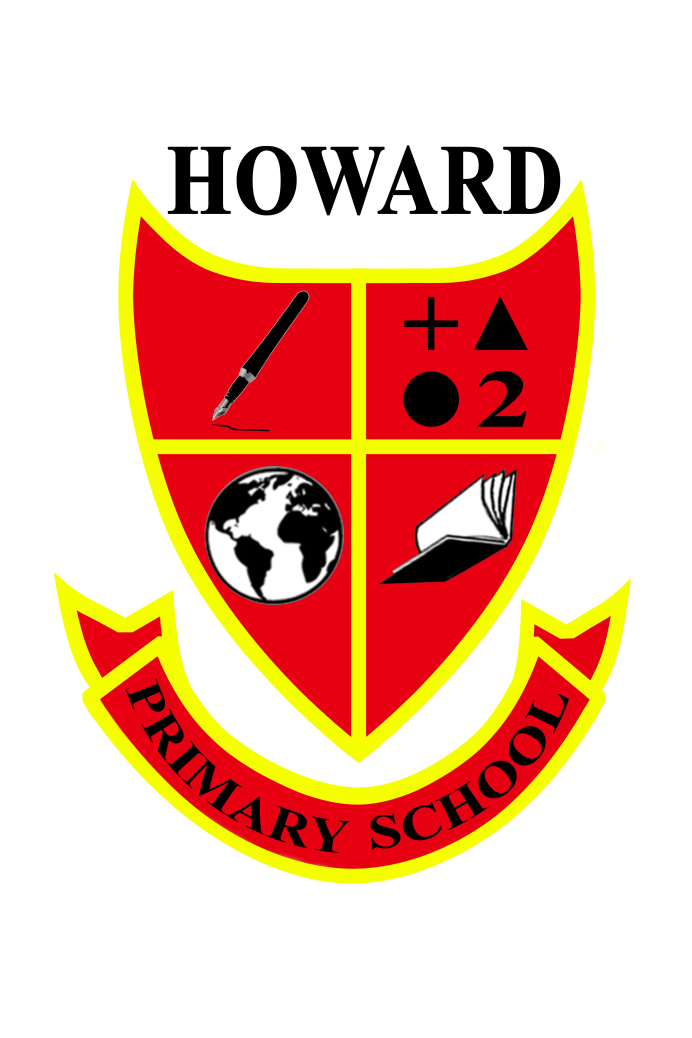
**HOWARD**

**PRIMARY SCHOOL**



**Positive Behaviour Policy**

**Reviewed September 2015**

**A Code of Practice for Governors, Staff, Pupils and Parents**

**Mission Statement**

**At Howard Primary School we recognise each child as an individual. In order that each may work towards their personal best we aim to create a safe and caring atmosphere in which effective teaching and learning can take place.**

This policy has been devised in conjunction with Governors, Staff, Pupils and Parents and should be read in conjunction with the School Policy Statement for Teaching and Learning as together they establish the general ethos of the school.

The Policy is part of the school’s overall Pastoral Care Policy and has links with other policies such as Child Protection, Anti-Bullying, PDMU and Special Needs,

This document provides the framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible individuals.

It is written for the benefit of the whole school community to help facilitate a positive whole school approach to behaviour management at Howard Primary School.

**Aims**

This behaviour policy aims to:

* Establish a community wherein pupils, teachers, parents and support staff are valued and enjoy a sense of belonging.
* Create an acceptable level of order and behaviour so that effective teaching and learning can take place.
* Develop, in all children, positive self-esteem and a sense of self-worth which will help them realise their potential in their physical, intellectual, social and personal development.
* Encourage self-respect, self-discipline, respect for others and property in the school and community.
* Help children become courteous, well-mannered, tolerant and understanding of other.
* Begin to develop the skills necessary to resolve conflict and differences of opinion with sensitivity
* Ensure that parents are informed of our disciplinary policy procedures and to encourage their co-operation and support in the successful implementation of our school discipline policy.

**Introduction to Behaviour Management**

The Principal and Staff at this school believe firmly that effective learning cannot take place without a requisite standard of good behaviour. In the context of this school good behaviour is defined as conduct which assists the school to fulfil its function, namely the full development of the potential of all its pupils. Conversely bad behaviour would be defined as conduct which prevents this, either when an individual prevents his/her own development by behaving badly or when unacceptable conducts disrupts the development process for other members of the school community.

