



Positive Behaviour Policy

Reviewed December 2015



CEDAR LODGE SCHOOL

BEHAVIOUR POLICY

1ST DECEMBER 2015

PROMOTING PRO SOCIAL BEHAVIOUR ACROSS THE SCHOOL

In Cedar Lodge we aim to create an educational environment which promotes respect for all. We provide structures and systems which are aimed at establishing pupils' pro social behaviour throughout the school and developing their capacity to employ these skills in the community.

PROVISION OF A POSITIVE BEHAVIOUR ENVIRONMENT

Morning arrival/ Form time is used to promote positive relationships and create group cohesion, through discussion, circle time and fundraising efforts.

Pupil of the Week/Month award, presented at assemblies, is awarded in recognition of individual effort in building positive relationships.

All classes operate a whole class reward system linked to an end of term treat, event or trip. This is clearly displayed in each Form/Class room.

On a weekly basis individual class members should be identified for

Term 1- Compliments Board – things we like about you

Term 2- Friendship Tree / Circle of Friends – something you did that made us all proud.

Term 3 – Celebration – celebrate good times.

STRATEGIES

The emphasis for all staff is on positive classroom management through the implementation of the following strategies.

Tactical ignoring (when / where possible).

Combining tactical ignoring behaviour with simple directions or rule reminder.

Non-verbal messages using eyes and body language.

Simple directions (to convey clear, needed messages about desired behaviour)
e.g. "Return to your seat now, please".

Restating rules or rule reminders. "You know the rule about....."

Using casual questions, "Need a hand.....?"

Distractions or diversions – inviting assistance, asking a question.

Questions to gain feedback – "What is happening here?"

Diffusing conflict with well-judged humour.

Deflection – acknowledge pupil frustration but refer back to appropriate behaviour.

Take pupil aside.

Assertive statements or messages e.g. "I'm concerned that this level of noise will disturb Miss B's class who are sitting a test/ doing silent reading."

Give simple choices – giving pupil responsibility for consequences.

Immediate follow-up and warning of "Withdrawal" procedures.

Relocation within the room.

Exit from the room – supervision in identified area.

DISRUPTIVE BEHAVIOUR

Disruptive behaviour from pupils if not addressed can escalate to create an environment which is detrimental to learning and a potential risk to safety.

RESPONSE TO DISRUPTIVE BEHAVIOUR IN THE CLASSROOM

1. Take 10 programme
2. Teacher issues Individual Behaviour Target Log Book
3. Buddy Teacher – Time Out in another class
4. Supervised time in Learning Support Room, Sensory Room or Library
5. Lunchtime Supervision-Post Primary Interview Room (Post Primary only)
Pupils are never supervised in individual teacher's rooms.

RESPONSE TO DISRUPTIVE BEHAVIOUR IN THE PLAYGROUND

- Supervised calming time on blue bench
- Pupils receiving individual timetabled support from the Skyline Centre are escorted there.
- All other pupils should be escorted to Mr Murphy or Mrs Little.

PERSISTENT DISRUPTIVE BEHAVIOUR

Where persistent disruptive behaviour leads to continued interruption to a pupil's attendance in class, both parents and the pupil will be invited to meet with the Form teacher and Key Stage Leader to agree a Behaviour Contract.

TRIPS AND RESIDENTIALS

Pupils attending vocational link courses, school trips or a residential are required to adhere to the Behaviour Rules set out prior to the trip. These will be compliant with the rules of the specific venue and the Education Authority Guidelines.

AGGRESSIVE BEHAVIOUR

All staff members receive training in Team Teach de-escalation strategies and positive handling methods. Team Teach de-escalation strategies are attempted in all situations but when necessary Team Teach may be used to remove a pupil from a situation of danger or to prevent injury to themselves or others. Parents are informed if this has occurred.

RESPONSE TO AGGRESSIVE BEHAVIOUR

Where a pupil demonstrates behaviours that are aggressive or threaten violence towards other pupils or staff members this is reported immediately to the Department Leader who liaises with the Health and Safety Leader. Any concerns raised will inform the pupil's Individual Risk Assessment.

1. FIRST INCIDENT

- Parent contacted and informed of behaviours
- Parent informed that on return to school the pupil (Post Primary only) will receive 1 day one to one supervision.
- The Individual Risk Assessment is initiated or reviewed

2. SECOND INCIDENT

- Parents invited to meet with VP and or Principal to consider options available – which may include suspension.
- SLT consider temporary change to provision (EA informed)