



Behaviour Management Policy

Signature of the Chair of Board of Governors: _____

Signature of Principal: _____

Date _____

Review Due: _____

Mission Statement

We are an inclusive and diverse learning community who strive to meet the needs of all.

Inclusion and Diversity

Inclusion and diversity are key principles in our school as it is made up of pupils from many different backgrounds, nationalities and experiences, each who have a wide range of skills, abilities, and interests. Individuality and difference is recognised and indeed celebrated in the school particularly through 'individual improvement'.

'Inclusion is about the quality of children's experience; how they are helped to learn, achieve and participate fully in the life of the school'.

(Removing Barriers to Achievement 2004)

It is key in this policy that all in Holy Trinity feel special for whom they are and that they feel free from any form of injustice or prejudice. It is essential that all pupils feel cared for and safe as equal members of the school community. All pupils have the right to full entitlement and access to high quality education within a broad, balanced, relevant and differentiated curriculum. Each pupil no matter how they differ from others should feel valued and are offered curricular, pastoral and extra-curricular opportunities that allow pupils to develop their knowledge, understanding and skills so ensuring progress, success and self-confidence.

Aims

The main aim is to maintain an orderly school environment based on Catholic principles and values so that the school in close co-operation with parents can fulfil its mission statement above.

In order to achieve this, we promote and develop:

- Our Catholic Ethos of love and mutual respect for all but also importantly emphasising Jesus' willingness for forgiveness which we try to promote in children and is seen as an integral part of our behaviour management policy.
- Good relationships amongst all in school, based on mutual respect, caring trust and consideration for each other.
- In pupils a sense of discipline and an acceptance of responsibility for their own actions.
- A pleasant and caring atmosphere in which children are encouraged and stimulated to give of their best.

- Positive assertive discipline which protects:
Teacher's right to Teach: Pupil's right to Learn
Everyone's right to feel safe, physically and psychologically in school.

The School Discipline Policy;

- Should be based on a whole school approach;
- Should be widely disseminated to and readily understood by staff pupils and parents;
- Should have clear stepped procedures for dealing with breaches of discipline;
- Should be applied fairly and consistently if it is to be effective;
- Should have effective links with relevant external agencies;
- Should endorse appropriate use of rewards, sanctions, suspension and expulsion.

The Role of Parents;

Parents have a major influence on their children's education. The home and family are the child's first educator and they are the most important influence on his or her development. The term 'parent' includes all those who have parental responsibility under the Children (NI) Order 1995.

What children learn in their earliest years shapes their personal and social development, their values, standards of behaviour and attitudes towards schooling. This places a large responsibility on parents and family in their upbringing.

Parents have a legal responsibility to make sure their children go to school regularly and on time. It is also important that they accept a more general responsibility to support school policies on behaviour and discipline.

The school also has a responsibility to keep parents informed about their child's progress and to identify any concerns so that they can be involved in supporting any necessary action. A good partnership between home and school reinforces learning at school.

Effective involvement of parents in education requires a sense of partnership which can be achieved by;

- Creating an ethos in which parent and school can work together through shared values and goals;
- Sharing responsibilities, in a way which recognises how the different roles and responsibilities of pupil, parent and school contribute towards effective partnership;
- The provision of support, which may be needed by some parents and families to fulfil their role in the educational partnership.

The Role of the Pupil:

- Come to school on time, with homework done
- Respect the views, rights, and property of others, and behave safely in and out of class
- Co-operate in class with the teacher and with their peers
- Work as hard as they can in class
- Conform to the conventions of good behaviour and abide by school rules
- Accept ownership of their own behaviour and learning, and to develop the skill of working independently

The Role of Staff:

- States clearly and consistently his/her expectations to students.
- Has a plan of action for responding to student behaviour appropriate and in - appropriate.
- Consistently uses positives.
- Consistently applies appropriate consequences.
- Creates a positive classroom environment where students are encouraged to make appropriate choices
- Teachers will keep a record of incidents particularly at levels 2 and 3. **Appendix2.**

Teaching Classroom Behaviour Plan (Regularly and particularly beginning each term.)

