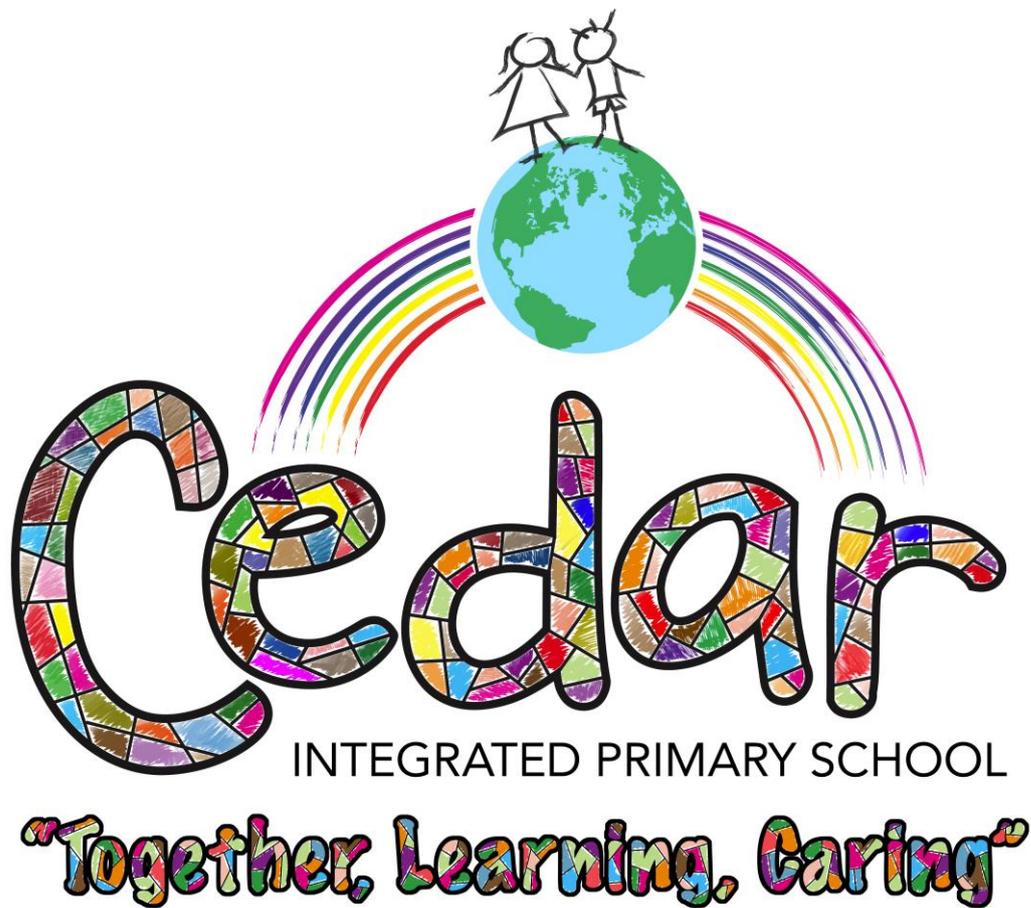


**Cedar Integrated Primary School
and Nursery Unit**

Promoting Positive Behaviour



"Respect for oneself, for others and for learning."

Ratified June 2017

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Cedar Integrated Primary School's Mission Statement

Our children will be

- C** Confident individuals
- E** Effective contributors
- D** Diverse learners
- A** Aspirational thinkers
- R** Respectful citizens

We value our strong links with

- I** Individuals
- P** Parents
- S** Society

2. In partnership with parents and the wider school community we aim:

- To recognise, encourage and reward positive behaviour.
- 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 within each child a sense of self- discipline , valuing independence and choice.
- To establish clear procedures for dealing with and managing unacceptable behaviour.
- To encourage truthfulness.

3. Ethos

"The starting point for learning is a positive ethos and climate of mutual respect and trust based upon shared values across whole school communities where everyone can learn and work in a peaceful and safe environment."

Building curriculum for excellence through positive relationships and behaviour (Scotland 2009)

Cedar Integrated Primary School and Nursery Unit has a positive and inclusive integrated ethos and is committed to a restorative approach to conflict resolution. Restorative practice creates a harmonious learning environment where pupils are able to self-regulate their own behaviour and learning. There is an expectation that staff and pupils will work together to create a climate of mutual respect and co-operation which allows effective learning and teaching to take place in a positive and rewarding environment.

