**St Patrick’s PS**

**Holywood**

##### Positive Behaviour and Prevention of Bullying Policy

# Section 1

# Positive Behaviour Policy

**Rationale**

Parents play the most important role in teaching and modelling good behaviour. It is expected that parents will have taught their children to respect the feelings and property of others.

In this school we reinforce the attitudes and discipline which begins at home but acknowledge that everyone within our school community has a role to play in order to create a positive learning environment and promote good manners and discipline. Good relationships between staff and children, setting high expectations and having agreed strategies for encouraging good behaviour, all have a bearing on the way children behave. An organised, attractive and welcoming classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

(‘*Staff’ implies* ***all*** *personnel working within the school environment and all have been involved in the consultation process to agree on these Positive Behaviour and Anti-Bullying policies.)*

**Aims of the Positive Behaviour Policy**

1. We are aware that we share responsibility with parents and guardians for the children in our care, and make every effort to provide the care and support that any responsible parent would be expected to give.
2. We wish to create a climate where we have the endorsement and active support of parents and guardians to deliver the school aims.
3. We will ensure that positive behaviour is rewarded and all children feel valued and respected.
4. We will deal with pupils who make inappropriate choices of behaviour in a consistently firm and fair manner.
5. All staff will be aware of this policy and engage in relevant training when available.

These aims support our existing school aims

**We aim**

**- to help pupils acquire knowledge and understanding, fulfil their potential and develop a love for learning by providing a wide variety of learning opportunities and activities and delivering a balanced and relevant curriculum.**

**- to enable our pupils to develop creative, practical, sporting, technological and decision making skills to become competent and independent contributors to society prepared for life and work.**

**- to encourage the moral, social and personal development of all our pupils enabling them to build self confidence and self-esteem, cooperate with and value others, undertake responsibility and develop positive attitudes and high standards of behaviour.**

**Classroom Management and Curricular Provision**

1. The maintenance of positive behaviour within the school is the responsibility of all the staff. Individual staff have particular responsibilities e.g. within their own classroom or when on duty supervising corridors, cloakrooms and play areas.
2. Staff endeavour to model desirable behaviour and attitudes and avoid negative cycles of behaviour.
3. Every opportunity is taken to support self-discipline, whereby children are personally involved and accept responsibility for their own actions and behaviours.
4. Teaching methods, lesson content and other curriculum linked activities encourage active participation and support the school aims to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. (See page 5)
5. Pupils have age appropriate responsibilities assigned to them to with peers and staff to create a collaborative ethos and promote well-being and shared stewardship of the school.(See page 5)
6. Praise is used to encourage good behaviour as well as good work and constructive criticism should be a private matter between teacher/assistant and child where possible.
7. Classroom assistant/teachers may (under guidance) discretely relay specific guidance on the management of a particular pupil to other key personnel in school to support that pupil’s needs.
8. All staff and pupils are familiar with our school aims and our Code of Conduct.

The School Code of Conduct [[1]](#footnote-1)

This code is framed in such a way to encourage and reinforce courteous behaviour –

 In Our School….

* We work hard and always try our best
* We respect the feelings, bodies and property of ourselves and others
* We make wise choices and are responsible for our actions
* We move safely around the school

In addition we have

Class Rules

Teachers supported by the classroom assistants will develop this code within their classrooms at a level appropriate to the age and needs of their pupils.

Playground Rules on display in both playgrounds

|  |  |
| --- | --- |
| P1-P3 Playground | P4-P7 Playground |
| We tell the truth.We are kind and help others. We treat the toys and equipment with care.We stay inside the fenceWe line up quietly.We tell a supervisor if a stranger comes in. | We are always honest and helpful.We are always polite, caring and respectful to everyone in our playground.We follow the rules and timetables for Football, Game Zone and Play Trail always respecting the equipment being used.We always remain inside the playground boundary and ask permission to leave.We always walk to and from the playground and line up quietly on the second bell.If a stranger approaches we report to one of the supervisors. |