It therefore follows that good 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 its environment.

**A Positive Approach**

Whilst this policy outlines sanctions which may be imposed as necessary, we do not see discipline within our school as a series of rules and regulations. Rather, we view discipline in a positive way, where praise and reward are fundamental. It is our desire to cultivate in pupils an acceptance and recognition of their own decisions, their actions and consequences. We hope to train and guide children to behave in a socially acceptable way, whilst in the care of teachers and others in the education process.

**Roles within our School Discipline Policy**

1. **Rights and Responsibilities of Pupils**

We would expect the children who attend Howard Primary School to enjoy their education and to have their needs met. However, at the same time we wish to encourage children to realise that other children deserve and must enjoy the same treatment as they do. A child who is experiencing difficulty at school should inform his/her class teacher, the Principal or any other member of school staff.

**Pupils have a Right to:**

* Be valued as a member of the school community
* Work and play in a calm, well managed and safe environment
* Receive a broad, balanced and suitably differentiated curriculum
* Be listened to in a sensitive manner
* Get help when they seek it
* Be made aware of the school’s standard of expectations with regard to work and discipline
* A fair, consistent, clear and calm approach to behaviour management

**Pupils have a Responsibility to:**

* Follow the school’s code of conduct contained in the positive behaviour policy, including rules relating to attendance, punctuality and uniform
* Show respect for staff, visitors and other pupils in school
* Show respect for their own and others’ property
* Behave in an acceptable manner in class and in the playground
* Listen attentively in class and work to the best of their ability
* Follow the directions of staff, both teaching and not-teaching
* Represent the school in a positive way

1. **Role of Parents/Guardians**

Standards of behaviour are well established in children before they come to school. Accepted standards of behaviour may vary from home to home and family to family. Behaviour which can be tolerated at home may not always be acceptable at school because of the large numbers involved in the school community.

We believe in the principle of partnership and therefore encourage parents and guardians to establish and maintain a relationship with the class teacher and principal.

Active co-operation with staff is absolutely essential if an acceptable standard of discipline is to be achieved.

The co-operation of parents is sought in relation to maintaining high standards of pupil attendance, punctuality, pupil appearance, wearing of school uniform caring for learning materials, (particularly those belonging to school) and supervision of homework.

**Rights and Responsibilities of Parents and Guardians**

**Parents have a Right to expect:**

* A safe, stimulating and happy learning environment for their child
* The delivery of a well-balanced, broad and suitably differentiated curriculum
* Be well informed about their child’s progress and any concerns the school has about the child
* Up-to-date information on the school behaviour policy and procedures
* To be kept informed should their child not meet the standards of behaviour set
* An opportunity to discuss disciplinary matters with the class teacher or principal, including sanctions imposed in accordance with policy procedures
* A consistent and fair approach to behaviour, with sanctions commensurate with the seriousness of the misdemeanour
* A school community which is sensitive to the needs of the individual child
* An acceptable level of courtesy and respect to be shown to their children by staff

**Parents have a Responsibility to**

* Act as positive role models for their children in their relationship with the school
* Promote an understanding of what is acceptable and unacceptable in terms of behaviour
* Support the school in implementing the behaviour policy and in maintaining a high standard of discipline
* Ensure that children comply with school rules regarding uniform, attendance and punctuality
* Encourage children to show respect to all staff, school visitors and peers
* Encourage children to value their own property, school property and that of others
* Be realistic regarding their child’s ability and offer encouragement and support to them
* Encourage children to complete school work and homework to an acceptable level
* Advise school at the earliest opportunity of any problems concerning their child
* Work in conjunction with the teachers and principal should any discipline be required.

1. **Role of the Teacher**

A teacher’s role is to provide education for the children in his/her care. ‘A climate which fosters effective learning, both within the classroom and about the school, is at the heart of the education process.’ (Promoting Positive Behaviour’p.6. Dept. of Ed. Publication)

When the teacher and pupil understand their different roles a positive, well ordered learning environment can be achieved. Children at different stages in education require instruction and guidance and our school rules form the framework of our expectations as teachers for the behaviour of the children in our care. Our rules will be clearly displayed in each classroom and commented on. At regular intervals, by teacher. Teachers will enforce acceptable behaviour in their class in a positive manner, having regard to the positive nature of the school policy, consulting with Senior Management and the Principal when necessary.

