



# Positive Behaviour Policy

| Reviewed/Updated | Date           |
|------------------|----------------|
| Updated          | September 2020 |
| Review           | September 2023 |

# Kircubbin Integrated Primary School

## Positive Behaviour Policy



### Aims and objectives

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. One of the four key principles of integrated education is Equality and Diversity and this underpins all that we do at KIPS.

We are a caring community, whose values are built on mutual trust and respect for all. The school's Positive Behaviour Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure. It also designed to encourage pupils to develop a sense of responsibility for their own actions (reflecting another of the four key principles of integrated education - Social Responsibility).

This policy also reflects the integrated ethos of NICIE which states that all children should be

‘respectful of, and prepared to engage with, the identity and culture of others’

and is based on Article 28 of the UN Convention on the Rights of the Child which states that:

‘Discipline in schools must respect children’s human dignity.’

### Code of Conduct/ Classroom Charters

The school expects every member of the school community to behave in a considerate way towards others. The school has a Code of Conduct (Appendix 1), but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

Every class creates their own Class Charter each year which is based on children’s rights. The charters outline the rights of the child and also out encourages the behaviours/actions needed to ensure that they are upheld. Every member of the class is involved in deciding what the charter should say and signs to agree that they will follow it. Charters are also signed by teachers and support staff.

### Positive Behaviour

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. We praise and reward children for good behaviour in a variety of ways:

- Positive comment from a member of staff
- Sticker/ Stamp on book/ postcard sent home
- Positive written comments in books
- School reports
- Communication with parents to highlight pupil success

- Class Dojos (P1-4 online visual reward system)
- KS1 classes operate a cumulative reward chart for Class Dojos
- Sent to a KS Coordinator/Vice-Principal/Principal for praise
- P5-7 classes operate a merit system where children earn merits for good work, effort or behaviour
- Pupil/s of the week award (whole school focus each week)
- Weekly class celebrations in assembly (Mathletics, Accelerated Reader, Pupil/s of the week, other school achievements (sports, quizzes etc. and outside school achievements).

## Sanctions

The school employs a number of sanctions to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

Examples of sanctions used include:

- Verbal warning/Reminder of pupil's responsibilities (refer to Class Charter)
- Consequence applied e.g. FS/KS1- traffic light system (all pupils start the day on green/red = thinking time of 3-5mins) / strike (KS2)
- For more serious incidents 2 or 3 strikes may be awarded immediately
- Time out- for incidents during break and lunchtimes in playground (incidents recorded in time out book).
- Any child in time-out book regularly will have an official letter sent home to parents from the Key Stage Co-ordinator.
- P3-7 children will be asked to copy out their class charter at home and get it signed by their parents if they receive 2 strikes in 1 day.
- P4-7 children will receive an afternoon reflection time (with the Vice Principal) if they receive 3 strikes in 1 day. During Reflection Time the pupil will be given a Reflection Time sheet (Appendix 1) to complete to allow time for reflection and discussion of the issue/s.  
\*at the end of each day all names are removed from Strike/Thumbs Down Chart and the pupils start afresh the next day with a 'clean slate'. Rewards for good behaviour will never be removed.
- Any child in reflection time three or more times in a term will have an official letter sent home to parents from the Key Stage Co-ordinator and may result in more serious action (see below)
- Report Card (used as a means of daily communication between home and school)
- Sent to Key Stage Coordinator
- Sent to Principal
- Suspension
- Expulsion

A pupil incident record (Appendix 2) is kept by each teacher for either repeated misbehaviour or serious incidents. The class teacher will contact a parent if there are concerns about the behaviour or welfare of a child.

## Suspensions and Expulsions

Schools are permitted to suspend pupils up to a maximum of 45 days per year. Schools expelling pupils, and schools refusing admission to expelled pupils, will have

the right to be represented at expulsion and admissions appeals tribunals. Expulsion appeals tribunals will be required to have regard to the interest of other pupils and teachers when making their decision. In line with our school ethos a decision to expel any pupil will only ever be considered as a last resort. All actions must be in line with the EA Suspension and Expulsion Scheme.

### **Personal Resilience**

Through our approach to positive behaviour, we aim to teach our children to identify, evaluate, express and manage their emotions (in line with our PDMU programme). This will help them to communicate more effectively with others and negotiate situations with increasing confidence and independence.

### **The Role of Parents/Carers**

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We try to build a supportive dialogue between home and school and we will inform parents if we have a concern about their child's welfare or behaviour. If the school has to use sanctions, we expect the parents to support the actions of the school. It is vitally important that school and home work in partnership to promote positive behaviour.

### **Complaints Procedure**

If there is a concern about a child or the way a child has been treated, parents should always contact the class teacher in the first instance.