Responsibilities of Staff, Pupils and Parents

|  |  |  |
| --- | --- | --- |
| All Staff will | Pupils will | Parents must |
| Ensure all children are safe.Have high expectations of all our pupils.Enhance pupils’ self-esteem and levels of motivation. Model, explain and monitor standards of acceptable behaviour exhibiting consistency in routines and procedures and the manner in which conversations are conducted.Use consistent methods to get class attention, maintain acceptable noise levels, line up at the end of class etc.Be consistent and fair when dealing with pupils who make inappropriate choices.Endeavour to correct and guide pupils who have made appropriate choices in a firm but low toned voice.Endeavour to meet the educational, social and behavioural needs of the children with the support of parents. Maintain regular links with parents through notes, letters, diaries, meetings. Communicate regularly about what is expected.Be aware of the recommended appropriate sanctions and levels of acceptable behaviourAssume responsibility for the behaviour of all pupils in all areas of the school. | Follow instructions of all members of staff (teaching and non-teaching).Say ‘please’ and ‘thank you’ Say ‘excuse me’ when asking for something/needing to passWalk in the school classrooms and corridors.Not leave the classroom unless permission has been granted.(If on a message) Enter classrooms only after knocking first.Not interrupt adult conversationsSupport and care for each other.Respect each other’s property and work.Listen to others and respect their opinions.Observe the Code of Conduct, Class and Playground rules at all times.Behave within the School Code and meet expectations of polite and appropriate behaviour whilst out of the school e.g. on trips/ at sporting competitions etc. | Value their child’s education and reinforce the importance of good behaviourBe aware of and support the school’s vision, aims and expectations.Ensure their children attend daily and if absence cannot be avoided explain all absences through a written note/phone call.Ensure that children arrive on time each day and are collected at the correct time.Maintain links with school through Introductory meetings, interviews, notes/phone calls, absence notes, homework diary etc.Ensure their children respect differences and do not abuse or discriminate against people different from themselvesPraise their children for their efforts and achievements |

**Examples of current ‘Good Practice’ to support this policy (Including the Anti-Bullying Policy)**

Some are age specific/only used by some year groups and are open to variations

* Staff professional development/training opportunities linked to Pastoral Care/SEBD/SEN/Health and Well Being etc. are planned for as part of the School Development Plan/ Staff development Plan
* There is consultation with staff, pupils, parents and Governors to review practices and ensure coherence and consistency in practice across the school. Link Governor for Safeguarding Dr W Coman.
* PDMU (incorporating personal safety, developing self-esteem, values education, positive strategies for cooperation, community awareness etc.) is an integral Area of Study within the curriculum and is planned and systematically delivered to all pupils P1-P7
* Special assemblies/visits by speakers, charities and community groups promoting well-being, safety and resilience. NSPCC Trocaire etc.
* Anti- Bullying Week activities across all Key Stages (November)
* Health Promotion Initiatives (Health Action Award, Health Week etc.)
* PSNI workshops e.g. Cyberbullying, accident prevention, and anti-bullying strategies.
* Circle Time (developing the language of Feelings / Emotional Intelligence, Talking and Listening and Cooperation)
* Golden Time- (P3-P7 on Friday afternoon earned by adhering to School Code/ Class Rules)
* Pupil of the Week - or related classroom focus
* Study Buddies
* Circle of Friends intervention strategies/peer support
* Friendship Awards – presented by Principal
* Principal Awards
* Reward Charts
* Treasure Box/table prizes
* Reward Certificates/ Stickers / tokens
* Lunchtime Awards
* Playground Pals
* High level of supervisory staff present before school/at break/ lunch in playgrounds
* School Council
* Eco Council
* Shared Education projects
* Respecting Differences programme
* Roots of Empathy programme
* Conflict resolution groups[[2]](#footnote-2)
* Close working relationships with SENCOs and regular review of IEPS, SEBD issues addressed via this route and in direct liaison with principal
* Involvement with external support agencies where deemed necessary through the appropriate channels. (SENCOs /Principal)
* BEE SAFE / RADAR programme for P7 in association with Emergency Services.

**Levels of Unacceptable Behaviour and Relevant Sanctions**

It is important that teachers keep a record (diary) of incidents, particularly at Levels 2 and 3.

Notable incidents should be filed in the pupil’s record folder.

All referrals/IEPs at Level 3/4 should be held on Sanctions File and referred to on the Pupil Needs Analysis/SENCO records

|  |  |
| --- | --- |
| **Level One Behaviours****Misbehaviour that can be effectively managed within a classroom environment by the class teacher/ classroom assistant/supervisor – (the class teacher should be informed- Principal may be informed)*** Infringement of playground and class rules/Code of Conduct.
* Disregarding instructions.
* Speaking out of turn
* Minor bad language- spontaneous swearing, sectarian, racial, insulting or rude remarks
* Disrupting/distracting another child leading to incompletion of tasks
* Unsafe movement around the classroom/school e.g. running in corridor.
* Entering out of bounds areas such as classroom at specified times, without permission
* Use of property/resources without asking
* Unsafe use of property/resources causing damage.
* Insensitivity to others
* Not taking instructions
* Telling lies/getting others into trouble
* Rough play
 | **Level One - Behaviour Modification**  **Strategies/sanctions[[3]](#footnote-3)*** Verbal warning to individual/whole class
* Private discussion with child
* Use of ‘Scripting’ [[4]](#footnote-4) to remind pupils of what is acceptable and maintain positive tone.
* Reminder of class/school rules/Code of Conduct
* Self-reflection
* Use of 1-10 scale of feelings and encourage self-regulation/solution based discussion
* Oral apology
* Repositioning of pupil
* Withdrawal of pupil from situation (temporarily)
* Use of quiet corner/calm box/thinking area

