



Positive Behaviour and Anti-Bullying Policy

Date reviewed in school: January 2017

Consulted upon: February 2107

Date Ratified:

Signed S Mowbray



Introduction

We at Donemana Primary School thoroughly believe in the importance of good behaviour and promote a high standard of behaviour at all times. We expect our children to always 'be the best they can be' in every aspect of school life. We believe in the development of confidence, self-esteem, respect for others and self discipline. We know that the best results in terms of promoting positive behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement. We encourage and celebrate good behaviour and positive achievements in **all** children. We place great emphasis on positive reinforcement of good behaviour through our use of Golden Rules and Golden Time.

We also know it is important to strike a balance between recognising positive behaviour and having appropriate consequences which are seen by all to be fair and just and are applied consistently when standards are not maintained.

It is the responsibility of parents and carers to work with the school in helping to foster positive attitudes and behaviour.

This policy seeks to set guidelines that support our pupils within a caring framework and leads them to a position of personal responsibility. It sets out the ways in which we encourage and reinforce positive behaviour and the consequences for misbehaviour should it arise.

Our positive behaviour policy is based on a whole school approach which is widely disseminated and clearly understood by pupils, staff and parents. All staff are committed to the clear procedures which are consistently and fairly applied.

Aims

- Encourage a calm and happy environment in which everyone feels safe and secure and where each person is treated fairly
- Apply positive behaviour approaches to create a caring, family atmosphere in which teaching and learning, fun and play, can take place in a safe, happy and secure environment
- Help our children develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property and differences of others.
- Encourage increasing independence and self discipline so that each child learns to accept responsibility for their own behaviour.
- Help our children develop appropriate self esteem.
- Encourage our pupils to co-operate with one another and with the adults in school.
- Create a positive, stimulating learning environment where positive attitudes and behaviour are encouraged and rewarded.
- Work alongside parents to enable children to develop responsible attitudes and values for life as adults.
- Ensure that the school's expectations and strategies are widely known and understood
- Make the children aware of unacceptable behaviour.
- Use sanctions where appropriate in accordance with this policy.
- To develop skills necessary to resolve conflict and differences of opinion with sensitivity.
- To ensure every member of the school community behaves in a considerate way towards others

How will we achieve our aims?

We will:

- Ensure all members of the school community know and understand the school rules
- Maintain the praise and reward system in place
- Maintain the system of consequences for misbehaviour in place
- Ensure adults lead by example
- Develop the voice of the child through School and Class Councils.
- Encourage our children to see themselves as part of a whole school community and recognise their responsibility within this.
- Develop the skills of co-operation and discussion.
- Encourage everyone to take pride in the school environment.
- Have a positive and consistent approach to playtimes and lunchtimes.
- Create a stimulating classroom environment.
- Provide a clear and positive learning experiences fairly and consistently.
- Offer a broad and balanced curriculum that is well planned, prepared and stimulating.
- Ensure that curriculum issues concerning organization, methods of teaching and learning, content and differentiation are addressed.

The Curriculum And Learning

We believe that effective learning contributes to good behaviour and therefore provide learning opportunities that encourage enthusiasm and ensure the active involvement of children in their own learning. Lessons have clear objectives, understood by the children, and are differentiated to meet the needs of children of different abilities. Lessons aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others.

The Pupil Voice

Through the school council pupils have the opportunity to liaise with senior management on general school issues including our positive behaviour strategies.

The Golden Rules

The Golden Rules are a consistent set of rules which apply to all children, in all classes and at all times, including when children are online and using mobile devices. They are:

We are gentle
 We are kind and helpful
 We listen
 We are honest
 We work hard
 We look after property

We don't hurt others
 We don't hurt anyone's feelings
 We don't interrupt
 We don't cover up the truth
 We don't waste time
 We don't waste or damage things

Other rules:

There are further rules prominently displayed in the dining hall which encourage a calm and positive atmosphere.

Further to our Golden Rules children are expected to:

- Arrive at school on time
- Wear school uniform
- Show respect to adults and other children
- Cooperate with their teachers
- Do all their work in school and at home to the best of their ability
- Walk sensibly and quietly when in the classroom and corridors
- Keep the school tidy and free from litter
- Set a good example to other children
- Behave appropriately on the bus or while walking to and from school

Rewards

Our approach to creating a positive ethos within the school is to treat children positively by praising them and offering them encouragement and acknowledging their achievements. We ensure children know that their effort, achievement and good behaviour are recognised and valued by means of a range of rewards.

