

# Positive Behaviour Policy

(Pastoral Care)

2016

Ashgrove Primary School



*Learning, Caring, Growing Stronger Together*

## PASTORAL CARE

Agree Date	Review Date	Person Responsible
2016	2017	Pastoral Care Leader & SLT

This Policy has been developed within the context of current legislation, policy and guidelines:

- Health and Safety at Work (NI) Order (1978)
- Children (NI) Order (1995)
- The Education (NI) Order (1998)- Articles 3&4
- Human rights Act (1998)- came into force in NI in 2000
- Education (NI) Order (2003)
- Special Educational Needs & Disability (NI) Order (2005)
- Northern Ireland Anti Bullying Forum [www.NIABF.org.uk](http://www.NIABF.org.uk)

### **Mission Statement**

*"Learning, Caring, Growing Stronger Together"*

All members of our school community were consulted over and agreed our Mission Statement. This statement is central to the Pastoral Care and ethos of our school.

### **Staff and Governors of Ashgrove Primary believe that...**

At Ashgrove Primary School we believe that positive behaviour is an essential condition for effective learning and teaching. We also believe that pupils and staff have the right to learn and teach in an environment which is safe, friendly, peaceful and fair. The school community has defined a very clear set of non-negotiable standards of personal behaviour, which are based on respect for each individual in our community and their individual needs. Our community places self-discipline and a real sense of justice at the core in our determination to provide opportunities where each individual can flourish and develop in safety. Positive behaviour must be carefully developed and supported. Appropriate high self-esteem promotes good behaviour, effective learning and positive relationships. Put simply, we believe pupils learn best when they feel safe and happy in school.

The best results in terms of promoting positive behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement. 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 applied consistently when standards are not maintained. Through the example which adults who care for them in school and through well developed planned and stimulating learning opportunities, we believe that children can accept learning challenges and develop self-discipline. It is the responsibility of parents and carers to work with the school in helping to foster positive attitudes and behaviour.

We believe that good behaviour means that everyone in school is;

- Careful and kind
- Polite and friendly
- Helpful to each other

- Quiet and hardworking
- Respectful and tolerant

### **Aims of our Positive Behaviour Policy**

This policy exists to provide a framework for supporting the aims of Ashgrove Primary School and ensuring the happiness and learning of every individual in our community. It will do this through;

- Encouraging a calm, purposeful and happy atmosphere within school.
- Helping 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.
- A consistent approach to behaviour throughout the school with parental cooperation and involvement.
- Helping our children develop appropriate self esteem.
- Encouraging our pupils to co-operate with one another and with the adults in school.
- Help create a positive, stimulating learning environment where positive attitudes and behaviour are encouraged and rewarded.
- Help working alongside parents to encourage our children to develop socially, academically, orally and spiritually in preparation for a positive role in society.
- Ensure that everyone is clear about their role when managing a pupil's behaviour.
- Make the children aware of unacceptable behaviour.
- Allow all children equal opportunities to learn.
- Allow all adults in school equal opportunities to fulfill their role.
- Reward and encourage positive behaviour.
- Use sanctions where appropriate in accordance with this policy.
- To develop skills necessary to resolve conflict and differences of opinion with sensitivity.

### **Encouraging Positive Behaviour**

We support positive behaviour and a positive environment through;

- A consistent approach by the whole school community.
- Monitoring pupil attendance and taking swift action where necessary.
- Constructive whole school planning for PDMU.
- Developing the voice of the child, through for example the School and Class Councils.
- Appreciating and following the agreed Code of Conduct (agreed June 2015 & ratified by Board of Governors).
- Encouraging our children to see themselves as part of a whole school community and recognising their responsibility within this.
- Developing the skills of co-operation and discussion.
- Encouraging everyone to take pride in the school environment.
- Having a positive and consistent approach to playtimes and lunchtimes.
- Creating a stimulating classroom environment.
- Providing a clear and positive learning experiences fairly and consistently.
- Offering a broad and balanced curriculum that is well planned, prepared and stimulating.
- Ensuring that the curriculum issues concerning organization, methods of teaching and learning, content and differentiation are addressed.