 ( age dependant)* Reduction in play privileges / Golden

Time etc. in line with class routines. |
| **Level Two****More serious behaviour that is not so easily managed within a classroom environment.**  **(Class Teacher/Assistant/Supervisor will notify other staff and involve Head of Key Stage/ Principal. Parents may be notified in writing or by phone call)**Persistence of Level One behaviours e.g.* Deliberate use of bad language to hurt others (includes sectarian/racial/ abuse written or verbal)

Deliberate destruction of another child’s piece of work/ Persistent infringement of school rules. Persistently not taking instructions. Persistently telling lies/getting others into trouble/name callingalso* Bullying behaviours
* Answering back/ shouting/
* Refusal to work or cooperate
* Stealing/intent to steal
* Isolated acts of violence – kicking, hitting, thumping, biting etc.
* Threatening behaviour
* Working or playing in an unsafe manner
* Outburst of anger but pupil regains composure
 | **Level Two- Behaviour Modification**  **Strategies/sanctions*** Inform parent through diary and /or phone call-
* Meeting with parent/s if necessary.
* Principal discusses sanctions with pupil if age appropriate.
* Ensure work is completed at another time.
* Pupils sent in from playground to a supervised area
* Stay in at break/lunch-time in a supervised area, as directed by principal
* Loss of privileges – football day/golden time/stars/playtime etc. (not curriculum areas)
* Written apology or self-reflection using questioning[[5]](#footnote-5) e.g. oral or written (no lines/extra maths)
* “Time out” in the classroom or in another classroom
* Think sheet in school
* Think sheet signed by Parent.
 |
| **Level Three****Very serious misbehaviour or persistent Level Two behaviours.** **Formal involvement by the Vice Principal/ Principal and parents.** **(Additionally other outside agencies may also become involved).****Persistence of Level Two e.g.*** Persistent bad language (includes racial/verbal abuse) /defiance/ Persistent stealing/intent to steal/

Vandalism of school building or property/ Dangerous refusal to obey instruction.Violent playtime incidentRepeated and deliberate incidents of bullyingMajor disruption of class activity also* Leaving school premises without consent
* Violent hitting/kicking/fighting – aggressive violent behaviour, causing deliberate injury
* Aggressively threatening behaviour towards staff/parents/ pupils
* One or more of the above behaviours which cause the pupil to go into ‘Crisis’ Phase of The Breakwell Cycle[[6]](#footnote-6)
 | **Level 3 - Behaviour Modification**  **Strategies/sanctions*** Principal informed immediately if crisis occurs-pupil removed from situation and supervised in designated area e.g. office/interview room. Appropriate protection for staff in place
* Risk assessment of location/situation
* Principal/SENCO involved in monitoring situation from level 2
* Crisis/ anger management and de-escalation intervention
* Parents contacted to meet principal along with class teacher (DTCP/SENCO may attend if appropriate)
* Note of Concern regarding placement on SEN Code of Practice / Placement on SEN register (EBD) for Social Emotional and Behavioural reasons
* Other interventions – Targets, Daily record Card etc. Nurture group, Counselling
* Anger de-escalation strategies recognising the stages of ‘The Breakwell Cycle’
 |
| **Level 4****Where there is persistence of Level Three behaviours and the above interventions are not supporting the pupil adequately, further agency involvement may be deemed necessary.** | **Level 4 - Behaviour Modification**  **Strategies/sanctions**Continued Placement on SEN Register in line with Code of Practice (EBD)SEBD referralOther agencies e.g. CAMHs, EWO, Psychology, Social and Emotional Behaviour Team involvement.Suspension or exclusion following appropriate procedures[[7]](#footnote-7) |

Relevant and associated school policies include-

Child Protection (including the overview pamphlet to be distributed to all families biennially)

Health and Safety

Safe Handling

Intimate Care

Critical Incident

PDMU

Special Educational Needs

Guidance for Staff on the use of Reasonable Force/Safe Handling of Children

All staff will be kept up to date with developments to best provide for pupils with SEBD and support the Positive Behaviour of all in school.