Rewards will include:

- Praise—verbal and written
- Green cards—a note which shows which Golden Rule a child was particularly good at while outside at lunch time which is sent home for parents to see and sign
- Stickers, star charts and certificates
- Notes and / or Texts sent home to parents
- Golden Time
- Positions of Responsibility within class and around school
- Pupil of the Week, Pupil of the Month, Community Award, Writer of the month (beginning September 2017) certificates and prizes
- Treasure box (each teacher and the Principal have a box of 'goodies' (e.g. stationery items, small pocket money toys) from which the child may choose a prize)
- Sharing of good work with other teachers / classes
- House Points
- A night off homework - in senior classes when excellent standards of homework have been maintained for a set period of time
- Attendance rewards

As well as recognising individual success we encourage our children to work collaboratively and gain points for their house team. Winning teams are acknowledged during Pupil of the Month assemblies and the overall winning team at the end of the school year receives a reward.

Our school council, on a yearly basis, also suggests additional rewards for good behaviour which are considered by staff, and as far as possible, are implemented.

Consequences

There are a number of consequences in place for misbehaviour. It is important to note that some misbehaviours are more serious than others and the frequency of occurrence will also have a bearing on the sanction imposed. Misbehaviour is dealt with by the class teacher in the first instance. Cases of serious misbehaviour are dealt with by the Senior teacher(s) or the Principal. If a pupil's behaviour is considered serious enough, parents will be informed and asked to attend a meeting at school to discuss the matter. The severity of the misbehaviour will determine the sanction imposed.

The list below identifies some of the behaviours which may receive consequences. Please note this list is not exhaustive.

Low level	Moderate level	Serious level
Not listening in class Fidgeting Being late for school Dropping litter Being noisy—talking/ shouting Failing to keep on task Time wasting Lack of effort in class Leaving seat without permission Unkind remarks / being rude Bad language (one off) Telling lies (one off) Running in corridors Pushing in lines Borrowing without permission Untidiness Not wearing appropriate uniform / wearing jewellery Not looking after property within school Rough play Inappropriate conduct online or with mobile devices (this may also be moderate or serious depending on the nature of the event)	Fighting (may be serious level depending on nature of event) Constantly shouting out Consistently poor effort in class Persistent unkindness Distracting others Poor attendance Stealing Disregarding supervisors Threatening / aggressive behaviour Refusal to cooperate Persistent bad language Persistent telling lies Inappropriate conduct online or with mobile devices (this may also be serious depending on the nature of the event)	Fighting / Serious assault Vandalism e.g. serious damage to school property / graffiti Physical / verbal threats made to staff Violent outbursts - verbal or physical Inappropriate conduct online or with mobile devices Leaving school without permission

When we discuss inappropriate behaviour we encourage children to consider alternative choices they could have made which would have resulted in a more positive outcome.

When dealing with misbehaviour all staff have been trained and follow the routine set out below.

If a child is demonstrating inappropriate behaviour they are asked if they are remembering the Golden Rule, for example of being kind.

If a child continues with this inappropriate behaviour they receive a verbal warning from the adult. (NB at lunch time this is recorded in a note book)

If the child still continues with this inappropriate behaviour they receive a consequence of losing 5 minutes of their Golden Time (each child begins the week with 30 minutes Golden Time which is free time on a Friday afternoon to participate in an activity of their choice). If the consequence is given out during lunch time this is recorded on a red card which is also sent home to parents to sign.

Other consequences will include:

For minor misbehaviour:

- Asking the child to think about what he/she has done wrong and what other choices could have been made
- Verbal reprimand
- Children expected to finish classwork during break/lunch time or at home
- Isolation in class—for a short period and within the teacher's direct line of vision

For moderately serious misbehaviour:

- Loss of free time at break / lunch time
- A short period spent at the 'thinking spot' or on the 'thinking chair'
- Informing the child's parent(s) if appropriate
- Sending a child to another class for time out to reflect upon their behaviour
- Referral to the Principal
- Withdrawal of privileges/responsibilities