At Ashgrove Primary School, we believe it is vital that positive behaviour is rewarded through sets

of rules, both in the classroom and around the school, and a reward system that is transparent to the pupils is seen and applied consistently and fairly.

## Code of Conduct

For a safe and happy school we are expected to...



- Arrive at school on time;
- Wear our school uniform;
- Show respect to everyone in school;
- Be truthful, well mannered and kind;
- Take pride in our school building;
- Look after our books;
- Walk sensibly and quietly in the corridors;
- Keep our school litter free;
- Set a good example to others;
- Exercise self-control; and
- Line up quickly and quietly when the bell rings.

The Code of Conduct will be displayed prominently around the school. In the Foundation Stage the Code of Conduct is articulated in a more suitable language according to the age of the children. The School Council has been consulted when drawing up this Code.

## The Rights and Responsibilities of Everyone in Ashgrove Primary

### OUR PUPILS

Pupil Rights	Pupil Responsibilities
<ul style="list-style-type: none"> <li>☺ Be valued as members of the school community;</li> <li>☺ 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;</li> <li>☺ Make mistakes, and learn from them;</li> <li>☺ Be treated fairly, consistently and with respect;</li> <li>☺ Be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon;</li> <li>☺ Be taught in a pleasant, well-managed and safe environment;</li> <li>☺ Work and play within clearly defined and fairly administered codes of conduct;</li> <li>☺ Experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met;</li> <li>☺ Develop and extend their interests, talents and abilities.</li> </ul>	<ul style="list-style-type: none"> <li>☺ Come to school on time, with homework done, and suitably equipped for the lessons in the day ahead;</li> <li>☺ Respect the views, rights and property of others, and behave safely in and out of class;</li> <li>☺ Co-operate in class with the teacher and with their peers;</li> <li>☺ Work as hard as they can in class;</li> <li>☺ Conform to the conventions of good behaviour and abide by school rules;</li> <li>☺ Seek help if they do not understand or are in difficulties;</li> <li>☺ Accept ownership for their own behaviour and learning, and to develop the skill of working independently.</li> </ul>

# The Rights and Responsibilities of Everyone in Ashgrove Primary

## OUR STAFF

Staff Rights	Staff Responsibilities
<ul style="list-style-type: none"> <li>☺ Work in an environment where common courtesies and social conventions are respected;</li> <li>☺ Express their views and to contribute to policies which they are required to reflect in their work;</li> <li>☺ A suitable career structure and opportunities for professional development;</li> <li>☺ Support and advice from senior colleagues and external bodies;</li> <li>☺ Adequate and appropriate accommodation and resources;</li> <li>☺ To be treated with care and dignity from all members of our school community;</li> </ul>	<ul style="list-style-type: none"> <li>☺ Behave in a professional manner at all times;</li> <li>☺ Ensure that lessons are well prepared, making use of available resources, and that homework is appropriately set and constructively marked;</li> <li>☺ Show interest and enthusiasm in the work in hand and in their pupils' learning;</li> <li>☺ Listen to the pupils, value their contributions and respect their views;</li> <li>☺ Be sympathetic, approachable and alert to pupils in difficulty or falling behind;</li> <li>☺ Identify and seek to meet pupils' special educational needs through the SEN Code of Practice;</li> <li>☺ Share with the parents any concerns they have about their child's progress or development;</li> <li>☺ Expect high standards and acknowledge effort and achievement; pursue opportunities for personal and professional development;</li> <li>☺ Report suspected cases of bullying to Designated Teacher for Child Protection or in their absence to Deputy Designated Teacher for Child Protection. The Principal must also be informed.</li> <li>☺ Follow up any complaint by a parent about bullying, and report back within one week on the action which has been taken</li> </ul>