At Cedar we all strive to:

**Listen to
others**

Be kind

Be safe

**Be
honest**

**Work
hard**

4. Promoting Positive Behaviour

"Developing good relationships and positive behaviour in the classroom, playground and wider community is essential for creating the right environment for effective learning and teaching. Where children and young people feel included, respected, safe and secure and when their achievements and contributions are valued and celebrated, they are more likely to develop self-confidence, resilience and positive views about themselves. This applies equally to all staff in the learning community."
Better relationships, better learning, better behaviour (Scotland 2013)

Recognising and celebrating positive behaviour is very effective and sustainable in motivating pupils to behave well. All staff and pupils are encouraged to participate in a climate of praise and positive reinforcement. 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.

5. Cedar's Rewards System

At Cedar we aim to promote positive behaviour. We motivate the pupils using verbal praise, as well as a system of rewards that is fairly applied and attainable by all. Rewards are given to every deserving child, as soon as possible following a commendable behaviour, for a range of reasons. They are used at the discretion of the class teacher. Rewards may be given for good work, good behaviour, improvements in work or behaviour, displaying initiative, displaying good manners, tidying up well etc. Rewards are also given to emphasise model behaviours.

Rewards Used in Nursery

A range of rewards may be used in recognition of appropriate behaviour and may include the following:

- Verbal praise and recognition of achievements (Happy words from Mrs Marner & Ms McGrath.) In order to be most effective the praise we give is specific and descriptive in relation to the appropriate behaviour. e.g. "Paul I like the way you are using your inside voice"
- Super Praise - where we tell another adult about the achievement and they praise the child too.

- "Well done" note home
 - Stickers
 - Pom pom in the jar.
- (Cedar Nursery Unit's Positive Behaviour Policy- Appendix 1)

Rewards Used in Foundation Stage

- Verbal praise and recognition of achievements
- Stickers or positive comments
- Positive call home/note home
- Individual Reward Points/Bonus Points
- Treat box
- Star Pupil Award
- Visit to SMT/ Other classes
-

Rewards Used in Key Stage 1

- Verbal praise and recognition of achievements
- Stickers or positive comments
- Positive call home/note home
- Table Points/Bonus Points
- Golden Time
- Teacher reward - use of treat/prize box
- Star Pupil Award
- Citizenship Cup
- Visit to SMT/ Other classes

Rewards Used in Key Stage 2

- Verbal praise and recognition of achievements
- Stickers or positive comments
- Positive call home/note home
- Table Points/Bonus Points/ Homework Vouchers
- Star Pupil Award
- Citizenship Cup
- Visit to SMT/ Other classes

6. Routines and rules are an important part of everyday school life.

- Routines enable children to know what is expected of them and minimise disruptive behaviour.
- Teachers should familiarise children in their class with their own routines especially at the beginning of each school year. They should remind children of the routines frequently until established.
- School rules are displayed in all classrooms and playground rules and lunchtime rules are displayed in the playground and dining hall.

7. Rules

Cedar Integrated Nursery Unit Rules

- We listen to each other.
- We take turns and care for our toys.
- We keep our hands and feet to ourselves.
- We walk inside.

Cedar Integrated Primary School Rules

CARING "We care for ourselves and others", therefore:

- We show good manners.
- We tell the truth.
- We care for everything in our school.
- We are kind to each other.
- We keep hands, feet and objects in our own space.
- We show kindness in our words and actions.
- We tell if we are worried about our friends.

LEARNING "We try our best", therefore:

- We come to school on time.
- We come to school ready to work.

- We start our work quickly and always try to finish.
- We try our best and do not give up.
- We ask for help when we need it.
- We work to the set noise level - silence, whisper, partner voice.

TALKING
AND
LISTENING

"We listen to each other", therefore:

- When an adult speaks we STOP, LOOK, LISTEN.
- We listen to each other.
- When we want to speak we put our hand up and wait.
- Work talk is soft talk.
- We remember "Good Sitting".