For Serious or Persistent Misbehaviour

If all previous sanctions fail, or in the case of very serious misconduct, then a formal interview with the parents will be arranged (Parents may be involved informally at an earlier stage at the discretion of the class teacher) and a formal record made of the outcomes which will be selected from the following:

- Withdrawal from participation in play at break and/or lunch time - child spends time at the thinking spot during break and/or lunch free time.
- Placement in Another Class - for short periods only.
- Daily Report - a report card where Principal/teacher record comments on child's behaviour, signed by the parent each day.
- Isolation - for a short periods only. Child is removed from the class and completes work under the supervision of the Principal or another member of staff.
- Withdrawal of privileges - E.g., exclusion from after-school activities, school trips, school sports' teams, loss of responsibility (librarian / prefect) etc.

If appropriate, one or more of the sanctions listed below will be invoked if all other measures fail and a pupil is consistently involved in serious and persistent misbehaviour. Some of the sanctions listed above may also continue to be implemented.

Referral

Child may be referred to the Education Board's Psychology Department. This may lead to support from the Primary Behavioural Support Service, or the child being issued with a Statement for Emotional and Behavioural Difficulties.

Debarment

Debarment during the lunch break. In the case of a pupil whose conduct is becoming unacceptable, the parents will be informed, that if their child's behaviour does not improve, he/she may not be allowed on the school's premises during the times specified. Should there be no subsequent improvement in their child's behaviour, the parents will be informed in writing of the times during which their child is not allowed on the school's premises.

Suspension or Expulsion

Suspension - for serious and persistent misbehaviour the school may follow the Procedures for the Suspension and Expulsion of Pupils in schools as outlined by the Education Authority's Scheme for the Suspension of Pupils in Controlled Schools, April 2015.

The Special Educational Needs (SEN) Code of Practice

Pupils with specific difficulties such as ADHD, ASD, SEBD etc. may be placed on the school's Special Education Needs Code of Practice. The aim of placing a child with behavioural difficulties on the SEN Code of Practice is to lead to a change/modify behaviour.

Reasonable Force / Safe Handling

The Education (NI) Order 1998 (Part II Article 4(1)) states:

"A member of staff of a grant aided school may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely:

Committing any offence;

Causing an injury to, or damage to the property of, any person (including the person himself); or

Engaging in any behavioural prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether the behaviour occurs during a teaching session or otherwise."

Staff may need to use physical intervention and when they do so they should be clear that the action was:

- In the best interest of the child
- Necessary
- Reasonable and proportionate
- Last resort (where possible)

All members of the school community have rights and responsibilities and roles which impact upon positive behaviour management. The rights and responsibilities are outlined in Appendix One and the roles are highlighted below.

The role of Parents

In Donemana Primary School we recognise the extremely important influence of parents on their child's behaviour and seek for their support in promoting positive behaviour. Working together has great advantages for us all and hopefully provides joint, consistent action.

Parents can assist by:

- Supporting school so children receive consistent messages about how to behave both at home and at school
- Supporting and encouraging their child to learn
- Informing the class teacher should any concerns arise regarding behaviour or any changes at home arise which may affect a child's behaviour
- Attending parent meetings and interviews

The role of Staff

All staff at Donemana Primary School understand the importance of implementing a behaviour strategy which is fair and consistent.

All staff will:

- Provide a consistent approach across the whole school
- Model appropriate behaviour
- Promote honesty and courtesy by example
- Provide a caring and effective learning environment
- Encourage relationships based on kindness, respect and understanding
- Follow the agreed behaviour policy and support each other in doing so

The role of the Principal

The Principal will:

- Implement the school behaviour policy consistently throughout the school
- Celebrate examples of exemplary behaviour with the whole school
- Support staff in implementing the behaviour policy
- Keep records of all incidents of serious misbehaviour
- Deal with serious and unacceptable behaviour

Conclusion

We, in Donemana Primary School, acknowledge that sustaining good behaviour creates a need for frequent assessment of the effectiveness of approaches to behaviour management in our school. We will review this policy biannually by the Principal and consulted upon with all staff, pupils, parents and Governors. After consultation the reviewed policy will be formally brought before the Board of Governors for ratification.

It would be hoped that through the adoption of this positive behaviour policy, with the pupils, teachers and parents working together, we will provide a safe, secure and happy atmosphere conducive to effective learning.

