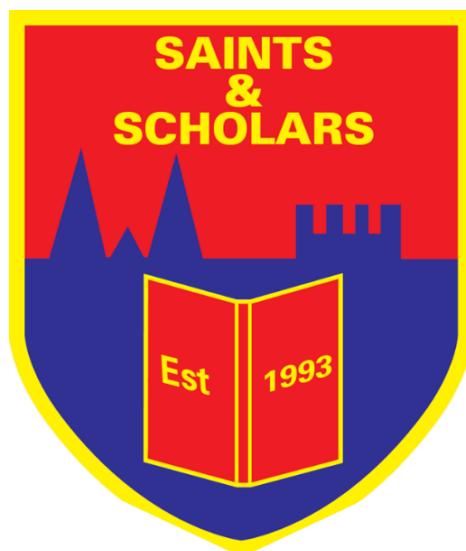


# Saints and Scholars Integrated Primary and Nursery School



## PROMOTING POSITIVE BEHAVIOUR POLICY

Date reviewed	February 2025
Date ratified by Governors	17 <sup>th</sup> June 2025
Next review date	February 2028

**This policy has been developed within the context of current legislation, policy and guidelines:**

- Health & Safety at Work (NI) Order (1978)
- Children (NI) Order (1995)
- The Education (NI) Order (1998) – Articles 3 and 4
- Human Rights Act (1998) – NI 2000
- The Education and Libraries (NI) Order (2003)
- Special Educational Needs and Disability (NI) Order (2005) ((SENDO))
- Special Educational Needs and Disability Act (NI) 2016 (SEND)
- NI Anti-Bullying Forum [www.NIABF.org.uk](http://www.NIABF.org.uk)

**Rationale**

***Vision Statement***

**At Saints and Scholars, we nurture happy, resilient, and well-rounded individuals with a love for life and learning. Guided by the four core principles of Integrated Education, we foster a safe, creative, and welcoming environment where every child, regardless of background, can reach their full potential and confidently transition to the next stage of their education, becoming active and responsible members of society.**

Our motto at Saints and Scholars Integrated Primary and Nursery School is “it takes a world of differences to make a different world.” In our school, all traditions, religions, cultures, and backgrounds are treated with respect, and we actively celebrate what we have in common while appreciating and valuing differences.

Saints and Scholars Integrated Primary School and Nursery Unit wishes to provide a school environment that is safe and stimulating for the children in our care. In order to ensure that this is so, we have introduced a policy with set procedures to create a calm, secure and happy working environment for all.

We have a *Code of Conduct* which sets out, in general terms, how we expect our pupils to behave in school and on visits. The Code has been developed in consultation with our student body and is reflective of their collective understanding of positive behaviour.

This policy underpins a positive approach to behaviour and discipline which is relevant for everybody, children and adults.

**We believe that good behaviour means that everyone in school is:**

- Careful and kind
- Polite and friendly
- Helpful to each other
- Hardworking
- Respectful and tolerant

## Aims of Policy

- To develop a coherent policy, supported and followed by all stakeholders - parents, teachers, children and governors – based on a sense of community and shared values.
- To foster a caring and calm atmosphere, in which teaching and learning can take place in a happy, safe and purposeful environment.
- To establish a consistent approach to behaviour throughout the school with parental cooperation and involvement.
- To create a positive, stimulating learning environment where positive attitudes are encouraged and rewarded.
- To instil moral values, attitudes and citizenship, as well as knowledge and skills, through the teaching of PATHS and PDMU elements of the curriculum.
- To promote personal responsibility, self-discipline, self-respect and respect for other people and property.
- To resolve behavioural problems in a caring and sympathetic manner as they occur, in the expectation of achieving an improvement in behaviour.
- To embed respect and tolerance of diversity and celebrate individuality.
- To develop children socially, academically, orally and spiritually in preparation for a positive role in society.

## Encouraging and Promoting Positive Behaviour

We believe that the emphasis of this policy should be on promotion of positive behaviour rather than disciplining unwanted behaviours. Criticism should always include advice on how to improve and should be constructive in its approach.