SAFETY
AND
MOVEMENT

"We want a safe school", therefore:

- We always walk quietly.
- We sit safely in our seats.
- We handle all equipment carefully.
- We use the toilet properly.
- We close all doors behind us.
- We return to the teacher if we are not collected.

DINING
HALL

"We want to enjoy our meals", therefore:

- We queue quietly and move carefully.
- We display good table manners.
- We use indoor talking voices.
- We tidy up after ourselves.

PLAYGROUND "When we are playing and having fun we think of others", therefore:

- We are happy and play safely.
- We tidy equipment away carefully.
- We let others join in our games.
- We decide on rules of games before we start.
- We walk to our lines and stand quietly when the bell rings.
- We use kind and appropriate language.
- We walk in a line to our classroom.

8. The Restorative Approach to Managing Inappropriate Behaviour

Pupils are fully aware of the high expectations in all areas of life and learning at Cedar. These are fundamental to respecting the rights of all pupils and staff. (Appendix 2)

Restorative Practice is a means of mediation. It supports pupils in learning how their choices have impacted upon others by making them accept responsibility. A restorative conversation will help them to find a way forward and to behave differently next time.

- It is about giving everyone a chance to tell their side of the story.
- It is about listening and not judging.
- It is used to restore relationships, keeping the school strong.

The 3 R's

Relationships.

Strong relationships are at the heart of our school. These relationships include:

- Staff working with other staff.
- Staff and pupils working together.
- Pupils and pupils working together.

Respect.

- If everyone in a school treated each other with respect there would be fewer problems.

- We should always treat others as we would like to be treated ourselves.

Responsibility.

- Sometimes we do something wrong or get into trouble.
- Restorative Practice is about taking responsibility for our actions.
- It is also about being supported through this process in a fair and respectful way.

Pupils are equipped with the skills to resolve issues by themselves. On occasion, restorative conversations will be facilitated by a member of staff who will use the following questions to resolve any issues.

Restorative Questions.

- **Tell me what happened?**
- **What were you thinking when this happened?**
- **What were you feeling when this happened?**
How are you feeling now?
- **Who else has been affected by this?**
- **How can we sort this out?**

Restorative Approaches

Every opportunity should be taken to allow pupils to reflect upon their actions and repair relationships by using this restorative approach to discussions. This should happen at the earliest opportunity after the incident and should focus on these 5 stage questions. The conversation should take place with all parties involved individually or in small groups to discuss the incident(s) and ways of resolving the issue(s).

Language of Choice

It is essential that the 'language of choice' is used at every stage of behaviour management, with the option to choose the positive behaviour or to choose the next step of discipline - this should be made clear. Time and space must be allowed for the child to make their decision.

Thinking Time

Each class should have an individual desk as a "Thinking Time Zone." After a set time (timers should be used) the child should re-join the group.

9. Consequences

Playground Behaviour

Dealt with by adult in charge - using Restorative Questioning. If the child is still unwilling to make positive choices, they may need to walk around the playground with a Classroom Assistant.



The language of choice must be used, with time and space being given for the child to reflect and make the positive choice. After consideration of pupil's point of view verbal apologies to injured parties or class may be required.



Repeated incident or serious incident - loss of playtime (time dependent on misdemeanour and age of child) pupil is seated outside staff room (teacher supervision).



Incident is reported to class teacher and recorded. Parents/Guardians informed of repeated incidents/serious incidents.



Incident is reported to Head of Key Stage/Vice-Principal/Principal and recorded. Parents/Guardians informed of repeated incidents/serious incidents.



Mini-emergency cards may be provided for the playground.

Classroom Behaviour

- Each class teacher is responsible for maintaining and recording significant on-going behaviour issues and follow-up action taken.
- The sanction imposed will be influenced by the severity of the incident/misdemeanour.
- Every class must have a red emergency card with the class name written on. When the Class Teacher needs immediate support, a child should be sent to the office with a red emergency card. If any adult should encounter the child on their way to the office, they should attend the class immediately and send the child onto the office. Office staff will alert School Management Team.
- Examples of inappropriate behaviours - a hierarchy of seriousness is detailed in Appendix 3

Nursery

- Spoken to 1st time - Verbal reminder of rules and reasons for them
- Spoken to 2nd time
- We play somewhere else - Child moved to another activity
- "Thinking Time"
- Restorative conversation
- Contact with home