# The Rights and Responsibilities of Everyone in Ashgrove Primary

## OUR PARENTS

Parents/ Carers Rights	Parents/ Carers Responsibilities
<ul style="list-style-type: none"> <li>☺ a safe, well-managed and stimulating environment for their</li> <li>☺ child's education;</li> <li>☺ reasonable access to the school, and to have their enquiries and</li> <li>☺ concerns dealt with sympathetically and efficiently;</li> <li>☺ be informed promptly if their child is ill or has an accident, or</li> <li>☺ if the school has concerns about their child;</li> <li>☺ be well informed about their child's progress and prospects;</li> <li>☺ be well informed about school rules and procedures;</li> <li>☺ a broad, balanced and appropriate curriculum for their child;</li> <li>☺ be involved in key decisions about their child's education;</li> <li>☺ a suitably resourced school with adequate and well-maintained accommodation.</li> </ul>	<ul style="list-style-type: none"> <li>☺ ensure that their child attends school regularly and arrives in</li> <li>☺ good time, with homework done, and suitably equipped for the lessons in the day ahead;</li> <li>☺ be aware of school rules and procedures, and encourage their child to abide by them;</li> <li>☺ show interest in their child's classwork and homework, where possible, provide suitable facilities for studying at home;</li> <li>☺ act as positive role models for their child in their relationship with the school;</li> <li>☺ attend planned meetings with teachers and support school functions;</li> <li>☺ provide the school with all the necessary background information about their child, including telling the school</li> <li>☺ promptly about any concerns they have about school, or any</li> <li>☺ significant change in their child's medical needs or home circumstances.</li> </ul>

### Rewards

We at Ashgrove Primary School not only promote and teach positive behaviour and attitudes with our children, we also greatly value and reward them. The emphasis of this policy is on the positive and consistent reward of positive behaviour and attitudes. As already stated we believe our pupils learn best when they are happy in school.

All members of staff will recognise and celebrate positive behaviour and attitudes at all times around the school through informal praise. Wherever appropriate, children's best efforts will be celebrated through display and performance.

Each teacher will have their own system of class rewards.

Rewards may include the following:

- Verbal praise and smiling at children

- Verbal or written praise to parents about their child
- A simple word of thanks
- Sticker, badges or stamps
- Star of the Week
- Certificates
- Written comments in books
- Sending the child to another teacher, Vice Principal or Principal for praise.
- Special responsibility jobs for pupils e.g. House Captains and Vice Captains, School Councilors etc
- Paths Pupil of the Day
- Award of special privileges e.g. Golden Time
- Star Charts
- Individual or Group Prizes
- House Points

### **Star of the Week**

Every week each teacher will choose a pupil to be the class's Star of the Week. This award will be given right through all classes from P1-7.

The weekly areas of reward are rotated as follows:

- Literacy
- Numeracy
- Behaviour
- Endeavour

The class teacher will choose a pupil, who in their opinion has made a significant contribution in the chosen area. The awardees will be presented with a certificate in our Assembly and their photograph will be displayed in the entrance Hall. Their names will appear in the Weekly Newsletter.

### **Worker of the Week!**

At Ashgrove Primary School we wish every child to aspire to achieve their very best and make excellent progress with their learning. Teachers are encouraged to send pupils who have made good progress or produced outstanding work to the Principal. This opportunity is used to praise the pupil and post home a Wonderful Work letter. This letter celebrates the achievements of the pupil and thanks parents/ carers at home for their continued support in ensuring their child makes good progress.

### **Corridor Cup & Corridor Ted!**

This reward is to specifically celebrate and encourage the good behaviours and conduct all members of staff expect from all classes while walking in the school building and premises.

### **Playground Buddies**

In recognition of their senior position in school and to help foster self discipline and a sense of responsibility, P7 pupils are encouraged to be a Playground Helper in the P1-3 Playground. As a Helper, P7 pupils undertake various roles, playing positively with younger children.