Anti-Bullying

Rationale

If children are to make progress in their education, the environment for learning should be safe and caring. Every child has the right to:

- Be educated in a safe secure environment where their moral, intellectual, personal and social development is promoted
- Their parents and carers being informed and re-assured that their children are being educated in a safe, caring and respectful atmosphere

Definition:

There are many definitions of bullying, such as the following as used by the NI Anti-Bullying Forum:

‘The repeated use of power by one or more persons intentionally to harm, hurt or adversely affect the rights and needs of another or others.’

In January 2017 our school council defined bullying as

When someone hurts you physically or mentally every day or more than once.

Bullying may include:

- Physical violence, such as hitting, pushing or spitting at another pupil
- Interfering with another pupil’s property, by stealing, hiding or damaging it;
- Using offensive names when addressing another pupil;
- Teasing or spreading rumours about another pupil or his/her family;
- Belittling another pupil’s abilities and achievements;
- Writing offensive notes or graffiti about another pupil;
- Excluding another pupil from a group activity;
- Ridiculing another pupil’s appearance, way of speaking or personal mannerisms
- Using ICT e.g. internet, mobile phones to intimidate/bully

The School’s View

We believe that bullying is a highly distressing and damaging form of abuse and is not tolerated in our school. It is entirely contrary to the values and principles we work and live by. All members of the school community have a right to work in a secure and caring environment. They also have a responsibility to contribute, in whatever way they can, to the protection and maintenance of such an environment.

Staff are vigilant at all times to the possibility of bullying occurring, and take preventative steps to stop it happening and immediate action if an incident of bullying occurs, in order to protect and reassure the victim and to discipline the bully. Parents of both victim and bully will be contacted when bullying behaviour is identified.

The main areas when focusing on bullying are:-

- Policy and procedure
- Training and resources
- Curriculum and classroom practices

- School ethos

The Responsibilities of Staff:

Our staff will:

- Foster in our pupils self-esteem, self-respect and respect for others;
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils;
- Discuss bullying with all classes, so that every pupil learns about the damage it causes to both the target of bullying and the child displaying the bullying behaviour, and the importance of telling a teacher about bullying when it happens;
- Be alert to signs of distress and other possible indications of bullying;
- Staff will investigate fully any complaint by a parent that their child is being bullied, report back promptly and take action to protect the target of bullying
- Listen to children who have been the target of bullying, take what they say seriously and act to support and protect them;
- Report suspected cases of bullying to the designated teacher for child protection who will deal with incidents of bullying behaviour promptly and effectively in accordance with the agreed procedures

The Responsibilities of Pupils:

We expect our pupils to:

- Refrain from becoming involved in any kind of bullying behaviour and intervene to protect the target of bullying (unless it is unsafe to do so)
- Report incidences of bullying to staff
- Have the courage to speak out

The Responsibilities of Parents:

We ask our parents to support their children and the school by:

- Watching for the signs of distress or evidence of bullying behaviour
- Encouraging their child to report bullying behaviour
- Advising their children not to participate in or retaliate to any form of bullying behaviour
- To be sympathetic and supportive to their child and reassure them that action will be taken
- Keeping a record of incidences of bullying behaviour and inform the school even if their child is not involved
- Co-operate with the school if their child is accused of bullying behaviour in order to ascertain the truth and point out the implications of bullying , both for the children who are bullied and for the bullies themselves.

Preventative Interactions to Create a Bullying Free Ethos

We believe that the implementation of preventative measures will help to reduce the incidence of bullying behaviour. We take the following steps:

- We seek to be a listening school in which pupils are encouraged to express their feelings and concerns through the use of Quality Circle Time, PDMU lessons and RE lessons.
- We will provide training for teachers, classroom assistants and lunchtime supervisors in the promotion of positive play and strategies for dealing with incidents of bullying behaviour.

Responding to Incidents of Bullying Behaviour

When a bullying incident is reported it will be recorded on a bullying concern assessment form (NI Anti-Bullying Forum). This information will be passed on to:

- The Teacher of any child involved
- The Designated Teacher for Child Protection
- The Principal

The Principal will contact the parent to acknowledge that the concern has been received, that the matter will be dealt with and that the parent will be kept informed as to what the school is doing.

The situation will be closely monitored and the children involved closely observed. If there is indeed bullying behaviour taking place further action will be taken.