**Rights and Responsibilities of Teacher**

**Teachers have a right to:**

* Expect courtesy and respect from colleagues, parents and pupils
* Expect opportunities for professional development
* Be valued as part of the school team
* Discipline all pupils in the school according to school procedures
* Expect back-up procedures to be in place for managing behaviour
* Have an opportunity to work to their full potential in a calm, safe environment

**Teachers have a Responsibility to:**

* Behave in a professional manner at all times
* Provide children with a broad, balanced and suitably differentiated curriculum
* Be approachable, sympathetic and alert to pupils in difficulty
* Recognise the individuality of children,
* Have high but realistic expectations for each child and strive to cater for their needs
* Acknowledge effort and achievement
* Consult with parents about a child’s progress or behaviour
* Provide a safe, stimulating and caring working environment in the classroom, where all children can work effectively to the best of their ability
* Enforce the school’s behaviour policy in a fair and consistent manner
* Co-operate and work with the school management team and colleagues
* Pursue opportunities for personal and professional development

1. **Role of the Principal**

The Principal has a key role in formulating and reviewing the behaviour policy and establishing the ethos of the school. She must ensure that teachers, pupils and parents play a vital role in the life and organisation of the school.

The Principal must ensure that the rules of the school are administered fairly and consistently to all pupils. She should support her staff where appropriate and furnish the Board of Governors and Education Board (if necessary) with a report on the discipline within the school or on the behaviour of an individual pupil where necessary.

The Principal must also ensure that the school behaviour policy is processed in accordance with and alongside all other relevant school policies, i.e. SEN Policy, Pastoral Care Policy, Anti-Bullying Policy and Code of Practice, etc.

1. **Role of the Board of Governors**

The Governors have legal responsibility for the school’s behaviour policy and it is their role to maintain a policy for the school which is current, being implemented positive in nature and reflective of the school ethos.

If or when a case of indiscipline should come before them they must act upon it, having considered the views of the principal, other interested parties and any reports forwarded to them.

Where appropriate, they should support the principal and her teaching staff.

**Pupils’ code of Conduct**

A very high standard of conduct, work and appearance is expected from each boy and girl who is a pupil at Howard Primary School. Respect for oneself and consideration for others are the ideals by which pupils should be guided in all their behaviour in school in the home and the wider community.

The code of conduct is very important in ensuring that each pupil can reach his/her full potential in Howard Primary School.

**Attendance**

* Regular attendance is essential.
* The School day is from 8.45 am to 1.45 pm or 2.45 pm.
* No pupil may leave school without the permission of his/her teacher or principal, on receipt of a note.

**Punctuality**

* Children should be on the school premises by 8.35 am at the earliest, when teacher supervision begins.
* Supervision is also provided from 2.45 pm to 2.55 pm
* Children should keep to the paths and take extra care when close to parking areas.

**Behaviour**

* Pupils should have respect for themselves and others and take responsibility for their own actions.
* Pupils should be well-mannered at all times, especially in presence of other adults.
* The use of bad language and gestures is unacceptable. Boisterous games and activities which are liable to cause injury to the pupils or others are prohibited.
* Teachers and supervisors are to be obeyed at all times.

**Appearance**

* A high standard of personal appearance is expected at all times.
* Full uniform should always be worn unless previously arranged with class teacher/principal.
* For safety reasons jewellery will be restricted to a watch and stud earrings. When engaged in physical activities it is necessary to remove jewellery as it may cause danger.

**Movement around School**

* Pupils should move around the school in a quiet and orderly manner as directed in the school rules.
* Toilets should be used at set times or when otherwise directed by the teacher.
* In the dining hall, pupils are expected to walk in an orderly manner when entering, exiting or moving within the hall. Pupils are expected to have good table manners.

**Property**

* It is expected that all pupils will show due care and respect for their own and others’ property. School property and school grounds are due the same importance as something which is their own.
* Pupils’ names should be clearly marked on all clothing and articles brought to school.
* Pupils should only bring to school items of property which they need or are asked to bring by their class teacher.
* Pupils should inform their class teacher if they have a mobile phone in school.
* Pupils should respect electronic and digital equipment (ICT Equipment) owned by the school and should follow schools rules, teacher guidance and at all times adhere to the e-safety code of conduct when using such equipment in school. (eg computers, ipads, beebots, probots, headphones, cameras etc).

