

# CARRYDUFF PRIMARY SCHOOL



## **Behaviour Policy and Procedures**

*(Reviewed June 2022)*

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## INTRODUCTION

1. The school recognises that good behaviour is essential to create an environment where individuals feel cared for and secure and where teaching and learning can take place in an ordered and purposeful atmosphere.
2. Good behaviour will be based on the principles of:  
  
Respect: for self, other pupils and adults, differences and for property.  
  
Consideration: for the rights, opinions, well being and the needs of others.  
  
Responsibility: taking responsibility for one's own behaviour and actions.  
  
Honesty: telling the truth whatever the situation.
3. The school seeks to establish a climate where good behaviour is the norm, and encourages parental involvement in supporting this. It is in the home that respect for others and the basis of self discipline are acquired. The good behaviour of the vast majority of pupils in the school is a tribute to the sound foundation established by their parents. It is, however, recognised that a small minority of parents will tend towards the automatic championing of their child regardless of the facts.
4. It is recognised that pupils, parents and staff have rights and each right has a corresponding responsibility, eg:

### RIGHT

'Pupils have the right to be educated in a safe and stimulating learning environment.'

'Parents have the right to have their child educated to the best possible standard.'

'Staff have the right to enjoy a stress-free and productive working environment.'

### RESPONSIBILITY

To enjoy this right, pupils must respect the rights of others to be safe and must not therefore engage in behaviours such as bullying, intimidation etc which will infringe the rights of others to be safe. They must also, by their behaviour, allow a productive learning atmosphere to pertain in class and not engage in behaviours which will disrupt the learning process.

To enjoy this right they must ensure that the pupil attends regularly, is equipped with the right books and equipment, and that they support the school to the best of their ability in all aspects of school life.

To enjoy the right they must seek to create a positive stress-free learning environment for their pupils in which pupils get rewarded for positive behaviour and achievement.

## AIMS

- To develop self discipline in each child.
- To encourage children to develop into responsible learners.
- To recognise and promote the rights and dignity of each individual.
- To ensure each child is included in the school community and feels valued and secure.
- To ensure each child is provided with a caring and effective learning environment and is given full access to the NI Curriculum.
- To encourage good relationships based on kindness, respect, consideration and an understanding of the needs of others.
- To show appreciation of the work, achievement and contribution of others.

We encourage all children to:

- Behave in a courteous, responsible manner in school, in the school grounds and on the way to and from school.
- Respect the school's and other people's property.

Children can achieve this by including the following in their behaviour:

- putting up a hand before speaking in class
- taking your turn to speak and listen to others
- allowing adults and younger children to go through a door first
- walking inside the school building
- not leaving their seat without a good reason. Move quietly when you have to
- stop, look and listen, ie, stop what you are doing, look at the teacher and listen carefully to what s/he or another person, eg, visitor, child is saying
- work quietly and do not do anything which will distract others
- remember to say 'please', 'thank you' and 'excuse me'
- playing sensibly in the playground
- saying sorry if we accidentally hurt someone
- show consideration and respect for other children and adults
- never hit, push, call names, say 'unkind' words, tell lies, spread rumours, make fun of, annoy, laugh at any other person
- follow school procedures, school, class and playground rules
- follow instructions from teachers and other staff

The school will alert children to the seriousness of bullying and make them aware of its effects and consequences. This will be done through lessons in class, using appropriate resources, eg, PATHS lessons, participation in National Anti-Bullying Week, resources from outside the school, eg, community police, school health service when available and appropriate.

Children are encouraged to behave in an appropriate manner, relating to others with courtesy and respect:

- through direct teaching in the classroom
- through individual or small groups discussion with the teacher and/or Principal
- through the medium of the formal curriculum especially EMU and Religious Education
- through morning assemblies

- by the manner in which teachers relate to pupils in their classes and throughout the school

## POSITIVE BEHAVIOUR

The school adopts a positive approach to the pastoral care and discipline of pupils by emphasising, praising and rewarding good behaviour.

