# **The Drelincourt School**



## **Positive Behaviour Policy**

##

**Date: February 2022**

**Date ratified by Board of Governors: February 2022**

**Date of Review: February 2025**

**Mission Statement**

The Drelincourt School provides a safe and happy environment where every pupil can develop to the very best of their ability. We want each child to remember this school as a happy place where they were nurtured, valued and inspired.

**Legislation and Guidance**

This policy is informed and guided by:

Current legislation

* Health and Safety at Work NI Order 1978
* The Children (Northern Ireland) Order 1995
* The Human Rights Act 1998
* The Education (NI) Order, 1998
* Welfare and Protection of Pupil’s Education and Libraries (NI) Order 2003
* The Education (2006 Order) (COMMENCEMENT NO. 2) ORDER (NORTHERN IRELAND) 2007
* The Education (School Development Plans) Regulations (NI) 2010
* Special Educational Needs and Disability Act (Northern Ireland) 2016
* Addressing Bullying in Schools Act (NI) 2016

DE guidance

* Pastoral Care in Schools: Promoting Positive Behaviour, DE 2001
* Safeguarding and Child Protection in Schools. A Guide for Schools (Update September 2019, Updated June 2020)

ETI

* Inspection and Self-Evaluation Framework 2017

**Duties of Board of Governors**

**(Every School a Good School – The Governors’ Role: A Guide for Governors, DE, 2017)**

* Ensure that good behaviour and discipline policies are pursued at school;
* Consider guidance from DE, EA and CCMS (as appropriate)
* Safeguard and promote the welfare of all pupils
* Require the prevention of bullying is specifically addressed
* Ensure that the school has a scheme for the suspension and expulsion of pupils in accordance with legal requirements

**Duties of Principal**

**(Every School a Good School, DE, 2017)**

Determine measures (rules and enforcement) which the school will take to:

* Promote self-discipline and respect for authority amongst pupils
* Encourage good behaviour and respect for others
* Secure an acceptable standard of behaviour amongst pupils
* Prepare a written statement of these measures and give a pictorial easy guide free of charge to parents.
* Copy of the Positive Behaviour Policy is available – website; from office

**Consultation and Participation Process with staff (teaching and non-teaching), governors, pupils and parents**

Consultation methodologies:

* Questionnaires
* Face to face discussions

**Rationale/Guiding Principles**

*“A culture of achievement, improvement and ambition exists – with clear expectations that all pupils can and will achieve to the very best of their ability.”*

**Every School a Good School – A Policy for School Improvement 2009 : Annex B Indicators of**

**Effective Performance**

This policy and procedures promote good behaviour and discipline. It draws together all aspects of pupil welfare, i.e. pastoral care, child protection, pupil behaviour, health and well-being, safety and security. It contributes to creating and maintaining an ethos which promotes aspiration, achievement and restoration.

**Promotion of positive behaviour**

The Drelincourt School’s positive behaviour policy aims to create a climate that will:

* Promote learning for all pupils
* Ensure that teachers are enabled to teach effectively
* Enhance the pupils’ self-esteem and foster self-respect and respect for others
* Encourage independence by accepting the need for self-discipline, self-control and taking responsibility for their own behaviour
* Develop the pupils’ interpersonal skills and their ability to work cooperatively with others to resolve problems and potential conflict
* Have the support of parents

**Safeguarding**

The taught curriculum: PDMU, PATHS, NSPCC (Pants Programme), the use of “keeping safe messages” and the “preventative curriculum” are all part of the proactive promotion of positive emotional health and wellbeing of pupils within our school. This is achieved through the promotion of social skills such as confidence, self-reliance, resilience and interpersonal skills and in offering early intervention when pupils are experiencing certain difficulties.

**Guidance & Support: Removing barriers to learning**

With the high number of newcomer children in our school we are very aware that often language difficulties may be the cause of barriers to learning requiring CEFR support rather than behaviour sanctions.

Close working links are maintained between the Positive Behaviour Policy and the SEN Policy to ensure that early intervention takes place when a pupil’s behaviour is acting as a barrier to their learning.

All school staff work closely together and with external support when needed, with appropriate outside agencies to support the care and welfare of our children

Using the stages of the SEN Code of Practice, individual needs are identified and met, through interventions such as:

 IEP’s (PLP) and CEFR

 **Rules**

We have adopted simple, easy to read rules for our young children that they can all understand. They are framed from a positive viewpoint and reinforce the behaviour management tools from the RISE Programmes.