**Pupils are responsible for their own behaviour**

Expected behaviour in:

**The classroom**

* We will walk in the classroom
* We treat everyone with respect
* We share and take turns
* We always bring the things we need to school
* We are attentive to the teacher and other pupils
* We listen and look when being spoken to by the teacher
* We always try our best
* We put our hands up if we want to speak.
* We work quietly and stay in our seats during written work.
* We are always ready for work.

**The Corridor**

* We always walk quietly and safely, in single file, on the left hand side
* We open doors for visitors.

**The Playground**

In the playground, children should abide by the following rules:

* In dry weather, we will play outside at break and lunch-time.
* We always play in a kind and friendly way.
* We always look after our playground equipment, use if appropriately, take turns and share.
* We keep our playground tidy.
* We do not use unacceptable language and gestures.
* We do not climb trees, fences or hedges in school grounds.
* We do not throw stones or other missiles.
* We do not play boisterous games which are liable to cause injury.
* We will respect and obey teachers and supervisors at all times.
* We will always remain in the main playground area and not go to the sided or the front of the school.

**The Dining Hall**

In the dining hall children should abide by the following rules:

* We will walk when entering, exiting or moving within the dining hall.
* We will say “please” and “thank-you” appropriately.
* We will eat and drink with good table manners.
* We will talk quietly to our friends
* We will remain in our seats and put our hands up if we need attention
* We will listen to and obey, our teachers and supervisory assistants at all times.

**Ourselves and Others**

* We care for ourselves
* We care for our school
* We are kind to each other
* We show good manners to each other.

**Educational Visits**

Pupils on school visits will be expected to abide by the aims of our school Behaviour Policy and school rules re behaviour.

In Addition, the Principal and staff will reserve the right to implement any rules which they deem necessary to ensure the safety and welfare of pupils and staff and achieve the aims and purpose to the visit.

**These expectations will be discussed with all children each year.**

**School: Arrival or Departure by Car or on Foot**

Responsibilities of parents and pupils

The safety or your child is our ultimate concern. Parents are therefore asked to comply with the following regulation:

* Please drive carefully and slowly within the school grounds and comply with the directional signs regarding parking and waiting areas.
* Do not part in, or obstruct, the teachers’ car park.
* Children may be dropped off at the drop off zone each morning but parents are asked not to park in this area when leaving or collecting children.
* Designated disabled parking spaces are for the convenience of pupils whose parents have received permission from the Governors to park in close proximity to the school. Any parents who need to make use of these facilities should, in the first instance, approach the Principal.
* Parents are strongly advised not to become involved in disputes with other parents and pupils whist on school premises.
* Board of Governors or the Principal, acting on the governors’ behalf; reserve the right to prohibit any individual from entering school grounds.
* Children should use the paths provided to enter or leave school. Extra care should be taken when moving towards the parking areas.

Children should not attempt to leave the school grounds without permission of the Principal or Vice-Principal. If the management is in any doubt about the validity of a child leaving school during the day, the child will be prohibited from doing so. Management reserve the right to verify the identity of any individual collecting a child from school.

Parents should inform the Principal immediately if there are any access restriction orders places on individuals who may attempt to make contact with a child during school hours.

**Praise and Reward**

As stated, it is intended that discipline within our school should be a positive process and children will be encouraged and rewarded for progress and achievement. However, a combination of rewards and sanctions are necessary to encourage children to follow the rules in class and throughout the school. A healthy balance needs to be struck between these two and both should be clearly specified. The following list is not exhaustive but gives an indication of the value we hold in self-esteem and reward.

**Rewards**

In class

* Sticker/stampers
* Verbal praise or written comment
* Display of particularly good work in special place in classroom/corridor
* Peer praise
* Visits to another teacher or principal
* Certificated
* Given responsibility within class
* Note sent to parents
* Prize from class teacher
* Golden time

In School

* Pupil of the Week and Pupil making the best effort
* Praise in Assembly
* Entries in the school magazine/newsletter
* School trips and involvement in school teams
* Treasure chest
* Prize from Principal

**Unacceptable Behaviour**

At our school we **classify unacceptable behaviour** into **3 broad bands**:

**Level 1:** Misbehaviour that can be effectively managed within the classroom environment by the teacher.

**Level 2**: More serious misbehaviour or persistence of Level 1 that is not so easily managed within a classroom environment. Class teacher may involve the parents, either formally or informally. SENCO (VP) and Principal will be notified.