|         | RIGHTS                                                                                                                                                                                                                                                                                       | RESPONSIBILITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pupils  | <p>To be able to learn to the best of their ability.</p> <p>To be treated with consideration and respect.</p> <p>To be listened to by the adults in the school.</p> <p>To know what is expected.</p> <p>To feel safe.</p> <p>To be treated fairly.</p>                                       | <p>To treat others with consideration and respect.</p> <p>To listen when it is the turn of others to talk.</p> <p>To follow instructions from teachers and other members of staff.</p> <p>To sort out difficulties without making matters worse.</p> <p>To ask for help if they need it.</p> <p>To behave in such a way as not to disrupt the class and other children's learning.</p> <p>To contribute to a positive learning environment in the classroom.</p>    |
| Parents | <p>To be sure their children are treated fairly and with respect.</p> <p>To know that their children are safe.</p> <p>To be able to raise concerns with staff and to be told when there are difficulties.</p> <p>To have their child educated towards his/her highest possible standard.</p> | <p>To get children to school on time, ready to work and with the correct equipment.</p> <p>To treat all children with respect.</p> <p>To talk to children about things they learn in school.</p> <p>To tell the teachers if your child is being bullied or upset.</p> <p>To ensure the child is regular in attendance and brings their homework to school.</p> <p>To support the school in what they are doing and respect the professional judgement of staff.</p> |
| Staff   | <p>To be treated with respect by pupils, parents and colleagues.</p> <p>To be able to teach without unnecessary interruption</p>                                                                                                                                                             | <p>To create a safe, stimulating and stress free environment in which pupils can learn.</p> <p>Treating pupils with consistency and respect at all times.</p> <p>Communicating regularly with parents.</p> <p>To reward positive behaviour and achievement.</p>                                                                                                                                                                                                     |

## GOOD BEHAVIOUR

School should be a happy learning environment. Children should grow:

- socially
- personally
- academically

1. What are the benefits of good behaviour?
2. What do we mean by good behaviour?
3. How do we encourage good behaviour in school?
4. How do we discourage inappropriate behaviour?

### 1. THE BENEFITS OF GOOD SOCIAL BEHAVIOUR

#### Children

- learn what good behaviour means
- learn to care for one another
- learn the value of friendship
- develop self-confidence
- do as well as possible in their school work

#### Teachers

- teach effectively with few behaviour problems
- meet the needs of all pupils
- make positive contacts with all parents
- develop personally and professionally

#### Parents

- feel confident that their children are growing personally, socially and academically
- know that their children will receive support when they need it
- feel welcome in school to discuss the children's progress in a positive atmosphere

### 2. WHAT WE MEAN BY GOOD BEHAVIOUR

Everyone is:

- careful and kind
- polite and friendly
- helpful to each other
- quiet and hard working

This behaviour should be encouraged in every area of school activity and pupils should be helped to recognise examples of good behaviour at all times.

If, however, any child finds these general aims difficult to understand, as many young children do, they may be helped by making these behaviours clearer, more specific and more suited to their individual needs.

### 3. HOW TO ENCOURAGE GOOD SOCIAL BEHAVIOUR

Everyone should agree to:

- recognise and highlight good behaviour as it occurs
- ensure that all children are praised for behaving well
- explain that criticism is constructive
- explain and demonstrate the behaviour we wish to see
- encourage children to be responsible for their own behaviour
- let parents know about their children's good behaviour
- reward individual children and groups of children for behaving well

Good behaviour should be recognised through awards of privileges and rewards. Such rewards and privileges may include:

- badges and stickers
- positive letters home
- special responsibilities
- free choice of activity at certain times
- merit badges

Sometimes the good behaviour of whole classes can be recognised by:

- having special outings
- giving extra free choice time
- hearing about their good behaviour in assemblies

### 4. STOPPING INAPPROPRIATE BEHAVIOUR

Very occasionally, young children may forget the aims for good behaviour and be inconsiderate towards others. This can be prevented from happening by:

- reminding pupils of the school's aims
- noticing good behaviour as it occurs
- ignoring misbehaviour as far as possible

Sometimes this may not be enough and, depending upon the situation, it may be necessary to deal with persistent misbehaviour by:

- giving effective verbal prompts and reminders of appropriate behaviour
- separating the pupil within the class
- removing privileges
- separating the child from the class and referring to the head of Key Stage or principal
- contacting parents to discuss ways of helping the child to improve his/her behaviour
- devising an 'individual behaviour programme' which will help the child to learn appropriate social behaviour in school. (This should always be done in conjunction with parents)

In very rare cases it may be necessary to suspend a pupil. This should only ever be considered after all other possible avenues have been explored. Very careful arrangements should be made to ensure that any child returning to school after suspension is helped to behave appropriately.