**School Rules**

1. We are kind
2. We always do our best
3. We look after our school

**Class Rules**

1. Good listening
2. Good sitting
3. Good looking
4. Quiet hands
5. Quiet mouths

**Classroom Behaviour Management Plan**

At the beginning of the school year we agree a Classroom Behaviour Management Plan which includes the following:

* Agreed rights and responsibilities - pupils, staff, parents
* Acceptable behaviours which facilitate learning
* Behaviours which stop learning
* Agreed classroom rules and routines
* Agreed class rewards
* Agreed class sanctions

**Rewards**

We recognize the importance of acknowledging and rewarding both success and effort to promote positive behaviour through:

Recognising and highlighting good behaviour as it takes place

Ensuring that children are praised and rewarded for behaving well

Rewards include:

* Class helpers
* Child of the Week (PATHS Programme)
* Messages/photos sent to parents on Seesaw
* Individual tokens and gold cards leading to Golden Time on Friday morning
* Written comments/Teacher’s Teddy notes
* Stickers
* Stamps
* Work on display
* Visit to other teacher
* Small prizes
* Teacher’s certificates

**Consequences**

We are a small school with a strong family ethos and a positive behavioural approach, but if necessary consequences may be imposed for undesirable actions.

Consequences should not be seen as punishments, instead they should focus upon achieving behavioural change. A restorative approach should be taken.

They should take into account the importance of maintaining good relationships.

They should also take account of :

* the age and degree of maturity of the pupil
* any special educational needs they may have,
* home background
* any other relevant circumstances particularly second language understanding.

Consequences should be applied as soon as possible, in a calm, measured manner.

They should be proportionate and separate the behaviour from the child and avoid escalating the situation

* Look from the teacher
* Spoken word from the teacher
* Move to a different seat
* Move to a different classroom

**Suspension and Expulsion Procedures**

In the very unlikely event that suspension of a pupil be deemed necessary the procedures in Appendix 1 will be adhered to.

**Rights and Responsibilities**

**Pupils**

**Rights**

* To be taught in a pleasant, safe, controlled environment
* To have access to a well-balanced, differentiated curriculum
* To be treated fairly and with respect
* To have their culture and language validated
* To be taught by an effective teacher
* To have academic, social, physical and emotional needs met
* To receive adequate resources

**Responsibilities**

* To obey school rules
* To participate as fully as possible in all curricular activities and to work to the best of their abilities
* To respect other people, their property and the school building
* To complete homework

**Teachers**

**Rights**

* To teach
* To work in a safe, pleasant environment
* To be treated with respect
* To personal and professional development
* To have fair access to appropriate resources
* To receive professional support from Board of Governors, EA and other outside agencies
* To appeal decisions directly affecting them

**Responsibilities**

* To encourage each child to achieve his/her potential
* To be punctual, well prepared and enthusiastic
* To treat everyone fairly and with respect
* To accept opportunities to enhance professional development
* To complete a fair workload in the life of the school
* To be aware of what resources are available and to use them
* To provide support for colleagues and be prepared to accept support from colleagues
* To identify and seek to meet pupils’ special educational needs through the SEN Code of Practice

**Parents**

**Rights**

* To expect their children to receive an adequate education and appropriate resources
* To be given information about their child’s progress and behaviour and about school policies, in their own language where possible (Support from IES)
* To a safe, well managed and stimulating environment for their child’s education
* To be involved in consultation regarding the school’s policies and procedures

**Responsibilities**

* To ensure that their child attends school regularly and arrives in good time, with homework done and suitably equipped for the lessons in the day ahead
* To support the school’s policies and procedures
* To support their child’s learning

**Links to Other Policies**

The Positive Behaviour Policy should be considered in the context of other school policies including:

* SEN Policy - to ensure that behavioural barriers to learning are reduced through providing a range of supportive strategies and interventions
* Attendance Policy
* Safe Handling Policy - see guidance in Appendix 2
* E-safety Policy
* Safeguarding and Child Protection Policy
* Anti-bullying Policy - when unacceptable behaviour becomes bullying behaviour

 **Policy Review Procedures**

This policy takes into account current needs and is reflected in current practice.

It will be included in the Annual Report to the Board of Governors.

Regular consultation will be used as a means of informing and updating current policy.

This policy will be reviewed and revised if necessary on a minimum of every two years.

APPENDIX 1

**Relevant Documents**

EA - Scheme for the suspension and expulsion of pupils in controlled schools - April 2015

DE - Circular Number 2021/04 - Suspensions and Expulsions Arrangements for pupils in grant-aided schools in Northern Ireland

DE - Circular Number 2015/19 - Notification of Pupil Suspension to the Education Authority

**SUSPENSION PROCEDURES**

Should suspension of a pupil be deemed necessary the following procedures will be adhered to:

“Under the existing legislation:

• a pupil can be suspended only by the Principal;

• an initial suspension must not exceed 5 days;

• a pupil can only be suspended for a maximum of 45 school days in a school year\*\*; • the Principal cannot extend a period of suspension without the prior approval of the Chair of the Board of Governors; and

• the Principal must immediately give written notification of a suspension to the parent of the pupil, the Chair of the Board of Governors, the Education and Library Board in which the school is located and (in the case of a pupil at a Catholic maintained school) to CCMS.”