**Level 3**: Very serious misbehaviour, or persistence of Level 2 behaviour. This may result in the formal involvement of Senior Management within the school along with parental involvement. Additionally, the involvement of outside agencies may be sought.

The following are *examples* of what constitutes Level 1, 2, 3, and sanctions and

strategies which may be used.

Sanctions will be constructive, applied with sensitivity and flexibility, where

possible, be related to the misdemeanour and will be specific to the offender

and not applied to the whole group.

**Examples of unacceptable behaviour**

|  |  |  |
| --- | --- | --- |
| **Level 1** | **Level 2** | **Level 3** |
| Arguing | Persistence of Level 1 | Persistent occurrence – Level 2 |
| Boisterous behaviour | Aggressive behaviour persistent /serious (e.g. Biting, hitting, nipping etc.) | Physical assault – teacher/adult/children |
| Talking at inappropriate  times | Refusal to work/general defiance | Wilful damage – property/school |
| Distracting other pupils | Consistent non-completion of homework | Verbal abuse to teachers/staff/peers |
| Disobeying instructions | Refusal to engage with an adult | Stealing – intent and persistent |
| Shouting out/leaving seat | Bad language/rude noises | Major disruption of class activity |
| Not being prepared for school | Persistent name-calling | Abuse/threatening behaviour/subtle bullying/overt bullying |
| Incidents of taking property of others | Name calling/teasing | Leaving school premises without permission |
| Lying | Damaging property | Dangerous refusal to obey instructions |
| Not completing homework |  |  |
| Not sharing |  |  |
| Making unkind remarks |  |  |
| Running in corridors |  |  |
| Telling tales  (Inappropriately) |  |  |
| Misuse of school equipment | Using a mobile phone without permission | Cyber bullying |

**Sanctions and Strategies**

|  |  |  |
| --- | --- | --- |
| **Level 1** | **Level 2** | **Level 3** |
| A disapproving look | Time-out/cool-off in another room | Principal/Vice-Principal informed immediately |
| A signal to indicate behaviour must stop | Report to Senior Management | Formal discussion with Principal/Vice Principal and pupil |
| A verbal rebuke | Formal appointment with parents(Principal and Vice Principal informed prior to meeting to allow their attendance if deemed appropriate) | Formal appointment with Principal and Parents |
| Moved in class to another desk | Discussion with SENCO IEP **may be** implemented at this stage | IEP will be implemented and an action plan agreed |
| Time-out chair/cool –off | Entry in School ‘Discipline Book’ and teacher’s own class report book | Behaviour contract between school and child |
| Informal chat with parents | Daily report/withdrawal of privileges | Involvement of other agencies, e.g. EWP, BTM, Educational Psychology, Social Services, CCMS |
| Withdrawal of privileges/responsibilities | Home/school report sheet | Suspension |
| Reminder of class rules | Teacher may begin to record daily observations of behaviour (see Observation sheet) | Expulsion |
| Private discussion with child | Restitution (as deemed appropriate) |  |
| Standing at wall at break-time | Withdrawal from extra-curricular activities |  |
| Apology (either written or given verbally) | Break/lunch detention or removal of playtime privileges |  |
|  | Lunch time detention |  |
|  | Removal of phone until the end of the day. Parents informed. |  |
|  | Child is not permitted to use ICT equipment for a period of time |  |
|  |  |  |

**It should be noted that in applying sanction, behaviour modification and positive reinforcement strategies have been, and will continue to be implemented. In Howard Primary school we view Positive Behaviour and Discipline as complementary aspects which should be worked through together. Staff will always encourage children to take responsibility for their actions and draw the child’s attention to the fact that undesirable behaviour usually has a negative consequence on another person, the class, the school environment or themselves. Where possible, staff will try to link the sanction to the behaviour. Sanctions/discipline are not intended to punish pupils but to serve as a mechanism through which children learn that positive behaviour has positive consequences and negative behaviour has negative consequences.**

Minor misdemeanours will be dealt with, as they occur, by the class teacher, who will decide on appropriate action. Incidents will be recorded (at teacher‘s discretion) in the Class Report Book

Issues arising at break or lunch times must be reported to the teacher following the recess.