### **Attendance Rewards**

Monthly 100% attendance stickers. Certificates at the end of the school year for 100% attendance. Pastoral Care Leader will monitor attendance and liaise with EWO.

### **House Points, House Captains and Vice Captains**

Ashgrove Primary has adopted a house points system which fosters a sense of belonging and identity on our school. Children are divided in to one of four Houses:

- ☺ Willow (blue)
- ☺ Ash (green)
- ☺ Oak (yellow)
- ☺ Chestnut (red)

House Points are awarded for range of behaviours including the following:

1. Being Careful and kind
2. Being polite and friendly
3. Being helpful
4. Being hardworking and try our best
5. Being respectful and tolerant

House Points are totaled each Half Term and a special reward is given in a Celebration Assembly.

Children apply for the position of House Captains and Vice Captains. Interviews are conducted by the Pastoral Care Leader and Principal. These positions are seen as very important and special in our school which come with roles and responsibilities. To emphasis this important role we invite parents and carers to a celebration tea party!

### **SANCTIONS & CONSEQUENCES**

Although the emphasis of this policy is on encouraging and rewarding positive behaviours and attitudes, we at Ashgrove Primary School recognise that it may be necessary to employ a number of sanctions to enforce our Code of Conduct and Classroom Rules to ensure a safe learning environment. As with matters relating to reward, consistency and fairness are vital in the application of sanctions which should be appropriate to each inappropriate behaviour.

When dealing with all forms of inappropriate behaviour, staff should employ the following strategies;

- Be calm- all children must be dealt with in a calm yet firm manner, referring to which behaviour is not acceptable and the action being taken.
- Make clear that it is the behaviour which is being punished and this is not a personal matter.
- Logical consequences- a logical consequence is a sanction that is proportional to and fits the misdemeanor. The first step is to stop the behaviour and the second step is to provide an action that recalls the rules, reinstates the limits and teaches alternative behaviours.
- Make good choices- remind the pupil they need to make good choices.
- Fresh start- although persistent or serious misbehaviour needs recording, every child must feel that everyday is a fresh start.

### **Class Plan for Learning**

We believe that children respond well if our expectations are made clear to them and at a level which they understand with a strong emphasis on pupil choice. We aim to be transparent with our rewards and consequences, therefore, with this in mind we have adopted in each year group a Classroom Management Plan. The Plan focuses on no more than 5 rules and clearly states the rewards if a pupil chooses to adhere to them. If a pupil chooses to break the rules the consequences are also clearly stated.

For the plan to be effective all members of staff must follow the protocols outlined. The Classroom Management Plan aims to illicit a professional, thinking response from the adults in charge.

As a school we will;

- Teach the rules just as we would teach any curriculum area
- Emphasise the aspect of pupil choice in engaging in appropriate behaviours
- Share information with parents and carers with regards to the Classroom Management Plan
- Clarify with all stakeholders any areas of concern

The Classroom Management plan aims to help pupils to make good choices in terms of their behaviour.

Script for use:

Step 1, Teacher: "John, please remember one of our classroom rules is that we listen to the person who is talking, thank you." (Allow take up time and praise John if he complies)

Step 2, Teacher: "John, this is a verbal warning. I need you to listen to the person who is talking,

please make a good choice, thank you." (Allow take up time and praise John if he complies)

Step 3, Teacher: "John, you have chosen not to follow my direction. I need you to work away from your group for a short time."

# Class Plan for Learning...Key Stage 1



We believe that good behaviour is about making the right choices!