**Section 2**

**Prevention of Bullying Policy**

**Rationale**

DE Circular 2003/13 and Article 19, The Education and Libraries (NI) Order 2003 outline the requirement for all schools to have measures in place to prevent all forms of bullying amongst pupils and determine policy details in consultation with staff and pupils.

Human rights issues as highlighted in ‘Human Rights Awareness for School Managers’ (Children’s Law Centre booklet), and training received (2013 SEELB) based on the most recent publication from Northern Ireland Anti-Bullying Forum (NIABF) ‘Effective Responses to Bullying Behaviour’ have shaped this updated policy in line with the whole school revision of the Positive Behaviour Policy (2016) into which this policy has been subsumed.

**Purpose**

* To support the school aims.(See page 1)
* To ensure every child has the right to be educated in a secure environment and their parents and carers are informed and re-assured that their children are being educated in a positive, safe, caring and respectful atmosphere.
* To achieve and maintain a shared understanding of the complex issue of bullying.
* To ensure agreed internal referral procedures and links to external support agencies are in place.
* To promote in partnership with all of the key stakeholders: Governors, Staff, Parents, children who have been targets of bullying and children who display bullying behaviour to ensure that consistent, appropriate and effective support is provided.
* To inform the professional development needs and practice of all school staff and ensure training and support is offered consistent with legislation, current guidance and best practice. This includes induction of new staff.

**Definition of Bullying**

On updating this policy we have adopted the NIABF ‘Definition of Bullying’.

**‘…the repeated use of power by one or more persons intentionally to hurt, harm or adversely affect the rights and needs of another or others’ [[8]](#footnote-8)**

To avoid labelling individuals we will strive to report situations as ‘alleged bullying incidents’ and perpetrators as ‘displaying bullying behaviour’.

The term ‘bullying behaviour’ refers to a range of harmful behaviour, physical or psychological and usually has the following features

• It is repetitive and persistent.

• It is intentionally harmful.

• It involves an imbalance of power, leaving someone helpless to prevent it or stop it.

• It causes distress.

**Prevention**

Bullying is a complex and emotive issue and can never be eliminated and no school, however hard staff try, can guarantee that a child in its care will not be subjected to it. Active promotion of the school aims, Code of Conduct and promotion of a positive and secure ethos can reduce incidents and build resilience in pupils and staff. This school actively promotes well-being and anti-bullying strategies throughout its curricular and extra-curricular provision. See ‘Examples of current ‘Good Practice’ on page 5 of this policy. This school will take reasonable steps to minimise incidents of bullying in a proactive manner.

**Intervention Strategies**

The aim of any intervention applied is to RESPOND to the alleged incidents, RESOLVE the concern and RESTORE the well-being of all involved. Low level bullying must never be ignored, early intervention can diminish problems and reduce potential risk.

**Identification**

The NIABF document promotes identifying bullying across four levels **Low, Intermediate, Complex and High Risk** – these compliment the ‘Levels of Unacceptable Behaviour’ outlined in the Positive Behaviour Policy pages 6-8. Assessing the level of risk an individual pupil faces will help determine the level of severity as will taking account of the nature, frequency and duration of the bullying behaviour and the perceptions of the child being bullied. A pupil may not wish to disclose incidents so staff should be vigilant in observing symptoms such as,

* Deterioration of work
* Spurious (fake) illness and /or erratic attendance
* Isolation/desire to remain with adults
* Problems reported from home (e.g. bed wetting, nightmares)
* Childhood depression/anxiety
* Unexplained damage or loss of property
* Unwillingness to talk about school/friendships
* Unexplained bruises or marks

**Response**

* When an alleged incident of bullying is witnessed by school staff, reported to staff by a pupil/pupils or a written or verbal complaint is given by a parent the incident(s) will be fully and sensitively investigated to clarify the facts and check if it constitutes bullying as defined in this policy. This may include incidents reported happening out of school e.g. cyberbullying, on buses etc.
* The confidentiality and sensitivities of the child who has been bullied or engages in bullying behaviour will be considered.
* Staff must alert pastoral staff of incidents of reported bullying either orally or in writing using the appropriate concerns form[[9]](#footnote-9) for confidential filing by pastoral coordinator/ principal or by SENCO if an SEBD Note of Concern is completed.
* Staff should be calm, positive, assertive in seeking resolution and restitution and confident in believing that early intervention will impact future pupil behaviour. The pastoral team and principal will work with all staff to support the pupils and parents involved.