**The class teacher will deal with the vast majority of issues**

If a pupil is habitually misbehaving, despite repeated and ongoing attempts to modify the behaviour, then the child will be referred to the Vice Principal. The child will be made aware of the possible consequences of continued misbehaviour. The Vice Principal will note details.

**In cases of extreme, unacceptable behaviour, where the well-being of children, staff of the individual concerned is at risk, or property is being damaged, the Principal and Vice-Principal, in order to defuse the situation, reserve right to ask parents to remove a child from school immediately.**

**Bullying**

Bullying is defined as:

**‘Deliberately hurtful behaviour, repeated over a period of time, where it is difficult for the victim to defend him or herself’**

(Dept. Of Ed. Publication: Pastoral Care in Schools)

At an individual level, it is an attack on a person’s right to feel safe in school.

It may involve: (this is not an exhaustive list)

* Causing deliberate physical injury
* Threatening behaviour
* Offensive name calling
* Taunting or disparaging remarks
* Spreading malicious rumour or gossip
* Extortion of money or property
* Preventing another taking part in activities
* Wilful damage of another’s property

Bullying is in contravention to children’s rights to all forms of violence, both physical and mental. It also infringes their right to education and to freedom from torture and inhumane and degrading treatment under the Human Rights Act 1998.

It can make the victim’s life miserable.

**Under no circumstances will bulling be tolerated**

Our Anti-Bullying Policy will be followed at all times.

* Bullying, of any kind, is unacceptable
* Staff will always take the report (from pupils or parents) seriously and deal with it accordingly
* Staff will offer concrete help, advice, support and feedback to the victim and their family
* Encourage the bully to think about their actions and the effect they have on their victim
* Remember that both the victim and the bully have needs which need to be addressed by the school

**Policy on Reasonable Force and Safe Handling**

See relevant HPS Policy

**Clarification of terms used above:**

Time Out/Detention

* To a separate seat in classroom
* To another class (of similar age group), with work set
* Break: with work set (providing sufficient time for eating and toileting)
* To Principal, Vice-Principal or Senior Teacher in charge
* To a quiet area of the playground or dining hall

The Principal will use discretion as to whether parents need to be informed if their child is given a period of time out/detention, depending on the seriousness of the misdemeanour. Following three detention/time out sessions in one term, parents will be informed and invited for interview.

**Class Report Book**

Each teacher has a class report book into which s/he enters notable events of indiscipline and immediate action taken. The purpose of this report is to compile a list is misdemeanours committed by this child. This book is passed to the Principal at the end of each week and further action taken if required.

It may be used at some stage in his/her primary school career to substantiate a report on unacceptable behaviour or in interviews with parents, other members of staff, Principal of EWO.

**The Class Report Book will contain the following information.**

Child’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ D.O.B: \_\_\_\_\_\_\_\_ Admission Date: \_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Class Teacher** | **School Year** | **Incident Date** | **Nature of Incident** | **Action Taken** |

If a pupil’s behaviour gives cause for concern the following record sheet may be used for monitoring purposes. Parents will be asked to assist the school in monitoring the situation and modifying the behaviour. (See Appendix 1)

**Pupil Behaviour Observation Sheet**

Name of Pupil \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dates of Observation \_\_\_\_\_\_\_\_\_\_\_\_\_

Class Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Time** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Morning**  **Session** |  |  |  |  |  |
| **Break-Time** |  |  |  |  |  |
| **Mid-day**  **Session** |  |  |  |  |  |
| **Lunch Time** |  |  |  |  |  |
| **Afternoon**  **Session** |  |  |  |  |  |
| **Principal’s**  **Comment** |  |  |  |  |  |
| **Parents’ comment** |  |  |  |  |  |

**Formal Disciplinary Proceedings**

Formal Disciplinary Proceedings consist of **three formal verbal warnings**, followed by **three written warnings**, leading, ultimately, to **suspension**.

If an IEP is already being implemented and serious incidents continue to occur, the class teacher, along with the Vice Principal and Principal will decide if a verbal warning should be given. If so, this will be given by the Principal and details will be recorded.

Parents will:

* Be informed prior to a verbal warning being given
* Be invited to an interview at which the range of pastoral/disciplinary options will be discussed
* Be given written confirmation of the warning.

