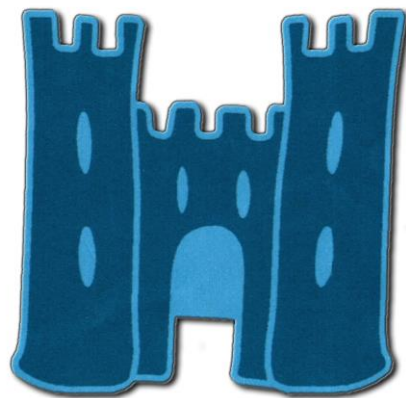




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# **CARROWDORE PRIMARY SCHOOL**

## **POSITIVE BEHAVIOUR AND DISCIPLINE POLICY**

Approved by BOG : 2011  
Reviewed and updated by BOG: 21<sup>st</sup> April 2015

## **Carrowdore Primary School**

### **Positive Behaviour and Discipline Policy**

#### **Introduction**

It is the wish of all members of the school community of Carrowdore Primary School that we should promote and sustain good behaviour in our school. We believe that good behaviour promotes an atmosphere in which children can learn effectively and develop to their full potential.

Good behaviour is all conduct which helps to promote effective learning, fosters positive relationships, assists pupils to fulfil their potential and respects the rights of all members of the school community.

Bad behaviour is all conduct which disrupts learning opportunities. It includes unacceptable conduct which intimidates or threatens individuals, fosters negative relationships or affects the rights of any member of the school community to work in a safe environment and experience a positive learning ethos.

#### **The Aims of This Policy**

- To create a positive atmosphere which promotes effective teaching and learning.
- To enhance and sustain a high level of self-esteem for all members of the school community.
- To encourage self-respect and respect for others.
- To create a safe and caring environment in which each member of the school community can feel valued.

#### **Objectives**

- To create a positive and focused ethos in classrooms that encourages both teachers and pupils to work effectively.
- To create opportunities which enhance the self-esteem of individuals by celebrating success and encouraging effort.
- To provide opportunities for pupils to develop self-respect and mutual respect for the rights of others.

- To provide opportunities for pupils to develop positive, caring attitudes, concern for the safety and welfare of others and a positive, non-aggressive approach to conflict management.

### **The Role of Parents**

Discipline is not the sole responsibility of a school. Parents have a vital role to play in partnership with teachers. The co-operation of parents is expected in the following important areas:

- Children should be properly rested
- Pupils should arrive at school on time
- Lateness should be politely explained to the teacher and lateness recorded in the late book by an accompanying adult/parent.
- Proper school uniform should be worn every day
- Absences should be accounted for, promptly, by letter
- Homework should be completed conscientiously
- Pupils are expected to behave sensibly on the way to and from school
- Pupils are expected to behave in an appropriate manner in school at all times.

### **Rights and Responsibilities**

In Carrowdore Primary School we believe that it is important that the rights and responsibilities of all members of the school community are established.

<b>Rights</b>	<b>Responsibilities</b>
<p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• To be treated with respect and dignity by all members of the school community.</li> <li>• To feel safe in school.</li> <li>• To have a safe, clean and healthy environment.</li> <li>• To learn in a positive and enjoyable atmosphere.</li> <li>• To succeed and develop to his/her full potential.</li> <li>• To be able to express his/her view, be listened to and to hear others.</li> </ul>	<p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• To treat all members of the school community with respect.</li> <li>• To contribute positively to the welfare and safety of others.</li> <li>• To obey school rules and help create an enjoyable classroom and playground atmosphere in which to learn and play.</li> <li>• To complete tasks to the best of his/her ability.</li> <li>• To listen to others.</li> </ul>

Rights	Responsibilities
<p><b>Staff</b></p> <ul style="list-style-type: none"> <li>• To be treated with respect and dignity by all members of the school community.</li> <li>• To be free from abuse from parents and pupils.</li> <li>• To work in a positive and supportive atmosphere and to enjoy their work.</li> <li>• To work in a safe, clean and healthy environment.</li> <li>• To have effective communication from all members of the school community.</li> </ul>	<p><b>Staff</b></p> <ul style="list-style-type: none"> <li>• To create a stimulating, happy learning environment.</li> <li>• To prepare and teach thoroughly.</li> <li>• To maintain effective control and discipline in the classroom.</li> <li>• To develop children's confidence and self-esteem.</li> <li>• To listen to children, get to know them well and to be aware of their individual strengths, weaknesses and problems.</li> </ul>
<p><b>Parents</b></p> <ul style="list-style-type: none"> <li>• To be treated with respect and dignity by all members of the school community.</li> <li>• To effective and regular communication regarding their child's progress and any problems such as special educational needs or behaviour.</li> <li>• To effective and regular communication regarding school events, holidays etc.</li> <li>• To have access to relevant school policies and reports.</li> <li>• To be listened to and have their concerns dealt with fairly.</li> </ul>	<p><b>Parents</b></p> <ul style="list-style-type: none"> <li>• To ensure good attendance and punctuality.</li> <li>• To equip their child properly for school.</li> <li>• To promote good behaviour and manners and support the school's discipline policy.</li> <li>• To attend consultations and communicate effectively with the staff of the school.</li> <li>• To have a positive attitude to school and staff.</li> <li>• To support the teacher in relation to the child's difficulties.</li> <li>• To ensure homework is completed conscientiously.</li> </ul>