We believe that pupils should be rewarded for positive behaviour as well as punished for negative behaviour. To this end we offer reward systems. To be effective any

reward must follow immediately, be realistic, be applied consistently and be awarded by a person who carried prestige, such as the teacher or supervisory assistant. General social rewards given throughout the school include a quiet encouraging word, public praise in class or assembly, non-verbal praise, eg, smile or thumbs up, work displayed on walls, visit to other teacher or Principal to inform them of some action or achievement deserving praise and a letter of praise sent home to the parents.

## STRATEGIES FOR PROMOTING POSITIVE BEHAVIOUR

### Foundation and Key Stage One

*Table Points* – awarded to the table group for, eg, tidiest table, most industrious pupil, quietest pupil, being helpful and well mannered. Individuals can gain points for the group through accurate or well-presented work.

*Teachers' Award* (stickers) for individual achievement or effort, good manners, being helpful, showing consideration for others, etc.

*Classroom Responsibilities* – children are given jobs to do in their classroom. These could include leading the line, distribution and collection of equipment and doing messages for the teacher.

*Pupil of the Day* – as part of the PATHsPlus PDMU programme

*Playground Games* have been introduced for both Key Stages to improve positive behaviour in the playground at break and lunch. They include items such as; bean bags, hoop-on-peg, skipping, cat's cradle, quoits, French skipping, big hand tennis, soft footballs and basketball.

### Key Stage Two

*Table Points* – awarded to the table group for, eg, tidiest table, most industrious pupil, quietest pupil, being helpful and well mannered. Individuals can gain points for the group through accurate or well presented work.

*Classroom Responsibilities* – children are given jobs to do in their classroom. These could include tidying certain areas, watering plants, distribution and collection of equipment and doing messages for the teacher.

*Positive Reinforcement Time* at Hymn Practice and/or Assembly.

*Primary 7 pupils are given special responsibilities such as the following:*

*Buddies* - are given responsibility for looking after younger classes; they assist at break and lunch time, during assemblies and for other special events eg. Sports Day.

*Monitors* – are given responsibility for looking after areas such as the library, or equipment such as Playground Games or PE resources. These children are often responsible for ordering new resources, listing needs, etc.

*Tour guides*- represent the school by leading parents or visitors around the school confidently.

*Pupil of the Day* – as part of the PATHsPlus PDMU programme

The *Barnardos PATHsPlus* programme forms part of the PDMU curriculum for P1 to P7. Within this programme the pupils explore social contexts and appropriate behaviours and responses to these.

Each class will develop its own classroom rules. However these should be worded positively and based on the criteria set out below:

Class rules should:

Protect rights  
Evoke responsibilities  
Involve consequences – rewards or sanctions – these should be discussed with pupils  
Reflect the school rules and aims  
Involve the children in their construction  
Reflect positive expectations  
Be clear, specific and few in number  
Be taught and on display in the classroom

Rules need to cover:

Learning  
Communication  
Conflict management  
Movement  
Treatment of others  
Safety and security

Essential requirements for success:

Be consistent  
Be firm  
Be fair  
Follow up and follow through

In promoting positive behaviour teachers should:

- (a) Use firm consistent management, while maintaining a good relationship with pupils.
- (b) Be well prepared.
- (c) Give pupils work at which they can achieve success.
- (d) Always give positive encouragement
- (e) Never put a pupil down – always give a positive response when a pupil asks for help.
- (f) Make lessons stimulating, interesting and enjoyable.
- (g) Always treat pupils with respect and in accordance with their age.
- (h) Insist on high standards encouraging each pupil to do the best (s)he can.
- (i) Have a positive attitude which transfers to pupils.
- (j) Inspire pupils to learn.
- (k) Speak quietly – a quiet teacher will have a quiet class.
- (l) Tactically ignore minor negative behaviours.
- (m) Have positive classroom rules.
- (n) Have well established classroom routines.
- (o) Recognise and acknowledge positive behaviour.
- (p) Remain calm in a crisis.
- (q) Have certain but not severe consequences.
- (r) In all situations attempt to keep pupil's self esteem intact.