- Explain why you need rules
- Establish/teach the rules with the children and (display in class)
- Explain how you will reward pupils who behave well
- Explain/ teach the consequences
- Teach routines/procedures of class,

We promote the recognition of good behaviour through a variety of methods:

- Class '**pupil of the week**'
- 'Pupil of the day' through Paths Programme
- Class based merit marks (individual and group) for behaviour and work (year groups trying to work similar systems). Stickers stars and certificates
- **Proud Cloud** - name put on the proud cloud for a month and recognition of this at assembly.
- Positive written comments on work;
- visit to principal or other member of staff for commendation;
- a public word of praise in front of class, year or school;
- written comment in homework diary;

- taking on further responsibilities, i.e. answering the telephone, litter- picker or giving out books librarian, doing messages.
- homework pass
- Awards e.g. AR reading.

Staff use a variety of these to promote pupils' self-esteem and encourage good behaviour.

Class Rules

Established by each class beginning school year, displayed, explained and referred to regularly.

School Rules

Golden Rules

1. We are gentle; we don't hurt others.
2. We are kind and helpful; We don't hurt anyone's feelings
3. We listen; We don't interrupt
4. We are honest; we don't cover up the truth.
5. We work hard; we don't waste our own or other's time.
6. We look after property; we don't waste or damage things

Consequences/ Sanctions

The school's code places a greater emphasis on the positive than the negative so that children will seek approval rather than face consequences. There will be times, however, when it will be necessary to impose consequences in order to maintain good order, discourage poor behaviour or unacceptable behaviours. The consequences should be proportionate to the misdemeanour. These sanctions should be fully understood by staff pupils and parents and applied in a fair and consistent manner. The sanctions are used to defuse the situation and focus on the misdemeanour, rather than pupil and encourage a more positive attitude in future. **(See Appendix2)**

If behaviour is identified as bullying the four levels of intervention in the school's Antibullying Policy will be followed.

Playground Supervision

Is monitored regularly to ensure the safety of all. Since Covid and keeping classes separate supervision has increased with at least one per class and extra staff in other parts of the playground.

Dinner supervisors and classroom assistants Behaviour Strategy:

Staff try to provide a friendly, caring playground for all children to enjoy. Games/equipment are provided and are to be supervised. Staff need to be vigilant and try to be proactive. Staff to follow this procedure:

- 1 Verbal Warning (State the rule being broken)
- 2 Second verbal warning (State the behaviour expected)
- 3 Removed from group (Stood out) short time
- 4 Reported to Teaching Staff (teacher to follow their strategy)

Emotional and Behavioural Difficulties

A child who is identified as having emotional and behaviour difficulties is, in the first instance, referred to the school's Special Educational Needs Co-Ordinator (SENCO), who will assess his type and level of difficulty. If they find the child to be in need of further intervention, he/she will be referred to the Educational Psychologist Service. They will make recommendations as may the school which may include a Risk Assessment and Risk Management Plan.

The school may call on the WELB for support through:

- School Councillor
- Social, Emotional, Behaviour Team
- The Curriculum Advisory and Support Service
- The Educational Psychology Service
- The Education Welfare Service
- The Child Protection Support Service
- The Behaviour Support Team
- The Outreach Service
- Referral Unit within school
- Alternative Education Provision
- WHSCT

- Child and Adolescent Mental Health Team

Professional Development

The development of the school's Behaviour Management Policy is continually on-going and opportunities to attend professional development courses outside of or within school will be afforded to all staff.

Policy Review

Review of this policy is continuous and brought to the Board of Governors on a three -year cycle for pastoral policies. Responsibility for this will be the Pastoral Care Co-Ordinator in consultation with the Pastoral Team, staff, pupils, parents.

Appendix1

School Golden Rules

Treat others as you would like them to treat you.

1. We are gentle; we don't hurt others.
2. We are kind and helpful; we don't hurt anyone's feelings
3. We listen; we don't interrupt
4. We are honest; we don't cover up the truth.
5. We work hard; we don't waste our own or other's time.
6. We look after property; we don't waste or damage things

Playground Golden Rules

1. We are gentle
2. We are kind and helpful
3. We play well with others
4. We care for the playground
5. We listen
6. We are honest

Dining Hall Golden Rules

1. We line up calmly
2. We walk carefully and safely inside school
3. We speak quietly to those around
4. We keep our table clean
5. We are polite to everyone
6. We use good table manners.

Appendix 2 The following are examples of each level of behaviour and some of the strategies and consequences that will be used by staff. Teachers will keep a record of incidents particularly at levels 2 and 3.