## **Code of Conduct for Children**

Children are given an opportunity to discuss school rules and to contribute to them at the beginning of each school year. The rules reflect the following code of conduct:

Pupils should:

1. Behave in a way that ensures their own and others' safety.
2. Walk quietly when moving around the school.
3. Listen to and respect the views and opinions of others.
4. Give of their best at all times and present work of an acceptable standard.
5. Complete homeworks on time and to an acceptable standard and have these signed by a parent/person with parental responsibility.
6. Attend school everyday and arrive punctually.
7. Provide a note to explain non-attendance or failure to complete homework.
8. Raise a hand if they wish to speak in class.
9. Knock, enter and wait for permission to speak when visiting another classroom.
10. Take care of books, equipment and all aspects of school property and the property of others.
11. Be polite, kind, thoughtful and considerate to everyone.

**We do not accept:**

- **Bullying**
- **Stealing**
- **Bad language**
- **Fighting**
- **Destruction of property**
- **Telling lies**

## Code of Conduct for Adults Working with Children

### DO

- a. Treat every child with respect.
- b. Avoid being alone with a pupil. When a pupil requests a confidential interview, conduct the interview in a room with visual access or with the door open. Ensure another member of staff knows that the interview is taking place.
- c. Avoid unnecessary physical contact with a child.
- d. Remember that someone else may misinterpret your actions no matter how well intentioned. Report any incidents immediately if you feel this may be the case.
- e. Always ensure that your attitude, demeanour and the language you use are appropriate to the level of maturity of the children.

### DON'T

- Permit rough or abusive behaviour.
- Have any inappropriate physical or verbal contact with young people.
- Jump to conclusions without checking facts.
- Show favouritism to any individual pupil.
- Choose teaching materials which could be misinterpreted.
- Report inaccurately any information that has been reported to you.
- Fail to report an incident, however small, which caused you concern.
- Use computer programmes, DVDs, websites etc. without thoroughly checking their suitability for classroom use.
- Exchange personal data with children such as an e-mail address, home address or phone/mobile phone number.
- Photograph or film children without checking data capture forms for parental permission.
- Photograph children on a mobile phone or personal camera.
- Post images or information about pupils on social media sites.
- Use a mobile phone in a classroom with children present except in an emergency.

## Rewards

In Carrowdore Primary School we seek to reward pupils for good behaviour. Through rewarding pupils we aim to motivate them to want to behave well. The rewards used will:

- Recognise and reinforce good effort and behaviour in a positive way.
- Motivate children to develop a positive attitude towards good behaviour.
- Develop the self-esteem and confidence of pupils.
- Be consistent, appropriate and available to all pupils.

The rewards we use in Carrowdore Primary School include:

- Verbal praise from staff and peers
- Positive written comments on books
- Visiting another teacher for praise
- Reward stickers/star charts
- Principal's award presented in assembly.
- Photo displayed
- Occasional privileges such as watching a DVD, extra play-time or reduction of homework.
- Exhibiting good work in class or corridor.
- End of year cups and trophies.
- Awarding a pupil with responsibility such as becoming a monitor (P7 only).
- Note home to parents to communicate success.

## **Sanctions**

### **Level 1**

Failure to behave in an appropriate manner in school and/or to obey school rules may result in the following sanctions being applied:

1. The pupil will be told that his/her behaviour is unsuitable, given the opportunity to discuss the situation and will be encouraged to modify that behaviour.
2. Disruptive behaviour or lack of focus on a task in class may result in a child being isolated from his/her peers and either seated at a single desk, near the teacher or asked to work for a short time in another classroom.
3. Pupil may be given time-out in playground and may be asked to sit or stand to the side of the playground for a few minutes.