## SELF ESTEEM

Pupils and staff need to feel secure, happy, valued and wanted if they are to develop a positive self image, be well adjusted socially and emotionally and consequently, realise their true potential. It is self esteem which determines the use we make of our abilities throughout our lives.

The following are ways in which we aim to improve self esteem:

### *Curriculum Differentiation*

Build in success and protect from failure  
Break tasks into small, achievable steps  
Consider the most appropriate groupings  
Consider guidelines for marking work

### *General Motivation*

Praise  
Positive note home or phone call  
Award certificate  
Class celebration  
Give the pupil responsibilities  
Pupils' opinions and decision making  
Catch the pupil being good

### *Modifying Particular Behaviours*

Use Circle Time  
Use a Good News Book  
Criticise the behaviour, not the child  
Phrase your rules and directions positively

Teachers' behaviours that enhance children's self esteem

- Has unconditional relationship with each child.
- Recognises the influence of self-esteem on learning.
- Sees child and behaviour as separate issues.
- Knows that learning is not an index of capability.
- Views success and failure as relative terms.
- Employs mistakes and failures as opportunities for learning.
- Emphasis on effort rather than performance – realistic demands.
- Makes sure that learning has only positive associations.
- Does not project own needs onto child.
- Stays calm and relaxed at all time.
- Is fair, consistent and predictable in response to all children.
- Frequently praises and affirms children.
- Is positively firm in the face of difficult behaviour from children.
- Listens to all sides.
- Prepares lessons well.
- Requests rather than demands.
- Is child centred/knows when help is needed.

## **RATIONALE FOR NOT PUNISHING**

- It does not eliminate the unacceptable behaviour (although it does slow it down).
- It does not offer alternative strategies by showing what is appropriate.
- It allows teachers to act as inappropriate models by displaying aggressive behaviour.
- It encourages maladaptive emotional responses such as fear, tension and withdrawal which can lead to further problems.
- It can damage self-esteem, particularly if shame or humiliation is used.
- It can lead to avoidance behaviours such as lying, subterfuge and truancy.
- It draws attention to bad behaviour, while research has indicated that it is more effective to draw attention to acceptable behaviour.
- It can damage creativity and originality of thought – why take a risk if the result is some sort of punishment?
- It shows children by example that it is 'grown up' or adult behaviour to use power with those who are weaker.

## **SPECIAL NEEDS**

It is recognised that some pupils may have behavioural or emotional difficulties which do not respond to normal classroom behaviour management strategies. Disorders such as ADHD and ASD will normally be diagnosed by medical specialists. The behaviour of such children can be both demanding and challenging.

In such cases the class teacher should inform the SENCO about the pupil's behaviour and attitude in class and/or the playground. As much evidence as possible should be gathered and consideration given to entering the pupil's name on the special needs register. A Behaviour Plan will need to be drawn up with suitable targets in an effort to modify the pupil's behaviour. If the pupil fails to respond, the teacher and SENCO may then begin procedures at stage 2 of the Code of Practice. Parents will be consulted and information on the Individual Education Plan shared with them.

If the pupil again fails to respond, normally after two reviews, the support of the Educational Psychologist or Behaviour Team at EA may be sought at stage 3 of the Code of Practice. The permission of parents must be given prior to the referral being made.

In a very small number of cases, positive handling strategies such as Team Teach may need to be employed to deal with behaviour which threatens the safety of the individual pupil or that of others. Refer to the 'Positive Handling' Policy.



