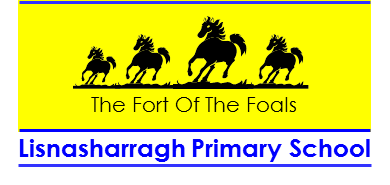
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**Lisnasharragh Primary School**

**Behaviour**

**Management**

**Policy**

Updated – 17 April 2023

To be reviewed – April 2024

**1 Introduction**

Lisnasharragh is a child-centred school with a warm, welcoming atmosphere. The staff know and care about each of the children attending the school. There is a strong belief that every child has the right to feel safe and valued. We aim to create a calm and caring environment where equal emphasis is placed on pastoral care and academic progress. Good behaviour keeps pupils safe, reduces stress for teachers and contributes to a welcoming and caring environment in which pupils can develop as people, and both pupils and teachers can do their best work.

We appreciate that significant learning will only be achieved if a child is happy and is looking forward to coming to school each day. There is a feeling of mutual respect between the children and the staff.

We aim to provide a secure environment in which all children can develop their full potential while growing in self-esteem and confidence. Pastoral Care for the children deals with their holistic development; spiritually, physically, intellectually, morally, emotionally and socially.

“A climate which fosters effective learning both within class and about the school, is at the heart of the education process. Such a climate, or ethos, is best promoted through focusing on the creation and maintenance of good relationships:” Pastoral Care in Schools: PROMOTING POSITIVE BEHAVIOUR, DE, 2001 pg. 6

**Rationale**

The Behaviour Management Policy is an important element in promoting a caring school which values all who are part of it, creating an atmosphere of mutual respect in which the children feel secure and happy and all staff work together as a team, supportive of one another and sensitive to one another’s needs. Through this policy respect for people and property is encouraged, self-discipline is promoted and positive models of behaviour are celebrated. A mutually supportive partnership between parents and teachers is also encouraged.

A policy designed to promote good behaviour is at the heart of building good relationships both at school and at home. This Positive Behaviour Policy is set, as recommended by DENI Document ‘Pastoral Care in Schools: Promoting Positive Behaviour’ (2001) in line with the school’s Pastoral Care Policy and also incorporates the associated Anti-Bullying Policy.

In developing this policy, the school has taken due cognisance of the guidance set out in DE Circular 2017/04: ‘Safeguarding in Schools-A Guide for Parents’. Action to promote appropriate behaviour should begin in the classroom and be fair and consistent throughout the school. Appropriate behaviour is that conduct which assists the school to fulfil its primary function, namely, the full development of the potential of all its pupils. Inappropriate behaviour is conduct that prevents this, either when an individual prevents his/her own development by their conduct or disrupts the development process for other members of the school community.

It follows therefore, that acceptable behaviour is that which conforms to the reasonable expectations and requirements of the school and is based upon mutual respect for the needs and aspirations of all in the school and upon care for the school environment. This policy is designed specifically to promote and reward acceptable behaviour.

**Aims of the Policy**

The aims of this policy are as follows:

* to develop within each child a sense of self-discipline and a responsibility for their own actions
* to empower the children as responsible learners by valuing independence and choice
* to create a warm and welcoming environment which promotes caring and respect for oneself and for others thus ensuring that effective learning takes place
* to develop co-operation during work and play
* to establish a set of rules and routines which will be supported consistently by all members of the school community
* to work in partnership with parents as the main educators of their child
* to provide a curriculum matched to the needs of the individual child
* to promote good behaviour by praise and presenting positive models

At the beginning of each school term a code of conduct (or class rules) will be discussed. The school as a whole believes in the following:

* we arrive on time for our lessons
* we come to school ready for our work
* we do our best work
* we present homework neatly and on time
* we support each other
* we stop, look and listen: stop what we are doing

look at our teacher

listen carefully

* we take turns to speak and listen carefully to what other children in the class are saying
* we move independently to get the necessary equipment
* we ask for help by putting our hand up
* we keep our books and school bags clean and tidy
* We are proud to wear our school uniform
* we show good manners
* we show consideration and respect for the feelings of others and the property of others
* we take care of our own property
* we are honest
* we care for our school environment
* we follow the line-up procedure at break time and at lunch time
* we walk in school and we keep to the left on the stairs
* we respect that Lisnasharragh is a ‘nut free’ school
* we move quietly through the school when out of class taking a message (or attending lessons in another room)
* we bring in a note if we are absent from school
* we need special permission to leave the school early
* we use the toilets properly and safely
* we are encouraged to visit the toilet facilities at times that do not disrupt our learning
* we recycle waste
* we do not chew gum in school
* we keep our classroom tidy
* we work and play together
* we let others join in our games
* we solve our problems without hurting anyone
* we tell someone if we are unhappy
* we tell a member of staff if we think someone is bullying
* we greet visitors to our school in a mannerly way
* we show respect by standing back and holding doors
* we continue to work productively if our teacher is speaking to a visitor
* we help visitors find their way around the school

**Rewards and Sanctions**

While rules and procedures protect the rights and define responsibilities, rewards and sanctions are necessary to encourage and maintain the rules in class and throughout the school.