Foundation Stage

- Verbal reminder
- Verbal reminder
- Move to "orange" - 3 Stage Traffic Lights System
- Thinking Time
- Move to "red" and record - 3 Stage Traffic Lights System/ or an alternative reward system
- Go to other classroom /staff room - "Thinking Time"
- Restorative conversation
- Note home/ Talk to parents
- Contact Head of Key Stage/VP/Principal
- Staff and parents agree strategies to implement

Key Stage 1

- Verbal reminder
- Verbal warning

- Quiet Area/Go to other classroom/staff room - "Thinking Time"
- Restorative conversation
- Record behaviour
- Note home/ Talk to parents
- Contact Head of Key Stage/VP/Principal
- Staff and parents agree strategies to implement

Key Stage 2

- Verbal reminder
- Verbal warning
- Quiet Area/Go to other classroom/staff room - "Thinking Time"
- Restorative conversation
- Note in diary
- Contact with Head of Key Stage/VP/Principal
- Staff and parents agree strategies to implement

10. Sanctions:

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/her.

Remember:

- 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.

11. Managing Behaviour Issues in Relation to the Code of Practice for Special Educational Needs

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. Strategies aimed at behaviour modification will then be articulated via a record of concern/an individual action plan and discussed with the parents and the SENCo so that the child's ability to reach behaviour targets over a period of time can be regularly monitored and reviewed with parents.

12. Working With Parents/Guardians

Depending on the nature of the incident/behaviour a meeting may be organised between parents and the teachers/Head of Key Stage/Vice-Principal/Principal to discuss the issue. This is at the discretion of the school. It is our desire that parents/guardians and teachers will work together towards a sympathetic view of one another's positions. Parents/carers can support the school's positive discipline policy in a number of ways:

- Be familiar with the school's policy for Positive Behaviour.
- Encourage children to conform to rules and expectations.
- Explain to children why there are expectations for behaviour in school.
- Support the school's actions and interventions when behaviour needs to be addressed.
- Communicate concerns or disagreements in accordance with procedures, and at appropriate times.
- Report to the school on those procedures parents see as being successful or helpful.

13. Guidance on the Use of Positive Handling (Use of Reasonable Force)

A member of staff may use, in relation to any pupil at the school, such force as is reasonable in the circumstances to prevent a pupil from:

- (a) committing an offence;
- (b) causing personal injury to, or damage to the property of, any person (including the pupil him/herself); 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 during a teaching session or otherwise.

All Cedar members of staff are aware of this legislation and directives and will follow them should the need arise. If deemed necessary the Principal will require parents to come and assist with those situations which may warrant it, particularly if an incident cannot be resolved safely.

14. Suspensions and Expulsions

If a child's behaviour is deemed dangerous or unsafe, they will lose their right to be in class, parents will be informed and may result in an exclusion. It is impossible to list all minor acts of misbehaviour and the school reserves the right to judge minor acts on their discretion.

Should unacceptable behaviour continue despite every effort by the Principal and staff then it may be necessary to suspend or expel the pupil for the good of the vast majority of children in the school. Suspension and expulsion are very severe forms of punishment which are used only in the most serious incidents. This section should be read in conjunction with the school's Suspension and Expulsion Scheme.

15. Complaints Procedures

Cedar Integrated Primary School and Nursery Unit welcomes parents' views, constructive criticism and complaints as we believe that in offering service to our children and their parents we must be open to the examination of our practice and make every attempt to improve.

If a parent is dissatisfied or has a complaint then, depending on the nature of the issue, he/she should speak directly to the class teacher. If they feel the matter is not successfully resolved they can meet the Head of Key Stage. If this approach fails to resolve the problem, an appointment can then be made to meet the Principal. Appointments to meet any teachers or the Principal can be made via the school secretary. Every attempt will be made to answer the complaint within the shortest possible time scale.

Should a parent feel that neither the teachers nor Principal have helped the situation then they have a right to make a formal written complaint to the Board of Governors, through the Chair of Governors.

16. Links to Other School Policies

This policy for Positive Behaviour is linked to other school policies. These include:

- Anti-Bullying Policy
- Pastoral Care Policy
- Safeguarding/Child Protection Policy
- Suspension and Expulsion

17. Review and Evaluation

This policy will be kept under constant review to assess its effectiveness.