If the concern remains parents or staff may refer the matter to Key Stage Co-ordinator/Vice-Principal. In the event that these discussions cannot resolve the problem then an appointment may be made with the Principal. At all stages the pupil incident record should be completed.

### **Monitoring and Review**

Each Key Stage Co-ordinator will monitor the pupil incident records on a regular basis. Any concerns will be shared with the Pastoral Care Coordinator and the Principal, who will decide on the plan of action to be taken.

The implementation of this policy is monitored regularly and the policy is reviewed in full every 2 years.

### **Induction and Support Arrangements for New Staff**

On appointment, new staff will be made aware of our Positive Behaviour Policy. Support for new staff outlining strategies for managing pupils' behaviour will be provided by the SLT as required.

### **Links with other policies**

This policy forms part of the pastoral care structure in Kircubbin Integrated Primary School and should be read in conjunction with the following policies:

- Acceptable use of the Internet
- Child Protection
- Bullying Prevention
- Educational Visits
- Pastoral Care
- Special Needs and Inclusion
- EA Suspension and Expulsions Scheme

- Health and Safety

## **Monitoring and Review**

This policy will be monitored regularly by the Senior Leadership Team and the issues arising reported by the Principal to the Governors. The policy will be reviewed by the Principal and the Board of Governors.

Signed: \_\_\_\_\_ Principal

Signed: \_\_\_\_\_  
Governors Chair of Board of

Date: \_\_\_\_\_



## Summary of Positive Behaviour Policy

| Rewards   | Sanctions  |
|---|--|
| <ul style="list-style-type: none"> <li>• Positive comment from a member of staff</li> <li>• Sticker/ Stamp on book/ postcard home</li> <li>• Positive written comments in books</li> <li>• School reports</li> <li>• Communication with parents to highlight pupil success</li> <li>• Class Dojos (P1-4 online visual reward system)</li> <li>• P3-4 keep a Class Dojo Chart to record rewards</li> <li>• Sent to a KS Coordinator/Vice-Principal/Principal for praise or Headteacher's Award Sticker.</li> <li>• P5-7 classes operate a merit system where children earn merits for good work, effort or behaviour.<br/>10 merits = bonus time<br/>20 merits = bronze award<br/>40 merits = silver award<br/>60 merits = gold award<br/>(with an additional prize and Gold Award badge)</li> <li>• Pupil/s of the week award – 1 to up to 3 pupils each week based on a focus.</li> <li>• Weekly class celebrations in assembly (Mathletics, Accelerated Reader, Pupil/s of the week, other school achievements (sports, quizzes etc. and outside school achievements).</li> </ul> | <p>Examples of sanctions used include:</p> <ul style="list-style-type: none"> <li>- Verbal warning/Reminder of pupil's responsibilities (refer to Class Charter)</li> <li>- Consequence applied e.g. Thinking Time (FS/KS1) / strike (KS2) (for more serious incidents 2 or 3 strikes may be awarded immediately).</li> <li>- Time out for incidents during break and lunchtimes in playground (incidents recorded in time out book). Any child in time-out book regularly will have an official letter sent home to parents from the Key Stage Co-ordinator.</li> <li>- P5-7 children will be asked to copy out their Class Charter at home and get it signed by their parents if they receive 3 strikes in one day.</li> <li>- P5-7 children will receive an afternoon reflection time (with the Vice Principal) if they receive 4 strikes in one day.<br/>*at the end of each day all names are removed from Strike/Traffic Light Chart and the pupils start afresh the next day with a 'clean slate'. Rewards for good behaviour will never be removed.</li> <li>- Any child in reflection time three or more times in a term will have an official letter sent home to parents from the Vice-Principal and may result in more serious actions such as a behaviour management chart (Reward Chart with daily communication between home and school) and Suspension (which, in extreme cases may lead to expulsion) when deemed necessary.</li> </ul> |

(Appendix 1) KIPS - Reflection Time



Name:

Date:

Class:

From your point of view, can you described what happened meaning you were given this Reflection Time? Explain in as much detail as you can.

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Do you think anyone may have thought something else was happening?  
If so, what might they have thought?

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**How do you feel about what happened?**

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**How do you feel about being given this time out?**

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**Have you ever been in a Reflection Time before? If so, why?**

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**If you got the chance to do everything again, what would you do the same and what would you do differently?**

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**Can you think of ways which will help you avoid ever being given a time out again?**

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**Are there any other comments you would like to make or anything else you think should happen now?**

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Signed (pupil): \_\_\_\_\_

Date: \_\_\_\_\_

Staff signature: \_\_\_\_\_

Appendix 2



Parental Concerns

Name :

Class :

| Date | Parental Concerns | Follow-up (if required) |
|------|-------------------|-------------------------|
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**Incident Record**

**Name :**

**Class :**

| Date | Incidents | Follow-up (if required) |
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