## Our Classroom Rules

1. We follow instructions carefully
2. We keep our hands and feet to ourselves
3. We only use nice words
4. We follow the signal for attention
5. We listen to the person who is talking

## Positive Recognition/ Rewards

**When we choose to keep to these rules we may receive the following rewards:**

- |                   |                         |
|-------------------|-------------------------|
| 1. Praise         | 4. House Points         |
| 2. Stickers       | 5. Certificates         |
| 3. Stamps/ points | 6. Special Activity     |
| 7. Corridor Ted   | 8. Special Class Reward |

## Consequences

**If I choose to break a rule the following steps will be taken;**

First time a pupil breaks a rule...	Reminder (attention drawn to rule)
Second time a pupil breaks a rule...	Verbal Warning
Third time a pupil breaks a rule...	Two minutes away from the group or task
Fourth time a pupil breaks a rule...	Five minutes away from the group or playtime
Fifth time a pupil breaks a rule...	Contact with parents/ carer*

**Severe Clause: Remove from class and send to Senior Teacher or Principal**

\*There should be prior notification with the Principal before parent/ carer is contacted

# Class Plan for Learning...Key Stage 2



We believe that good behaviour is about making the right choices!

## Our Classroom Rules

1. We will keep hands, feet and impolite words to ourselves
2. We will observe the signal for attention
3. We will listen carefully to the person who is meant to be speaking
4. We will respect all adults and pupils in school
5. We will be positive and concentrate on our work



## Positive Recognition/ Rewards

**When we choose to keep to these rules we will receive the following rewards;**

- |                   |                             |
|-------------------|-----------------------------|
| 1. Praise         | 6. Golden Time              |
| 2. Stickers       | 7. Certificates             |
| 3. Stamps/ points | 8. Positive Note/ call home |
| 4. Corrdior Cup   | 9. Worker of the Week       |
| 5. House Points   | 10. Special Class Rewards   |

## Consequences

**If I choose to break a rule the following steps will be taken;**

First time a pupil breaks a rule...	Reminder (attention drawn to rule)
Second time a pupil breaks a rule...	Verbal Warning
Third time a pupil breaks a rule...	Work away from the group or task
Fourth time a pupil breaks a rule...	Minutes off break or lunchtime
Fifth time a pupil breaks a rule...	Contact with parents/ carer*

**Severe Clause: Remove from class and send to Senior Teacher or Principal**

\*There should be prior notification with the Principal before parent/ carer is contacted

## Causes of Inappropriate Behaviour

There are a number of "in school factors" and "out of school factors" which can lead to inappropriate behaviour, these are presented in the tables below, Lehman, Hawkins and Catalan (1994).

Table 1, In School Factors which influence pupil behaviour

<b>In school factors</b>	
<b><u>The Environment</u></b>	<ul style="list-style-type: none"><li>❖ Lack of proper ventilation</li><li>❖ Physical problems of limited space</li><li>❖ Special occasions which cause excitement, e.g. Christmas, Fire Drills etc</li></ul>
<b><u>The Child</u></b>	<ul style="list-style-type: none"><li>❖ Tired due to lack of proper rest</li><li>❖ Hungry due to insufficient or inappropriate food</li><li>❖ Poor or inappropriate social skills</li><li>❖ Need for attention from teacher or parent</li></ul>
<b><u>The Teacher</u></b>	<ul style="list-style-type: none"><li>❖ Offering poorly differentiated curriculum leading to either frustration or boredom</li><li>❖ Lack of knowledge of pupils</li><li>❖ Poor management skills such as being inconsistent, laissez-faire, over-reliance on domination or lack of reinforcement of appropriate behaviour</li><li>❖ Poor dictation</li><li>❖ Lack of clarity in explaining expectations for behaviour or subject</li><li>❖ Lack of or confusing instruction on subject matter</li><li>❖ Lack of professional development</li><li>❖ Teacher stress</li></ul>

Table 2, Out of school factors which influence pupil behaviour

Out of school factors	
<b><u>Family Circumstances</u></b>	
<ul style="list-style-type: none"> <li>❖ Child's position in the family</li> <li>❖ Child's relationship with parent/siblings/grandparents etc</li> <li>❖ Divorce/ bereavement</li> <li>❖ Mental health problems</li> <li>❖ Family trauma</li> <li>❖ Alcohol or drug addiction</li> </ul>	
<b><u>The Neighbourhood</u></b>	
<ul style="list-style-type: none"> <li>❖ Child's popularity</li> <li>❖ Peer relationships</li> <li>❖ Bullying</li> <li>❖ Social Problems</li> <li>❖ Civic disturbance</li> </ul>	

**Levels of Misbehaviour**

It is important to recognise that some misbehaviours are more serious than others. The frequency of occurrence also has a bearing on the sanctions imposed.