**Resolution**

* If proven, action will be taken to protect the ‘child who has been bullied’ and deal with the ‘child who is displaying bullying behaviour’ in line with the Positive Behaviour Policy sanctions and involving all relevant staff on a need to know basis. Additional and complimentary levels of intervention are outlined in the (NIABF) file ‘Effective Responses to Bullying Behaviour’ pages 16-19[[10]](#footnote-10)
* If parents/guardians are involved (depending on level of severity) they will be given feedback using the school diary, by phone call or via a parent – teacher meeting as guided by the pastoral team /principal. If the parent was the initial complainant a report back will be made (by phone call/interview) in line with the school complaints policy. Parents will be informed that they can contact the school again at any time if concerns are still evident.
* Procedures for monitoring and recording incidents are ongoing and further notable incidents recorded by the teacher will be retained in the Record of Concerns folder.
* Contact will be made with the parents /guardians of the child exhibiting bullying behaviour (if proven and within reason) but not simply because another parent so wishes. The school will only contact a parent if the alleged incident(s) conform to the above definition of bullying.
* The school is happy to direct parents, after consultation, towards appropriate counselling through internal/external agencies

**Monitoring/Reviewing Effectiveness:**

The school is committed to implementing, reviewing and evaluating the impact and efficacy of this policy (Section 1 and 2) annually and it is approved by the Board of Governors (2016)[[11]](#footnote-11)

Approved by Board of Governors.

Date……………………. Signed…………………..

**Appendix**

**1-References used in preparation of these aims**

* Accelerated Learning - A. Smith
* Golden Rules – J Mosley
* SEBD training programme EA-SE SEBD Service
* Staff Survey/Pupil Survey
* Pastoral Care in Schools; Promoting Positive Behaviour – DENI 2001

**5 ‘**Guidance on Identifying and Supporting Learners with Social Emotional and Behavioural Difficulties**”** M. Breen et.al. Northern Ireland Curriculum

**6/7- Examples of ‘Scripting’-**

(Agreed questioning strategy to promote consistent approach to challenging pupils about their behaviour in a non-threatening manner.)

The number of questions, vocabulary used etc. will vary with a pupil’s age and ability to process self- reflection.

In order…..

**1 Tell me what happened?**

**2 What were you thinking that led you to behave in that way?**

**3 Who/what has been affected by what you have done?**

 **(**If behaviour is directed towards pupils/adultsask**)**

**4 Can you tell me how -------- has been affected by your behaviour?**

**5 Which rule/part of our School Code have you broken?**

**6 What do you think you need to do to make things right?**

Other self-reflection techniques include ‘Worth a Re think’ and Think Time Sheet’

 “Restorative Questioning”- “Northern Ireland Anti-Bullying Forum (NIABF) file *‘Effective Responses to Bullying*

 *Behaviour’*

**8- ‘**The Breakwell Cycle’ **–** taken from “Coping with Aggressive Behaviour” Glynnis Breakwell (1997)

**9-** Exemplar Policy for Identifying Learners with SEBD pages 87-88 ‘Guidance on Identifying and Supporting

 Learners with Social Emotional and Behavioural Difficulties” M. Breen et.al. Northern Ireland Curriculum

**10** Northern Ireland Anti-Bullying Forum (NIABF) file *‘Effective Responses to Bullying Behaviour’* page 2

**11** Northern Ireland Anti-Bullying Forum (NIABF) file *‘Effective Responses to Bullying Behaviour’* page 7

**12** Northern Ireland Anti-Bullying Forum (NIABF) file *‘Effective Responses to Bullying Behaviour’* page 13-19

**13** Policy review sheet page 90 ‘Guidance *on Identifying and Supporting Learners with Social Emotional and*

 *Behavioural Difficulties” M. Breen et.al. Northern Ireland Curriculum*

1. See Appendix [↑](#footnote-ref-1)
2. As necessary – under guidance of SENCO/Principal in line with EA/CCMS guidance [↑](#footnote-ref-2)
3. Guidance on Identifying and Supporting Learners with Social, Emotional and Behavioural Difficulties – NI Curriculum 2014 [↑](#footnote-ref-3)
4. See Appendix [↑](#footnote-ref-4)
5. See Appendix [↑](#footnote-ref-5)
6. See Appendix [↑](#footnote-ref-6)
7. See Appendix suggested ‘Roles and Responsibilities’ - NI Curriculum Guidance March 2014\* [↑](#footnote-ref-7)
8. See Appendix [↑](#footnote-ref-8)
9. See Appendix [↑](#footnote-ref-9)
10. [↑](#footnote-ref-10)
11. [↑](#footnote-ref-11)