It may be evaluated using the following means:

- Feedback from all staff (teaching and non-teaching)
- Feedback from pupils (School Council)
- Feedback from parents/carers
- Number of pupils referred to Principal or Vice-Principal
- Review 2018

Cedar Nursery's Positive Behaviour Policy

Mission Statement

Our mission is to give young children the necessary knowledge and understanding, skills and processes to take on the challenges of the modern world in a positive and creative way. At Cedar Integrated Nursery Unit we believe in the importance of providing holistic education in order to develop the whole child. We understand that young children develop at different rates and in different ways. We strive to provide children with 'real' learning experiences in which to build upon their current knowledge and understanding.

At the core of this is our commitment to ensuring the creation of a positive climate and ethos within our Nursery in which good behaviour is encouraged.

Acceptable and Unacceptable Behaviour

Young children display a range of behaviour, much of which is expected for their age, developmental stage and in particular when they are new to a setting.

Children of this age are unable to regulate their emotional responses, such as anger, fear and distress and require the support of sensitive adults to help them do this.

There may also be differences in the expectations for behaviour at home and in the nursery setting.

Examples of acceptable behaviour in children include-

- Respect for themselves, other people and the nursery environment
- Co-operation with adults and peers on shared activities
- Developing an understanding of the consequences of their actions
- Displaying kindness towards others
- Demonstrating tolerance of the views and experiences of others

Examples of unacceptable behaviour in children include-

- Being unkind to peers
- The refusal to co-operate with staff instructions
- Persistently interrupting adults and peers
- Damage and/or destruction of property
- Threatening behaviour or language
- Physical abuse

Early Intervention – Preventative Strategies in Promoting Good Behaviour

We are aware that children at this age may not have learnt what appropriate behaviour is. We have an important role in developing a plan to help the children understand the expectations and in creating a climate where positive behaviour is encouraged and promoted.

We employ a range of preventative strategies to avoid opportunities for behaviour difficulties to arise, including the following-

- All adults provide a positive role model of desired behaviour by treating children with respect, friendliness, care and courtesy. Adults show respect through the way they listen, facial expression, positive language used and the quality of attention provided.
- Behaviour expectations are taught the same way as any other area of subject matter. Explanations are provided in simple developmentally appropriate terms and supported by demonstrations and modelling. There are opportunities for children to rehearse the behaviour expectations and practice their skill development. This is valuable in enabling adults to evaluate children's understanding and acquisition of skills, and in directing additional support towards individuals as required.
- Young children have difficulty 'listening' and 'doing' at the same time so we have a consistent cue for attention - 'Give me 5 - Hands are free, eyes on me'. We use this before providing directions to the children and this is important in promoting eye contact and effective listening.
- Our learning environment is carefully planned and prepared to ensure the children are engaged in meaningful play activities, thus avoiding opportunities for children to become involved in inappropriate behaviour.
- Practical and meaningful opportunities for children to acquire and further develop essential social skills such as listening, sharing, turn taking and co-operative play are planned through a range of activities, drama, music and stories.
- We have a rewards system in place as a means of acknowledging good and improved behaviour and thereby reinforcing the desired behaviours.

- We are aware of the important role parents play in influencing their child's attitudes and behaviour. We ensure parents are familiar with the positive behaviour policy and provide guidance for the promotion of positive behaviour at home, to ensure they can actively reinforce the positive approach taken to behaviour management in the nursery.

Cedar integrated Nursery Unit Classroom Management Plan

Rules

Children are not born with the instinctive knowledge and skills to share and play co-operatively and require to be taught the behaviour expectations in our Nursery.

Pre-school children are cognitively, socially, emotionally and physically developing a sense of right and wrong in everything they do.

Developmentally, they are at the stage where they are extending their understanding of the concept of rules and consequences. It is important that the children know and comprehend the rules in Nursery as these may be different from behaviour expectations at home.

Rules are required to:

- Promote the safety of all children and staff
- Ensure that behaviour expectations are clearly defined
- Help children to develop a sense of responsibility for their actions and an understanding of the effect that their actions might have.