Low Level	Moderate Level	Serious Level
Fidgeting/ Fighting	Constantly shouting out	Serious assault
Telling tales	Poor effort	Vandalism e.g. damage to school property/ graffiti
Late for school	Distracting others	Physical / verbal threats made to staff
Dropping Litter	Poor attendance	Use of or in possession of drugs/ solvents
Noisy e.g. talking/ shouting	Continuously unprepared for work	Violent outbursts verbal or physical
Failing to keep on task	Non uniform/ jewellery	Leaving school without permission
Leaving seats without permission	Stealing	
Unkind remarks	Disregarding Supervisors	
Bad language (one off)	Threatening/ aggressive behaviour	

Time wasting	Refusal to cooperate	
Telling lies (one off)	Telling lies (persistent)	
Running in corridors		
Pushing in line		
Chewing Gum		
Borrowing without permission		
Leaving work area untidy		

Sanctions for poor behaviour in class are agreed and outlined in the Classroom Management Plan. The Classroom Management Plan is clearly displayed in all classrooms.

### Positive Behaviour Management

Listed below are a range of strategies which are proven to have been effective in positive behaviour management;

❖ **Positive Feedback-** Acknowledge/Approve/Affirm:

Acknowledging (notice and describe the behaviour), approve it (say why it is good) and affirm (apply a positive label to the pupil) e.g. "Thank you for tidying up so quickly- you are a great helper!"

❖ **Positive Correction-** tell the pupils what you want them to do i.e. not what you don't want them to do e.g. "Please walk" instead of "stop running." Avoid saying, "don't" or "stop".

❖ **Positive Repetition-** when you give a direction, ask someone who knows what to do to repeat it rather than focusing on the one who doesn't- praise the children who carry out the instruction.

❖ **Non-verbal Cues-** hands up, finger on the lips, the "look".

❖ **Give take-up time-** give a clear specific direction in a non-confrontational way, move away from the pupil with a clear expectation that the pupil will comply.

❖ **Re-direction-** repeat direction without being sidetracked. Use thanks and take-up time, do not stand over pupils in a confrontational way.

❖ **Tactically ignore-** ignore any secondary behaviour if the pupil is compliant with the primary behaviour request e.g. if the pupil begins the task (primary behaviour) when asked, ignore any annoying secondary behaviours such as huffing and muttering.

❖ **Physical Proximity-** move closer to a disruptive pupil

❖ **Distraction/ Diversion-** give an alternative task or activity to a disruptive pupil without highlighting the inappropriate behaviour.

- ❖ **Clear Expectations-** e.g. "When we go back in to the classroom after break, I will give a point to those who go straight back to their task."
- ❖ **Where/ What-** "Where should you be?" (In my seat) What should you be doing? (My work).
- ❖ **Choices-** "Put your (e.g. toy) on my desk or in your bag- which are you going to do?"
- ❖ **Broken Record-** Calmly repeat the request or rule or consequence; avoid being drawn into an argument, stay neutral.
- ❖ **Private Reprimand-** a quiet word rather than a public confrontation.
- ❖ **Repair & Rebuild-** as soon as possible after a reprimand, find an opportunity to say something positive about the pupil, "Catch them being good".

### Suspension and Expulsion of Pupils

The school reserves the right to Suspend or Expel a pupil following DENI and NEELB set procedures.

The school reserves the right to impose any listed sanction if an incident is serious enough to warrant it.