### **Level 2**

Persistent disregard for school rules, including each classes' own rules as agreed by all the children, or a behaviour that is deemed unacceptable or dangerous may result in teachers contacting parents to discuss the child's behaviour and:

1. A supervised breaktime and/or lunchtime detention for one or two days with extra work set by the class teacher. A record is kept by the class teacher with details of each detention completed by a child and the reason why.
2. Exclusion from a particular class or activity.
3. Exclusion from a school organised outing.
4. Exclusion from an extra-curricular activity.
5. The child may be required to present a written apology.
6. Removal of privileges e.g. position as a monitor, helper etc.

### **Level 3**

If, after applying all previous steps, no improvement in behaviour or attitude is evident, or if a serious behavioural incident occurs, the pupil will be placed on a daily report (see Appendix), so that behaviour can be closely monitored and parents will be informed. All failures to comply with policy will be documented and, after consultation between the parents, the class teacher, the Principal and the Special Educational Needs Co-ordinator, the child may be placed on the Special Needs Register at Level 2 and a behaviour plan prepared (see appendix).



Advice and assistance for the school and the pupil may be sought from other professionals e.g. Educational Psychologist, S.E.E.L.B. Behaviour Team, Educational Welfare Officer. At this stage the child may be placed at Level 3 on the Special Needs Register.

Extremely serious misconduct may result in suspension or expulsion under the terms set out by D.E.N.I./S.E.E.L.B.

The following are regarded as valid reasons for suspension or expulsion:

- Substance or alcohol abuse on school premises
- Persistent bullying of a pupil
- Physical attack on a pupil or member of staff
- Verbal abuse of a pupil or member of staff
- Continual disruptive behaviour in class
- Persistent infringements of school rules
- Significant damage to school, staff or pupils' property, either in or outside school
- Stealing from school, staff or pupils, in or outside school.
- In a situation which involves a serious problem the normal procedures may be abandoned and a child will be taken home straight away.

The school has a duty to refer cases of serious misconduct to the P.S.N.I. and/or Social Services Gateway Team.

### **Links with Other School Policies**

This policy forms part of our overall provision for pastoral care and is an integral part of our School Development Plan. Its aims and approaches have been developed in accordance with other school policies. These include;

- Health and Safety
- Child Protection
- Suspension
- Expulsion
- Special Educational Needs
- S.E.N. Code of Practice
- Homework
- Drugs
- Use of Reasonable Force
- Social Media Policy

## **Positive Behaviour Policy In Relation To The Code Of Practice For Special Educational Needs.**

The strategies for promoting and sustaining good behaviour and for managing misbehaviour in this policy are seen as an integral part of the five stage approach set out in the Code of Practice for Special Educational Needs. They are especially relevant to stage 1, 2 and 3 of the Code of Practice which are school based.

### **Stage 1**

The staff involved with children in this area of support will use the following strategies:

- Setting work appropriate to ability
- Setting clear, attainable goals which are easily understood
- Involving children in active learning
- Providing pupils with positive reinforcement for effort and behaviour
- The use of class rules
- Rewards and sanctions as outlined in this policy
- Support from a classroom assistant or voluntary helper when possible
- Staff endeavour to identify pupils who present with behavioural and/or learning difficulties as early as possible and report these to the Special Educational Needs Co-ordinator.

### **Stage 2**

The S.E.N.Co. with the class teacher, and in consultation with parents will endeavour to make arrangements for:

- Support from the Learning Support teacher
- Support within the classroom from a classroom assistant or voluntary helper if possible,
- An Individual Education Plan to be drawn up with appropriate targets and strategies
- The preparation of a behavioural plan, daily report card, and/or risk assessment
- Support and advice for staff from the S.E.E.L.B. Behaviour Support Team

**Stage 3**

Stage 3 involves referral to outside agencies such as the educational psychologist in consultation with parents. Children at this stage continue to receive all forms of support initiated at Stage 2.

## Report Card

Report Card for .....					
Week Beginning .....					
A - Very Good    B - Satisfactory    C - Unsatisfactory					
	Session 1	Break time	Session 2	Lunchtime	Session 3
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Parent / Guardian to sign at end of week: .....					

Report Card for .....					
Week Beginning .....					
A - Very Good    B - Satisfactory    C - Unsatisfactory					
	Session 1	Break time	Session 2	Lunchtime	Session 3
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Parent / Guardian to sign at end of week: .....					

## Behaviour Plan

Name of child: \_\_\_\_\_

Reported to: \_\_\_\_\_ Reported by: \_\_\_\_\_

Concerning Behaviour:

Strategies to be put in by teacher/s as preventative measures:

The teacher or authorised person has the right to 'reasonable force' in a crisis situation according to the terms and conditions of 'Reasonable Force/Safe Handling Policy' page 4.