Cedar Nursery Rules

- We listen to each other
- We take turns and care for our toys
- We keep our hands and feet to ourselves
- We walk inside

Our rules are positively stated to ensure we are clear to children about the behaviour we want. They are also displayed with picture cues to enable regular reinforcement and aid children's understanding, acceptance and compliance. Finally our rules are applied fairly and consistently by all members of staff.

Rewards System

In promoting good behaviour, emphasis is placed in the role of reward in reinforcing the desired behaviour. Rewards have motivational role in helping young children to see that good behaviour is valued.

Cedar Nursery Rewards

- Verbal praise and recognition of achievements (Happy words from Mrs Marner & Ms McGrath.) In order to be most effective the praise we give is specific and descriptive in relation to the appropriate behaviour. e.g. "Paul I like the way you are using your inside voice"
- Super Praise - where we tell another adult about the achievement and they praise the child too.
- "Well done" note home
- Stickers
- Pom pom in the jar. This is a class wide reward system where a child is rewarded by putting a pom pom in the jar. When the jar is full the whole class gets a reward.

Dealing with Inappropriate Behaviour - Corrective Strategies

Young children display a range of behaviour which is normal for their developmental stage. We recognise this and apply strategies to provide reassurance to children, helping them to understand the outcome of their behaviour and support them to manage their feelings and resolve difficulties in an appropriate way.

Corrective Strategies

Our responses to inappropriate behaviour are as follows. They:

- Enable the child to be dealt with in a calm and positive manner
- Are selected from a gradual and graded hierarchy
- Preserve the individuals self-esteem
- Acknowledge the child's feelings
- Focus on the behaviour rather than the child
- Are fairly and consistently applied
- Are given as soon as possible in a calm, respectable manner

- Take account of the age and stage of development of the child, any special educational needs and any other relevant factors.
- Provide an opportunity for the child to develop a more positive response in the future

The range of corrective strategies we use include:

- Tactical ignoring
- Non-verbal behaviours including eye contact or hand signal.
- Verbal redirection e.g. 'Paul I need you to sit on the carpet'
- Offering choices e.g. 'I need you to put the toy away during story time. You can give it to me or put it in the box. What are you going to do?'

All communication with children is conducted in a patient, calm and matter of fact manner appropriate to the child's level of understanding. This may involve:

- Reminding the child of the behaviour expectation e.g. *'Josh, I need you to keep the water in the water tray'*
- Exploring the need for a particular behaviour e.g. *'Keep the water in the tray, so that the floor doesn't get wet and nobody slips and gets hurt'*
- Helping children to understand the effect of their behaviour e.g. *'If you shout out during story time, no one can hear the story and we all feel sad'*
- Encouraging the child to make the situation better. *'Joe is sad because you took the train off him. What can you do to make him feel better?'*

Cedar Nursery Consequences

The following list sets out the range of corrective strategies we use in the nursery as a hierarchy. When considering which consequence to employ staff will use their discretion, always aiming to make the response appropriate the misbehaviour. Parents may be consulted at any stage during this process.

- Spoken to 1st time - Verbal reminder of the rule and reasons for them

- Spoken to 2nd time - every opportunity is given to the child to choose the correct behaviour before further consequences are needed.
- We play somewhere else - child is redirected to another activity
- 'Thinking Time' - temporary withdrawal as explained below.
- Contact with home

Persistent or more serious behaviour

In dealing with serious misbehaviour the unacceptability of the behaviour will be made clear to the child by explanation and discussion. Additionally the following responses may be required:

- Temporary withdrawal from the activity or from peers. This will be implemented discreetly in varied areas within the setting with adult supervision, for a short time limited period. It may be supported by the use of the visual timer. After the agreed time the child is encouraged to re-join the activity if appropriate, or be redirected to another activity.
- Contact with parents at the end of the session to explain the behaviour incident which has occurred.
- A minority of children may present with extreme behaviour difficulties which arise from previous experiences or an unmet need. In such cases efforts will be made to provide good support and understanding in relation to the child's difficulty. Good relationships and close partnerships with parents are important to attempt to identify the cause of the behaviour and work together to find a solution.
- In meeting a child's needs additional specialist interventions may be required, including:
 - The implementation of an individual behaviour plan with specific targets relating to the desired behaviour.
 - Support of external agencies.

By positively promoting good behaviour, valuing co-operation and a caring attitude we hope to ensure that children will develop as responsible pupils within the Nursery and beyond.

