedule throughout the year.

In addition to this schedule, parents will receive regular updates on their child's progress by way of the marking of homework and where necessary, feedback on issues that need addressed and how best to help school support their child's needs.

## PROCEDURES FOR CONCERNS

I have a concern about the behaviour of my child or behaviour management of any child:-

I can talk to the Class Teacher



If I am still concerned, I can talk to the Vice Principal



If I am still concerned, I can talk to the Principal



If I am still concerned, I can write to the Chairman of the Board of Governors

Parents with a concern should make an appointment to see the class teacher, in at least the first instance, by contacting the office staff who will facilitate the contact. This will be done at a time outside of teaching hours. Should further discussion be required, teachers with particular responsibilities will lead subsequent meetings with all relevant and interested parties in order to address concerns, seek solutions and manage the way forward.

CLASS TEACHER ⇨ SENIOR LEADER ⇨ VICE PRINCIPAL ⇨ PRINCIPAL ⇨

If parents are still not satisfied that the issue has not been addressed or have a concern they should follow the 'Parent Complaint Policy' which can be accessed from the school website or request a copy from the school office.

## KEEPING SCHOOL INFORMED

We recognise that at times unsatisfactory behaviour can stem from personal problems or difficulties. Children can become upset about things inside or outside of school which can result in a range of uncharacteristic behaviours. If you are aware of what may be difficult time for your child, please let us know, so that we are more prepared and able to help him/her cope with it.

## MONITORING, REVIEW & EVALUATION

This policy has been formulated in consultation with the Board of Governors and it is the intention of the staff to review and update it regularly.

*Adopted by the Board of Governors: December 2015*

DECEMBER 2015



EXPLORE

EXCITE

EXCEL

APPENNDIX 1:

In matters of discipline the following format will be used to maintain appropriate records of such incidences when engaging with parents and guardians.

**Parental Contact Record**

Pupil Name:	Class:	Date:	Phone Call: { }	Meeting: { }
Statement of concern/specific problem				
Review of steps already taken				
What the school will do				
What the parent/guardian will do				
Monitored by				
Date for follow up contact				
Issues in review meeting				

Name of staff member: \_\_\_\_\_

Once sanctions and consequences for persistent Level 1 behaviour are becoming ineffective in changing a pupil's behaviour, teachers should record all incidences and actions in the SIMS Behaviour Management System which will be a permanent database through the pupil's education.