The Principal will contact the parent of the pupil(s) who are demonstrating the bullying behaviour to inform them that a concern has been received involving their child and that the matter will be dealt with and that the parent will be kept informed as to what the school is doing.

The school will use one or more of the interventions as detailed in the NI Anti-Bullying Forum Effective Responses to Bullying Behaviour resource:

Restorative Questioning—5 sequential, self-reflective questions enable the pupil who is bullying to take responsibility for his/her actions and undertake appropriate actions to promote reparation.

Worth a Re-Think—helps pupils develop more appropriate responses to a range of situations

Shared Control Discussion—5 step intervention requiring the pupil to choose how he/she will respond to requests to change behaviour through being made aware of the consequences of his/her unacceptable behaviour

Think Time Discussion—encourages the pupil to reflect on his/her negative behaviour; identify how to rectify the situation and act accordingly

Small Group Interventions—6-8 pupils agree to meet regularly to effect a change in the behaviour of the pupil who is bullying

Individual Pupil Intervention—monitoring, use of behaviour management programmes, peer support.

In some cases school will request support from the Education Authority.

Regardless of the intervention used the situation will be reviewed within 5 days of the initial report. This will be done by the designated teacher / Principal in cooperation with the other teachers, pupils and parents concerned.

The parent of the target of bullying will receive an update within 5 working days. This will either provide a response to the issue raised or indicate that the concerns are being fully investigated and the timeframe (maximum of 20 working days from the date the concern was received) in which a response will be issued.

Monitoring and review of the policy

Implementation of this policy will be monitored by the Principal and Designated Teacher for Child Protection. This policy will be formally evaluated and reviewed every two years.

Principal

Date

Chairperson of the Board of Governors

Date

Rights and Responsibilities

Pupils have a right to:

- be valued as members of the school community;
- get help when they seek it, whether with their work or with bullying or other personal worries, and to have a sympathetic audience for their ideas and concerns;
- make mistakes and learn from them;
- be treated fairly, consistently and with respect;
- be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon;
- be taught in pleasant, well-managed and safe environment;
- work and play within clearly defined and fairly administered codes of conduct;
- experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met;
- develop and extend their interests, talents and abilities.

Pupils have a responsibility to:

- come to school on time, with homework done, ready for the day ahead;
- respect the views, rights and property of others and behave safely in and out of class;
- co-operate in class with the teacher and their peers;
- work as hard as they can in class;
- behave well and follow the school rules;
- seek help if they do not understand or are in difficulties;
- accept ownership for their own behaviour and learning, and to develop the skill to work independently.

Teachers have a right to:

- work in an environment where common courtesies and social conventions are respected;
- express their views and contribute to policies which they are required to reflect in their work;
- a suitable career structure and opportunities for professional development;
- support and advice from colleagues and external bodies;
- adequate and appropriate accommodation and resources.

Teachers have a responsibility to:

- behave in a professional manner at all times;
- ensure that lessons are well prepared, making use of available resources, and that homework is appropriately set and constructively marked;
- show interest and enthusiasm in the work in hand and in their pupils' learning;
- listen to pupils, value their contributions and respect their views;
- be sympathetic, approachable and alert to pupils in difficulty or falling behind;
- identify and seek to meet pupil's special educational needs through the SEN Code of Practice;
- share with parents any concerns they have about their child's progress or development;
- expect high standards and acknowledge effort and achievement;
- pursue opportunities for personal and professional development.

Parents have a right to:

- a safe, well-managed and stimulating environment for their child's education;
- reasonable access to the school, and to have their enquiries and concerns dealt with sympathetically and efficiently;
- be informed promptly if their child is ill or has an accident, or if the school has concerns about their child;
- be informed about their child's progress;
- be informed about school rules;
- a broad, balanced and appropriate curriculum for their child;
- be involved in key decisions about their child's education;
- a suitably resourced school with adequate and well-maintained accommodation.

Parents have a responsibility to:

- ensure that their child attends school regularly and arrives in good time, with homework done, ready for the day ahead;
- be aware of school rules, and encourage their child to abide by them;
- show interest in their child's classwork and homework, and where possible, provide suitable facilities for studying at home;
- act as positive role models for their child in their relationship with the school;
- attend planned meetings with teachers and support school functions;
- provide the school with all the necessary background information about their child, including telling the school promptly about any concerns they have about school, or any significant change in their child's needs or home circumstances.