It is essential that schools operate within the statutory framework and guidelines issued by the Department and the employing authorities.

“Suspension and Expulsion Procedures” DENI 2004

NOTE\*\*

The current e-guide for Governors states that **a pupil may be suspended from school for not more than 15 school days in any one school term**

“Every School A Good School” ***The Governors’ Role* A Guide for Governors, DENI 2017.**

**Schools also need to consult the Education Authority’s SCHEME FOR THE SUSPENSION AND EXPULSION OF PUPILS IN CONTROLLED SCHOOLS, April 2015: see extracts below:**

**DISABILITY**

“It is unlawful for a school to discriminate against a disabled pupil by suspending or expelling him or her for a reason relating to his or her disability (Article 14(3) of SENDO). A school discriminates against a disabled pupil if, for a reason which relates to his or her disability, it treats him or her less favourably than it treats or would treat others to whom that reason does not or would not apply; and it cannot show that the treatment in question is justified.”

**STEPS TO BE FOLLOWED PRIOR TO SUSPENSION**

“A school’s disciplinary policy is required to describe the standards of behaviour expected from pupils and to outline the procedures and sanctions to be adopted when these guidelines are not adhered to. A decision to suspend a pupil should only be taken by the Principal in response to a serious breach, or persistent breaches of the school's discipline policy.”

“The school has a statutory responsibility to arrange for the provision of suitable education for registered pupils of the school when they are suspended, regardless of the length of suspension or reason for the sanction. Schools should ensure that appropriate work from a nominated teacher is available to be carried out by the pupil during the period of suspension.”

**EXPULSION PROCEDURES**

Should expulsion of a pupil be deemed necessary the following procedures will be adhered to:

“The expulsion of a pupil is legal only if the following requirements are satisfied:

• the pupil has served a period of suspension\* see below;

• a consultation has taken place between the Principal, the parent of the pupil, the Chair of the Board of Governors, an authorised officer from the relevant Education and Library Board and (in the case of a Catholic maintained school) an authorised officer from CCMS. The consultation must include consultations about the future provision of suitable education for the pupil concerned;

• the decision to expel the pupil is made by the appropriate ‘expelling authority’ which is the relevant Education and Library Board in the case of pupils attending controlled schools and the Board of Governors in all other cases; and

• where a final decision has been taken to expel a pupil the Principal must immediately notify the parent(s) of their right to appeal that decision to an independent appeal tribunal established by the Education and Library Board and the arrangements and timetable for doing so.”

**SUSPENSION and EXPULSION Procedures, DENI 2004**

“Expulsion should be used only in response to serious breaches of a school’s discipline policy and only after a range of alternative strategies to resolve the pupil’s disciplinary problems have been tried and proven to have failed; and where allowing the pupil to remain in school would be seriously detrimental to the

education or welfare of other pupils and staff, or of the pupil himself or herself. However, there may be circumstances where it is appropriate to expel a pupil for a first or ‘one off’ offence\*. These might include serious actual or threatened violence against another pupil or a member of staff; sexual abuse or assault; supplying an illegal drug; or carrying an offensive weapon.”

**SUSPENSION and EXPULSION Procedures, DENI 2004**

**APPENDIX 2**

**USE OF REASONABLE FORCE/SAFE HANDLING**

“3.1 The behaviour of the vast majority of pupils in a school will never require any form of physical intervention. However, a small number of pupils may exhibit disturbed, or distressing behaviour, which may require some form of physical intervention by staff. In order to minimise the risk of incidents escalating unnecessarily due to lack of foresight, planning and training, the school should carry out a risk assessment under two headings:

■ Environmental Risk Assessment; and

■ Individual Risk Assessment.”

**Towards a Model Policy in Schools on the Use of REASONABLE FORCE, DE 2002.**

**DEFINITION OF REASONABLE FORCE**

1.1 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:*

*a. committing any offence;*

*b. causing personal injury to, or damage to the property of, any person (including the pupil himself); or c. engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether that 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 him/herself or others or seriously damaging property, but used in a manner which attempts to preserve the dignity of all concerned.”

**Towards a Model Policy in Schools on the Use of REASONABLE FORCE, DE 2002.**

*See also:*

**Regional Policy Framework on the Use of Reasonable Force/Safe Handling DENI, 2004 which provides schools with a common policy template.**