## **STRATEGIES FOR STAFF**

### Over the top behaviour – the clown

- Address the behaviour
- Stand close to the pupil
- Speak quietly and ask him/her to calm down
- Calmly state expectations of behaviour and consequences
- Give rule reminders
- Remove from the audience
- Place in a group that will not reinforce the behaviour
- Be patient – it may take some time for a pupil to change behaviour

### Dominant or talkative pupil

- Avoid eye contact
- Share time in group
- Give a task, like recording or writing to reduce talking time
- Give feedback. Praise willingness to contribute but point out the effect of reducing the contribution of others
- Invite individual to give less of himself and encourage others
- Pair or place in a group of others of similar style so that they will cancel each other out
- Introduce the idea of acceptable levels of talk in class

### Ignoring staff/adults

- Avoid confrontation – especially in a public arena
- Quietly make expectations of appropriate responses clear, eg, “I would like you to....”
- Allow time to comply
- If still no response, apply school procedures and appropriate sanction
- Try to keep channels of communication open
- Share effective strategies amongst staff

### Refusal to co-operate with instructions

- Calmly restate expectations
- Give the child a limited choice
- Give time to comply
- Look/move away
- Proximity praise to children who are co-operating
- Avoid confrontations
- Clarify consequences of behaviour and give the child a choice
- Explain and discuss rules for co-operation with the whole class
- Talk with child after class

### Defiance

- Stay calm – resist taking the pupil’s behaviour personally
- Moderate the pitch and tone of voice so that it stays low
- Stay an appropriate distance from the pupil – too close may appear threatening

- Use 'I' statements, not 'you' statements, eg, 'I want you to', not 'you should be'
- Don't get into a win or lose situation
- Acknowledge that you can't make the pupil do something. Calmly state what the final outcome will be
- Offer consequences as choices – follow them through and leave the pupil to get on with his or her choice. This should be in accordance with the school's behaviour policy
- Where possible, divert the attention of the audience
- Address the behaviour when the pupil has complied and is calm

#### Threatening behaviour

- Give reassurance and appropriate attention to the pupil who is the target of the intimidation
- Give a rule reminder
- Do not accept excuses. 'It's only a joke' is valid only if everyone is having a good time
- Record the incident formally
- Target positive interactions between pupils:
  1. Class discussion about responsibilities and feelings
  2. Negotiate appropriate compensatory action
  3. Set up and monitor peer and staff support for the victim
  4. Teach 'assertion' strategies

#### Aggressive pupil

- Identify specific issues that may cause the behaviour
- Focus on the reasons for strong feelings
- Talk it out
- Point out the effect of the behaviour on others
- Say what would be preferable
- Avoid retaliation and escalation
- Apply ground rules which 'outlaw' aggressive type behaviours

#### Shy pupil

- Place with friends
- Avoid over attention
- Encourage by supporting contribution to activities
- Initially, encourage small contributions
- Allow time for the pupil to develop confidence
- Give praise for each small achievement

Remember that behaviour won't change overnight. All strategies need to be followed through for a period of weeks.

## SANCTIONS

Remember:

- Rewarding good behaviour, giving praise, encourages a positive attitude and helps to shape the behaviour of pupils. Behaviour which is rewarded is more likely to be repeated.
- When a child does something wrong any action taken should be accompanied by/include:
  - (a) an explanation of why this behaviour is wrong
  - (b) an explanation of the right way to behave in this situation in the future
- Everyone can learn new behaviour.
- Some children may need teaching, advice and counselling because they genuinely don't know how to behave. Their behaviour patterns may be based on different home values, attitudes and parenting skills. An individual education plan may need to be drawn up and discussed with the parents so that the child's ability to reach behaviour targets over a period of time can be assessed.

To make the sanction positive:

- Use a respectful but assertive tone of voice
- Focus on the behaviour, not the child
- Discuss the situation with the pupil
- Minimise embarrassment and hostility
- Encourage positive behaviour
- Reach an agreement
- Give clear choices and explain consequences to enable pupils to take responsibility
- Ask pupil to suggest a punishment
- Say something positive and if appropriate suggest something less severe
- Get the child to acknowledge the feeling that you have been fair to him.