If behaviour is identified as bullying the four levels of intervention in the school's Antibullying Policy will be followed.

<p>Level One Behaviours</p> <p>Misbehaviour that can be effectively managed within a classroom environment by the class teacher/classroom assistant/supervisor - (class teacher should be informed- Principal may be informed.)</p> <ul style="list-style-type: none"> ▪ Infringement of class/playground rules. ▪ Disregarding instructions ▪ Minor bad language ▪ Distracting another child leading to incompleteness of tasks ▪ Unsafe movement around the school ▪ Entering out of bounds areas such as classrooms at specified times, without permission. ▪ Unsafe use of property/resources causing damage or harm ▪ Insensitivity to others ▪ Not taking instructions ▪ Telling lies/getting others into trouble ▪ Rough play 	<p>Level One –</p> <p style="text-align: center;">Behaviour Modification Strategies/Consequences</p> <ul style="list-style-type: none"> • Verbal warning • Private discussion • Rule reminder • Self- reflection for pupil • Oral apology • Repositioning within class • Withdrawal (short- time) • Reduction of play privileges/golden time • Sent to Year Head
<p>Level Two</p> <p>More serious behaviour that is not so easily managed within a classroom environment. (Class teacher/assistant/supervisor will notify other staff and Principal/VP. Parents will be notified.</p> <ul style="list-style-type: none"> • Persistence of Level One behaviours e.g. Deliberate use of bad language to hurt others deliberate destruction of another child’s piece of work, persistent infringement of school rules. Persistently not taking instruction or name calling. • Bullying behaviours • Answering back/shouting • Refusal to work or cooperate • Stealing • Isolated acts of violence – kicking, hitting thumping, biting 	<p>Level Two –</p> <p style="text-align: center;">Behaviour Modification Strategies/Consequences</p> <ul style="list-style-type: none"> • Inform parent through diary/ or telephone call • Meeting with parents if necessary • Principal discusses consequences with pupils • Ensure work is finished at home • Pupils withdrawn from playground • Stay in at break/lunch time in supervised area • Loss of privileges –football, golden time • Written apology or self- reflection

<ul style="list-style-type: none"> • Threatening behaviour • Working /playing in unsafe manner • Outburst of anger but pupil regains composure <p>Level Three</p> <p>Very serious misbehaviour or persistent Level Two behaviours.</p> <p>Formal involvement by the Principal / VP and parents. (Additionally other outside agencies may also be involved).</p> <p>Persistent Level Two e.g.</p> <ul style="list-style-type: none"> • Persistent bad language (includes racial/verbal abuse)/defiance/persistent stealing, vandalism, dangerous refusal to obey instruction, violent incident. repeated and deliberate incidents of bullying, major disruption of class activity • Leaving school premises without consent • Violent hitting/kicking/fighting – aggressive violent behaviour causing deliberate injury. • Aggressive threatening behaviour towards staff/ parents/ pupils 	<ul style="list-style-type: none"> • 'Time In' to reflect on effect on others of behaviour. Think time discussion sheet. <p>Level Three</p> <p>Behaviour Modification</p> <p>Strategies/Consequences</p> <ul style="list-style-type: none"> • Principal informed immediately if crisis occurs- pupil removed from situation and supervised in designated area e.g. office. Appropriate protection for staff/pupils in place • Risk assessment of location/situation • Risk Assessment for Pupil • Principal/ SENCO involved in monitoring situation from level two. • Crisis/anger management and de-escalation intervention • Parents contacted to meet principal along with class teacher(DTCP/SENCO) as necessary. • Note of Concern regarding placement on SEN Code of Practice/ SEBD • SEBD Referral • Other interventions discussed – Targets, Daily Record Card, Counselling, Meet and Greet, etc.
<p>Level Four</p> <p>Where there is persistence of Level three behaviours and the above interventions are not supporting the pupil adequately, further agency involvement may be deemed necessary</p>	<p>Level Four</p> <p>Behaviour Modification</p> <p>Strategies/Consequences</p> <ul style="list-style-type: none"> • Continued Placement ON SEN Register • Other agencies – E.g. CAMHS, EWO, Psychology, WHSCT, Fermanagh Hub. • Suspension/exclusion following appropriate procedures.