### Reasonable Force/ Safe Handling

The Education (NI) Order 1998 (part II Article 4 (1)) states;

"A member of the 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 and 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."

Based on this legal framework the working definition of "reasonable force" is the minimum force necessary to prevent a pupil from physically harming himself/herself or others or seriously damaging property, but used in a manner which attempts to preserve the dignity of all concerned.

Under Duty of Care, staff may use a physical intervention and when they do so, they should be clear that the action was;

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

## **MONITORING AND EVALUATION**

Monitoring the effectiveness of the Positive Behaviour Policy is the responsibility of the Pastoral Care Co-ordinator in conjunction with the Principal. This Positive Behaviour Policy will be reviewed annually. It will be reviewed by the Pastoral Care Coordinator with the whole staff and as we value the input of the whole school community, parents and pupils will also be surveyed to gauge opinions on the effectiveness of the policy. After this consultation the reviewed draft policy will be brought to the Board of Governors for approval.

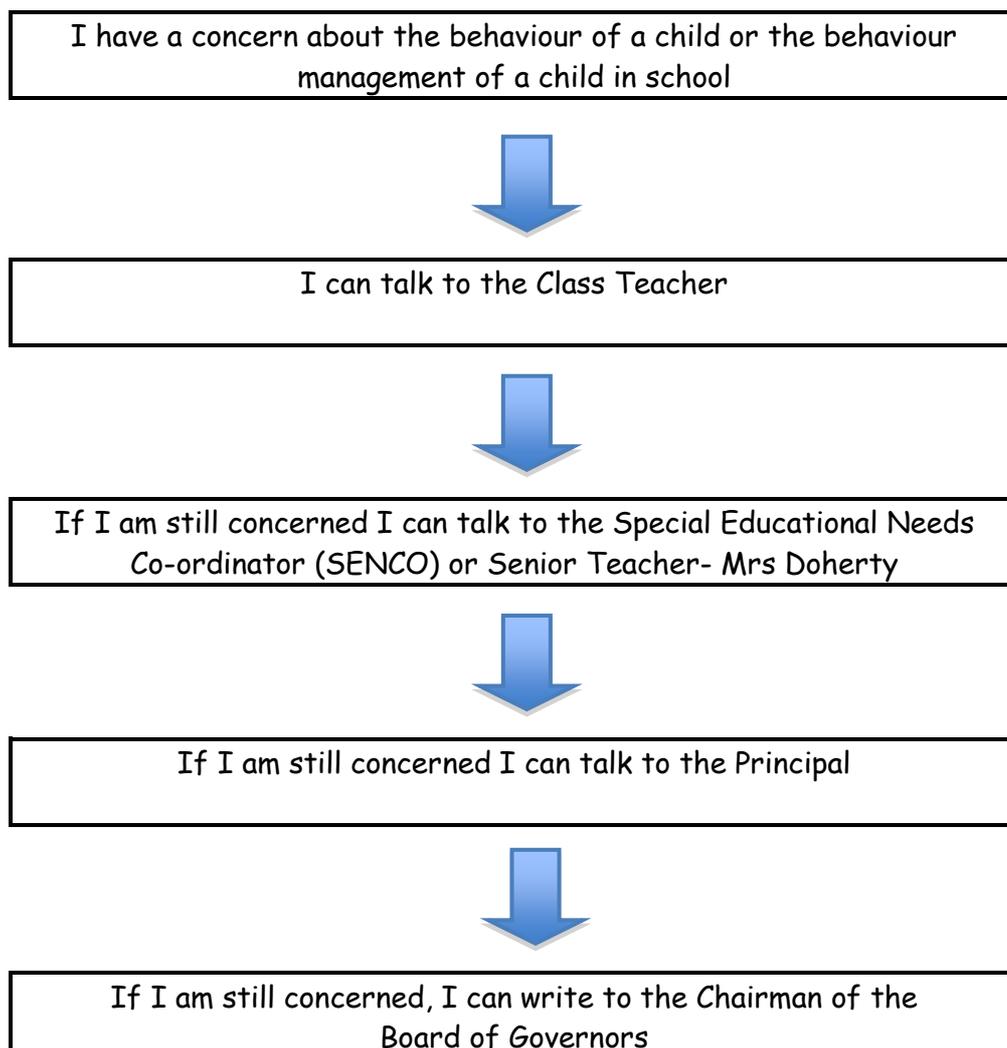
### **Link to Special Educational Needs Code of Practice**