Targets to be achieved by pupil by \_\_\_\_\_:

Signed by teacher: \_\_\_\_\_ Signed by parent: \_\_\_\_\_

Signed by pupil: \_\_\_\_\_

To be retained in Pupil Record File and SEN file.



**CARROWDORE  
PRIMARY SCHOOL**

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## Risk Assessment Proforma

NAME OF PUPIL: \_\_\_\_\_ DOB: \_\_\_\_\_ AGE: \_\_\_\_\_

SEN REGISTER CODE OF PRACTICE STAGE: \_\_\_\_\_

SUPPORT TO-DATE: \_\_\_\_\_

EDUCATION PLAN: \_\_\_\_\_

RISK ASSESSMENT COMPLETED BY  
MEMBER OF STAFF: \_\_\_\_\_

DATE: \_\_\_\_\_

SIGNED: \_\_\_\_\_ (Principal) \_\_\_\_\_ (Date)

### Consultation has been carried out...

Please tick ✓  
as appropriate

With the pupil	
With other pupils	
With the parent/carer	
With staff	

## Types of Behaviour Causing Concern: Level of Risk, Frequency, People to whom Behaviour Exhibited

BEHAVIOUR	VERY LIKELY	LIKELY	QUITE POSSIBLE	POSSIBLE	UNLIKELY	FREQUENCY H - Hourly D - Daily W - Weekly M - Monthly T - Termly
<b>DISRUPTION:</b>						
Vandalism						
Bullying						
Fighting						
Violent and Aggressive						
Angry Outbursts						
Impulsive Dangerous Behaviour						
Self Harms						
Medically Related Behaviour						
Threatening and Abusive						
Other (please specify)						
<b>PEOPLE TO WHOM BEHAVIOUR IS MOST LIKELY EXHIBITED:</b>						
Classroom Teacher						
Subject Specific Teacher (please specify)						
Classroom Assistant						
Technician						
Ancillary Staff (lunchtime supervisors, caretakers)						
Member of SMT						
Male Staff						
Female Staff						
Other Pupils in Class						
Other Pupils in School						
Male Pupils						
Female Pupils						
Younger/Older Pupils						
Ethnic Minority Pupils						

## Environments and Times of Greatest Risk - Flash Points / Hot Spots

Location and Time of Behaviours	Disruption	Vandalism	Bullying	Fighting	Violent and Aggressive	Angry Outbursts	Impulsive Dangerous Behaviour	Self Harms	Medically Related Behaviour	Threatening and Abusive	Other (Please specify)
Behaviour During Lessons											
Behaviour in Practical Lessons (please specify)											
Behaviour Going Between Lessons											
Behaviour in Library											
Behaviour at Break Times											
Behaviour in Playground/Lunchtime											
Behaviour on Educational Trips											
Behaviour Off-Site Disapplied Programmes											
Behaviour in PE/Games Hall											
Behaviour on School/Public Transport Bus											
Behaviour in Taxi											
Behaviour if Medication Not Taken											
Other Behaviours - (Please specify)											



## Risk Evaluation

Level of Likelihood		x	Frequency	=	Risk
Very likely	5	x	Hourly	5	25 greatest
Likely	4	x	Daily	4	16
Quite Possible	3	x	Weekly	3	9
Possible	2	x	Monthly	2	4
Unlikely	1	x	Termly	1	1 lowest

Likelihoods		Frequency	
Very likely	5	Hourly	5
Likely	4	Daily	4
Quite Possible	3	Weekly	3
Possible	2	Monthly	2
Unlikely	1	Termly	1

The numerical evaluation of risk is not an absolute but simply affords a pupil's predisposition and risk frequency to be compared.

## Risk Factors

Score	Risk
25	Very High
15-20	High
8-12	Medium
6-10	Low
1-5	Very Low

# Action Plan

Drawn up by \_\_\_\_\_ Date \_\_\_\_\_

Name of Pupil \_\_\_\_\_

Agreed by \_\_\_\_\_ (Principal) Date \_\_\_\_\_

Presented to BOG \_\_\_\_\_ (Date)

To be reviewed \_\_\_\_\_ (Date)

Signed \_\_\_\_\_ (Parent) Date \_\_\_\_\_

Behaviour	Risk Factor	Existing Precautions/ Support/ Supervision Linked to Education Plan	Additional Precautions/ Support/ Supervision/ Strategies	Action by Whom	Action by When