Rights and Responsibilities

The school adopts a positive approach to the pastoral care and discipline of pupils by emphasising, praising and rewarding good behaviour. In order to develop positive relationships throughout the school community everyone should be treated with respect, dignity, be aware of their rights and fulfil their responsibilities.

	RIGHTS	RESPONSIBILITIES
Pupils	<p>To feel valued as members of the school community.</p> <p>To be able to learn to the best of their ability and to extend their interests and talents.</p> <p>To be treated fairly with consideration and respect.</p> <p>To contribute to matters that affect them.</p> <p>To be listened to by the adults in the school.</p> <p>To know what is expected.</p> <p>To feel safe and secure.</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 listen to and follow instructions from teachers and other members of staff.</p> <p>To know and follow school rules.</p> <p>To sort out difficulties without making matters worse.</p> <p>To be prepared and ready for work.</p> <p>To complete all tasks, including homework, to the best of their ability.</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> <p>To show respect for others and all property.</p> <p>To act appropriately and with manners during all school activities, both on and off school grounds.</p> <p>To use the conventions of R Time.</p>

<p>Parents</p>	<p>To expect their child to receive a broad and balanced education. To have their child taught in an environment that is conducive to learning. To feel welcomed in the school and have their point of view respected. To be treated equally and with respect. To be sure their children are treated fairly and with respect. To receive updates on their child's progress at appropriate times. To be able to raise concerns with staff and to be informed about difficulties concerning behaviour within an appropriate time scale and with sensitivity. To have their child educated towards his/her highest possible standard. To know that their children are safe.</p>	<p>To get children to school on time, ready to work and with the correct equipment. To be supportive of the school rules and to encourage their child to abide by the same. To treat all children with respect - any concerns regarding the behaviour of other children should be directed to a member of staff/Principal following set procedures. To talk to their child about things they learn in school. To tell the teachers if their child is being bullied or upset. To ensure their child is regular in attendance and brings their homework to school. To support the school in what they are doing and respect the professional judgement of staff. To approach school staff regarding concerns at appropriate times. To keep staff informed of circumstances or changes that may affect their child's behaviour or work.</p>
<p>Teachers</p>	<p>To teach free from unnecessary hindrance and disturbance. To have their professional worth and judgement recognised and respected by the whole school community. To receive support from Management, staff and parents regarding matters of discipline. To teach with the co-</p>	<p>To create a safe, stimulating and happy environment in which pupils can learn. To treat pupils with consistency and respect at all times. To use "positive behaviour" language to deliver a positive system. To reward positive behaviour and achievement and to establish and maintain class rules. To use restorative language. To model at all times an attitude of</p>

	<p>operation of all involved, including children.</p> <p>To work in an environment of mutual respect.</p> <p>To have opportunities for professional development.</p>	<p>respect, tolerance and responsibility.</p> <p>To plan lessons efficiently and to implement a differentiated curriculum as appropriate.</p> <p>To inform parents of behavioural issues appropriately and within a reasonable time scale.</p>
<p>Support Staff (classroom assistants, office staff, caretaker, catering and cleaning staff)</p>	<p>To work in a calm environment where they are addressed respectfully.</p> <p>To feel valued and included.</p> <p>To carry out their duties in a safe working environment.</p> <p>To be suitably informed in order to be able to carry out duties effectively.</p> <p>To be supported by other members of staff.</p> <p>To be trained appropriately to manage challenging behaviour.</p>	<p>To be respectful.</p> <p>To participate fully in the duties they perform.</p> <p>To adhere to the rules and procedures of the Positive Discipline Policy.</p> <p>To access training and/or advice with regards to issues concerning behaviour management.</p> <p>To use "positive behaviour" language to deliver a positive system.</p> <p>To reward positive behaviour and achievement and to establish and maintain class rules.</p> <p>To use restorative language.</p>
<p>Principal and Leadership Team</p>	<p>To be made aware of difficulties that may arise regarding to behaviour as soon as possible.</p> <p>To be supported by the whole school community regarding matters of discipline.</p> <p>To be treated with respect and courtesy.</p>	<p>To provide support and encouragement to staff regarding behavioural issues.</p> <p>To promote a positive system of behaviour management.</p> <p>To model restorative conversations.</p> <p>To ensure that the behavioural policy is applied with consistency and to use confidential information appropriately.</p> <p>To ensure agreed policies are communicated to and implemented by staff.</p> <p>To monitor and disseminate the good practice taking place regarding the management of</p>