## BEHAVIOUR

## SANCTIONS

### Level 1

Occasional and deemed to be less serious, but which interfere with teaching and learning

Tapping on desk  
Fiddling/fidgeting  
Talking  
Shouting out  
Swinging on chair  
Sulking  
Sniggering  
Humming  
Complaining  
Interfering/hiding other children's belongings/work  
Leaving seat when not allowed  
Not listening

The look!  
Hand sign  
Verbal prompt  
Reasoning with the pupil  
Verbal reprimand/warning  
Time out in classroom  
Additional work  
Remove small privileges  
Explain why wrong and how to behave in future

### Level 2

Moderately serious. Persistent level 1 offenders become level 2

Throwing objects  
Pushing/hurting other children  
Answering back  
Rudeness to peers  
Rudeness to staff  
Bad language  
Offensive gestures  
Spitting  
Leaving classroom without permission  
Forgetting/losing homework/books  
Name calling  
Defiance  
Rough/dangerous play  
Disruption

As level 1

Record on Behaviour Report

\*Break time detention  
\*Lunch time detention  
Completion of 'Think Sheet'  
Refer to Key Stage head  
Phone call to parent  
On report

\* NB children must be allowed to eat break/lunch

### Level 3

Very serious

Hitting  
Kicking  
Fighting  
Causing injury  
Unprovoked acts of aggression  
Throwing stones  
Vandalism  
Threatening other pupils  
Bullying  
Lying  
Stealing  
Deliberate, continued defiance  
Leaving school grounds without permission  
Aggressive behaviour/play

Refer to Principal

Extended period of break and/or lunch time detentions  
Letter to parent for interview with Principal  
Formal warning letter from Principal  
After school detention (normally following 3 warnings) – minimum 24 hours notice by letter from Principal  
\*\*Suspension – Principal only or, in her absence, the head of Key Stage  
Expulsion - EA only

NB All level 2 and level 3 offences must be recorded on an Incident Report or Behaviour Report. These reports must be placed in the School Behaviour File.

A refusal to accept school discipline may result in suspension. The parent(s) will always be invited to a discussion with the Principal to try to resolve the differences in an effort to avoid this step being taken.

\*\*The procedures laid down by EA regarding suspension must be followed.

## **PATHsPlus Programme**

All pupils from P1 to P7 participate in this PDMU programme which focuses on developing self-esteem and emotional literacy amongst our pupils. The scheme comprises 2 x weekly lessons for all pupils and an 8-10 week Friendship Group programme for children encountering social difficulties.

The school was awarded Model School Status for PATHS work in June 2017.

## **Our Playground Rules**

1. We try to treat everyone as a friend.
2. We play games that everyone can share.
3. We care for each other in the playground.
4. We never do anything which would hurt another person, ie, we never push, hit, play rough games, call names, say unkind words, etc.
5. We respect the grown-ups on duty.
6. We keep our playground tidy.
7. We stop playing when the bell rings and then walk quickly and quietly to our lines.

## **Links with other Policies**

Carryduff Primary School's Behaviour Policy is set in the context of our Pastoral Care Programme and reflects our Mission Statement. It links with other policies such as:

Anti-bullying Policy  
Child Protection and Pastoral Care  
Special Educational Needs  
Social Communication Unit  
Positive Handling  
Curricular Policies



## CARRYDUFF PRIMARY SCHOOL

### Incident Report Form

Person reporting the Incident: \_\_\_\_\_

Date/Time of Incident: \_\_\_\_\_

Location of Incident: \_\_\_\_\_

Victim of Incident: \_\_\_\_\_

Name(s) of Witness(s): \_\_\_\_\_

Details of Incident: Include name(s) of child(ren) involved and what each child actually did:

Actions Taken:

Dealt with by: \_\_\_\_\_ Name(s) of staff member

# THINK SHEET



Name: \_\_\_\_\_ Class: \_\_\_\_\_

The inappropriate behaviour I displayed was:

When it happened: \_\_\_\_\_

Where it happened: \_\_\_\_\_

Why it happened: \_\_\_\_\_

How I think my behaviour affected others:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What can I do now to make things better?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Strategies I could use next time:

*(ask an adult for help, walk away, use PATHs control signals, talk to a PATHs Pal, talk to my friends, take time out away from the problem, talk to my parents...)*

\_\_\_\_\_  
\_\_\_\_\_

## Review

| Actions I took | Results of my actions |
|----------------|-----------------------|
|                |                       |
|                |                       |

Date: .....

# Carryduff Primary School

# Behaviour Report

Pupil..... Class.....

[illegible]