**Rewards**

Individual teachers have systems of rewards that are intended to be fair and effective for all our children. These rewards are intended to contribute to the ethos of the school and involve all staff. They are aimed at promoting and reinforcing acceptable behaviour and promoting self-esteem. They encourage each pupil to take responsibility for their own actions and to have their efforts recognised and rewarded. Methods used to reward good behaviour might include:

* verbal rewards – quiet praise and encouragement
* award stickers given to children
* a celebration of a child’s behaviour in his or her own class
* a written comment on a child’s work
* a visit to another teacher, Vice Principal or Principal to share good work or behaviour
* praise in front of a group, class or assembly, including ‘Class Superstar of the Week’,

‘Good Manners Award’, Corridor Ted (P1-P3) and Corridor Shield (P4-P7)

* praise to the child’s parents at the end of the school day
* use of a sticker chart or card
* work displayed or shared in assembly
* House points awarded for good behaviour, kindness, manners, great effort etc.
* children’s achievements are celebrated in their Record of Achievement in P7
* appropriate comments included at parent teacher consultation or in the end of year report

**Sanctions**

Sanctions help to uphold rules and procedures and they provide the children with the security of clearly defined boundaries. The use of sanctions encourages appropriate and acceptable behaviour. Sanctions will be applied consistently and fairly with due regard to the self-esteem of each child. The age and maturity of a child, any special needs he (or she) may have and any other relevant information concerning that individual will be taken in account as necessary. In all cases the children will be reminded that it is the unacceptable behaviour that is being rejected, not the child. Teachers will use a variety of low-level sanctions, based on the level of seriousness of the incident. Should a child persistently breach the agreed rules or code of conduct, then a range of sanctions will be consistently implemented by all teachers throughout the school. If a child is persistently engaged in unacceptable behaviour the teacher will have made some notes about the types and frequency of the misdemeanours. The teacher will also discuss the impact of this behaviour on his/her learning with the child. The teacher and child will work together to set targets to attempt to improve behaviour.

By this stage the teacher will also have liaised with the parents/guardians through a telephone call or informal chat regarding the unacceptable behaviour.

All staff consistently follow the hierarchy of behaviour sanctions outlined below:

**Green Level 1-**

* a non-verbal reminder of the rules
* a verbal reminder of the rules
* a first warning
* support to make a better choice
* logical consequence to actions

**Amber Level 2**

* A second warning
* Restorative conversation
* Thinking Time – calming time / miss 5 min of playtime
* KS2 Time Out to another classroom
* Phone call to parents followed by a letter

**Red Level 3**

* Pupil sent to Principal or Vice-Principal
* Thinking Time (length at discretion of the Principal; restorative discussion)
* Discussion with parents
* Behaviour Plan
* Involvement with outside agencies
* Suspension

Restorative conversations and discussions provide a structured and consistent response to the inevitable incidents of conflict that arise in the life of a school. The benefits of improved conflict resolution in schools lead to reduced disruption of teaching and learning, improved relationships and a calmer school environment.

In addition to the conflict resolution benefits, restorative approaches have been shown to develop people’s social and emotional competencies, such as increased empathy, improved self-discipline and more responsible decision-making. These benefits contribute to pupils’ personal, social and moral development.

Other possible sanctions which may be taken within the hierarchy of Sanctions:

 re-arrange seating- the child may be placed at an individual seat for a longer period of time to aid concentration and to assist him/her to focus on core tasks; the child will be integrated for some group tasks

 the child may be required to complete tasks in another class in the Year Group

 letter of apology for misbehaviour to be signed by parents/guardians

 persistent unacceptable behaviour will result in detention during play time; (the child will be given sufficient time to eat his/her meal and for toileting)

 Teacher Parent consultation regarding the difficulty. Both parties work together to resolve the problem and this may include negotiating suitable sanctions to be applied at home to support the efforts being made by the teacher in class

 individual programme/ report card/ star chart may be introduced; these programmes may operate both at home and at school

 if unacceptable behaviour is persistently repeated the child will be referred to the Vice Principal/Principal who will offer counselling

 parents will be consulted in a second interview and further efforts will be made to find a resolution

 the child may have their name placed on the Special Needs Register and an Individual Education Plan may be drawn up

 the parents’/guardians’ consent will be sought to make a referral to the Educational Psychologist; further advice may be sought from the EA Behaviour Support Team

 The Board of Governors is involved

 CCMS Scheme for the Suspension and Expulsion of Pupils is invoked

\* On occasions the cost of damage to school property, whether it be to the fabric of the building, such as a broken window, or to items such as books which are lost, damaged or defaced, may be required to be met by the parents who will be informed in writing of the incident with a request for payment