		<p>behaviour.</p> <p>To ensure that the school is well run.</p> <p>To promote teamwork among all staff and to be instrumental in modelling this attitude.</p>
Governors	<p>To be consulted.</p> <p>To be kept informed.</p>	<p>To support the Principal and staff in ensuring the efficient running of the school.</p> <p>To attend meetings and when possible school functions.</p> <p>To ensure that the school has policies for the promotion of good behaviour and discipline and the use of reasonable force.</p> <p>To ensure that the school has appropriate procedures for dealing with the issue of bullying and complaints about bullying.</p> <p>To ensure that the school has a scheme for the suspension and expulsion of pupils in accordance with legal requirements, and to ensure that a scheme operates in the school.</p>

Examples of inappropriate behaviours – hierarchy of seriousness

To assist teachers in the difficult task of ensuring that the sanction is appropriate to the seriousness of a pupil's misdemeanour, below is a guide to what may be regarded as low level, moderate and serious breaches of acceptable behaviour. While this is far from a definitive list it does place the kinds of pupil misbehaviour with which we are familiar into some kind of context.

Levels of Behaviour	Sanctions - may include
<p><u>Level 1 Behaviours</u></p> <p>Occasional and deemed to be less serious but which interfere with learning and teaching.</p> <ul style="list-style-type: none"> ▪ Not staying in seat ▪ Disruptive ▪ Teasing ▪ Pushing ▪ Interrupting ▪ Name calling ▪ Sulking ▪ Cheekiness ▪ Answering back ▪ Inappropriate questions ▪ Interfering/hiding other children's work or belongings ▪ Hiding own work ▪ Not completing work <p>If any of the above are persistent they become Level 2.</p>	<p>Level 1</p> <p>Dealt with using the classroom corrective action plan/consequences/ positive behaviour strategies</p> <ul style="list-style-type: none"> ▪ Look/Eye contact ▪ Word/Rule reminder ▪ Verbal Warning ▪ Move place ▪ Table points ▪ Quiet Area/Go to other classroom/staff room - "Thinking Time" ▪ Restorative conversation ▪ Note in diary ▪ Contact with Head of Key Stage/VP/Principal ▪ Formal contact with parents

<p><u>Level 2 Behaviours</u></p> <ul style="list-style-type: none"> ▪ Swearing at anyone ▪ Offensive gestures ▪ Spitting ▪ Throwing things ▪ Arguing back ▪ Lying ▪ Defiance ▪ Rudeness to peers or staff ▪ Destroying own/other's work <p>If Level 2 Sanctions are not effective on the above behaviours they become Level 3. Following Level 2 the child may need to be placed on the Code of Practice.</p>	<p>Level 2</p> <ul style="list-style-type: none"> ▪ Related sanction e.g. completing work ▪ Written account/apology ▪ Additional work ▪ Cleaning up the mess created ▪ Loss of privilege ▪ Contact Head of Key Stage/ Vice-Principal/ Principal ▪ SENCo informed child may be placed on Code of Practice.
<p><u>Level 3 Behaviours</u></p> <ul style="list-style-type: none"> ▪ Hitting ▪ Kicking ▪ Fighting ▪ Causing injury ▪ Stealing ▪ Vandalism ▪ Physical abuse of pupils/staff ▪ Physical violence ▪ Extortion ▪ Running out of school ▪ Verbal abuse of pupils/staff ▪ Racism ▪ Sectarianism ▪ Any form of bullying behaviour ▪ Smoking ▪ Alcohol/Drug/Solvent abuse ▪ Misuse/ inappropriate use of social media 	<p>Level 3</p> <ul style="list-style-type: none"> ▪ Sent to the Head of Key Stage/ Vice-Principal/ Principal and parents will be informed if they have not already been ▪ Removal from playground at lunch/break time ▪ Removal of privileges e.g. Golden Time, attending sports events ▪ Child placed on Code of Practice and school procedures followed ▪ Suspension ▪ Expulsion