Social Emotional and Behavioural Difficulties (SEBD) is one of the categories of Special educational Needs in the 1998-2005 Code of Practice. A pupil may be placed on the SEBD Code of Practice for SEBD when a class teacher recognizes a behaviour difficulty and where normal classroom management strategies are not effective.

### **Review of the Policy:**

The School Council has played an active role in the formulation of this Policy. They have agreed to the enclosed Code of Conduct. The Policy has been widely consulted upon with staff, parents and Board of Governors.

### **Procedures for Concerns**



## Links with other Policies

This Policy is integral to all school policies. It has key links with policies such as:

- ❖ Special Educational Needs
- ❖ Child Protection
- ❖ Anti-Bullying
- ❖ Attendance Policy
- ❖ Pastoral Care
- ❖ RSE
- ❖ Attendance
- ❖ Staff Code of Conduct

## **Appendix 1**

### **Strategies for dealing with difficult situations**

In dealing with difficult situations adults need to make professional judgements based on their experiences and the knowledge of the individual pupil.

Listed below are some points to remember and some strategies which may be useful in managing difficult situations.

- ❖ Stay calm
- ❖ Use a quiet voice
- ❖ Use neutral language and keep it to a minimum
- ❖ Avoid invading personal space unless necessary
- ❖ Avoid prolonged eye contact
- ❖ Stand still
- ❖ State expectations clearly
- ❖ Remind pupil of the consequences (use cautiously)
- ❖ State what will happen next
- ❖ It may be necessary to remove the audience
- ❖ Withdrawal- move the pupil away from the group for a short period. This models a non-violent response, gives "cooling off" time and a time for reflection. It also teaches that inappropriate behaviours will not be tolerated and protects the rights of all.
- ❖ Exiting- refer to Safe Handling Policy (DE, 2004)
- ❖ Always remember to give a thought driven professional response to a pupils behaviour

with a view to de-escalating the situation

- ❖ All behaviour is a means of communication. Habitual behaviour serves a purpose but more appropriate behaviour can be learned. How we as adults choose to respond is very important in teaching and achieving the desired behaviour
- ❖ Consistency of approach from all adults
- ❖ Give the following messages to all pupils;

"I want you to succeed in my class."

"You are responsible for your own behaviour"

Positive Behaviour Pupil Consultation...



For a safe and happy school we are expected to...

- ☺ Arrive to school on time
- ☺ Wear our school uniform
- ☺ Show respect to everyone in school
- ☺ Be truthful well mannered and kind
- ☺ Take pride in our school building
- ☺ Look after our books
- ☺ Walk sensibly and quietly in the corridors
- ☺ Keep our school litter free
- ☺ Set a good example to others
- ☺ Exercise self control
- ☺ Line up quickly and quietly when the bell rings

What do you think would be good rules for your Classroom? Can you suggest 3 or 4?

What rewards are there in our school and your class when you keep to our Rules or do something great?

Can you suggest any other rewards in class or for our school?

What sanctions do you think should be in place for poor behaviour choices?

Tick if you think the following would be sensible sanctions in our school...

- ☹ Reminder of the rule
- ☹ Change seat in class
- ☹ Complete work again or work sent home
- ☹ Timeout from Playground
- ☹ Withdrawal of special treats e.g. Golden Time
- ☹ Letter or phone call home (speak with parents)
- ☹ Send to another teacher, VP or Principal