**This procedure will be repeated for each verbal warning.**

**The Board of governors will be fully informed in such cases.**

Should a child receive Three Verbal Warnings and all behaviour modification strategies have failed to produce positive responses, the school will consider moving to the next stage, which consists of **Three Written Warnings**. The class teacher, Vice Principal and Principal will, together, decide when such warnings are necessary.

**The Chairman/Vice Chairman of the Board of Governors will be informed.**

Parents will:

* Be informed prior to a written warning being given
* Be invited to an interview at which the range of pastoral/disciplinary options will be further discussed
* Be given written confirmation of the warning

If, following the administration of three written warnings further incidents of unacceptable behaviour occur, advice from the Education Authority will be sought and a decision regarding the suspension of the pupil will be taken. The Board of Governors will be consulted and notified. The Education Authority’s Suspension and Expulsion procedures will be followed.

Initially, any exclusion will be for a temporary fixed term but, if necessary, permanent exclusion may be considered, again, in line with EA policy and guidelines.

The school Management reserve the right to bypass the imposition of sanctions and move directly to ‘Formal Disciplinary Proceedings’ for children considered to have seriously broken the school rules or misbehaved in a serious manner. If this occurs loss of privileges may include immediate withdrawal from school teams etc.

**It is important to realise that such decisions are made in response to a problem caused by the pupil.**

**In cases of extreme, unacceptable behaviour, where the wellbeing of children, staff or the individual concerned is at risk, or property is being damaged, the Principal and Vice-Principal, in order to defuse the situation, reserve right to ask parents to remove a child from school immediately.**

**The Governors may, in cases of extreme unacceptable behaviour, by-pass the formal proceedings outlined previously and move directly to excluding a child from school.**

**Links with Other Parties:**

**Behaviour Policy and Parental Links**

The support and co-operation of parents are very important elements in achieving the aims of our positive discipline policy. Parents need to be aware of how important the school views their role and responsibility in helping us achieve these aims.

Opportunities to build parental involvement will take many forms e.g., through the promotion of our rewards system, written communications, reports, informal notes in books, etc., by their child receiving certificates or prizes in class, or at assembly, trips and face-to-face meetings at formal parents meetings.

For those pupils who experience emotional or behaviour difficulties, the school will use the Code of Practice for managing this issue. The SENCO will work closely with the class teacher to assess the nature of the difficulty, draw up an action plan with relevant targets and liaise closely, either in an informal manner in the early stages, i.e., stage 1, or in a more formal meeting if the difficulties remain unresolved.

At all times through this process close communication between school and home should ensure that the needs of the child are paramount and are addressed quickly and efficiently.

**Behaviour Policy and Special Needs**

It is our intention to assist in any way pupils who may experience emotional or behavioural difficulties in our school.

Within our special needs policy all teachers are aware of the role they play in assessing, targeting and drawing up an individual plan for a pupil, depending on what stage of the Code of Practice the pupil is at.

When it becomes evident that further help will be required the SENCO will make a Stage 3 referral to the local Educational Psychology Office requesting outside support.

**Behaviour Policy and links with Outside Agencies**

In attempting to cater for all pupils it is sometimes necessary to call on the support of other professional support agencies from outside the school.

Working closely with the school in maintaining good home/school links is our local Education Welfare Office who can be contacted by our designated Child Protection Teacher, especially if child protection issues are involved.

At times some pupils may develop emotional or behavioural difficulties and may not respond to the range of strategies employed by the school. This may necessitate referral to our local Psychology office, initially, followed by referral to the Behaviour Management Team for individual support for that pupil or staff training for the whole school.

**This a working document and will be reviewed on a regular basis.**

References:

Dept. of Education Pastoral Care in School: Promoting Positive Behaviour. (June 2001)

Regional Policy Framework on Reasonable Force/Safe Handling (May 2004)

The Education (NI) Reform Order 1998

The School Improvement Programme – Promoting and Sustaining Good Behaviour: A Discipline Strategy for Schools (DENI 1998)

Child Protection Guidelines – Pastoral Care in Schools: Child Protection (DENI 1998)

Article 19 United Nations Convention on the Rights of the child (1992)

DE Circular 2016/27 Online Safety

DE Circular 2016/26 Effective Use of Mobile Digital Devices.

This policy is a working document and was reviewed by staff in March 2017.

Adopted by B.O.G at a meeting on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed Principal:

Date

Signed Chair of Governors:

Date