Saints and Scholars IPS support positive behaviour through:

- A consistent approach from the whole school community.
- Monitoring and promoting pupil attendance.
- Developing pupil voice through Student Council, Eco-Council, weekly circle-time/ PDMU lessons and surveys.
- Following the agreed **Code of Conduct**.
- Encouraging children to see themselves as part of a whole school community and recognising their responsibility for this.
- Encouraging **everyone** to take pride in the school environment.
- Rewarding children both in the classroom and around the school.
- Having a transparent reward system for the children that is visible and applied fairly and consistently.

Saints and Scholars IPS's system of rewards and incentives aim to reward all aspects of positive behaviour, including academic and non-academic achievements. This include but are not limited to:

- Stickers for learning (FS & KS1).
- Class marble jar with whole-class rewards when filled (Nursery).
- Class Dojo prizes (KS2).
- Individual reward charts for those children who might struggle to achieve with whole class incentives.
- Accelerated Reader *Pizza Parties*.
- Certificates and Behaviour Support Charts to take home.
- Saint and Scholar of the Week prizes (Hot Chocolate with the Principal)
- Termly class awards for:
  - Behaviour
  - Table manners
  - Cleanliness in the classroom
  - Eco-Warrior

By using a positive system of rewards and reinforcing good behaviour, Saints and Scholars IPS fosters children's positive self-esteem.

Praise can be given in many ways and may include the following:

- A quiet word.
- A written comment on a pupil's work.
- A visit to a colleague or to more senior member of staff and or Principal for commendation.
- A public word of praise in front of a group, a class or whole school in assembly.
- Use of school reports to comment favourably, not only on good work and academic achievement but on citizenship, behaviour and general attitudes.
- *Catch Me Being Good* approach – rewarding good behaviour when the child does not expect it.
- Personalised attainable targets for behaviour (e.g. behaviour charts).
- Rewards for meeting individual and class targets.
- Use of certificates, special stickers and Head Teacher's Awards for such things as listening, being kind, helpful, and embodying the schools values.
- Mention of positive examples of good behaviour in assembly and on Friday Note.
- Parental involvement when a specific act or achievement is deserving or praise.

Most children respond to a positive approach where their efforts are acknowledged and make considerable efforts to improve their work and, when necessary, their behaviour.

## Good Practice

Some are age specific/only used by some year groups and are open to variations

- Staff professional development/training opportunities linked to Pastoral Care/SEBD/SEND/Health & Well Being etc. are planned for as part of the School Development Plan/ Staff Development Plan.
- There is consultation with staff, pupils, parents and Governors to review practices and ensure coherence and consistency in practice across the school (Consultation Sept-Oct 2024).
- PDMU (incorporating personal safety, developing self-esteem, values education, positive strategies for cooperation, community awareness etc.) is an integral Area of Study within the curriculum and is planned and systematically delivered to all pupils P1-P7.
- Special assemblies/visits by speakers, charities and community groups promoting well-being, safety and resilience.
- Anti-Bullying Week activities across all Key Stages (November).
- Integrated Education Month activities across all Key Stages (March).
- Health Promotion Initiatives (Health Action Award, Mental Health Week (February) etc.)
- PSNI workshops e.g. E-Safety/Cyber bullying, accident prevention, and anti-bullying strategies.
- Circle Time (developing the language of Feelings / Emotional Intelligence, Talking and Listening and Cooperation)
- Golden Time- (P4-P7 on Friday afternoon earned by adhering to School Code/ Class Rules).
- Saint and Scholar of the Week
- Random Acts of Kindness Award – delivered at assembly to promote caring for others.
- P1/P7 Playground Buddies.
- Monthly Lunchtime Awards – Good tables manners (decided by Kitchen Staff).
- Best Class in Assembly
- Reading Buddies.
- High level of supervisory staff present before school/at break/ lunch in playgrounds.
- School Council.
- Eco Council.
- Shared Education projects.
- Close working relationships with Learning Support Coordinator (LSC) and regular review of PLPs (Personal Learning Plans), SEBD (Social, Emotional, Behavioural Difficulties) issues addressed via this route and in direct liaison with Senior Leadership Team.
- Involvement with external support agencies where deemed necessary through the appropriate channels. (LSCs /Principal).

## Aims of Discipline

At Saints and Scholars IPS, we believe that all behaviour, both positive and negative, is a form of communication. If we are to meet the needs of our learners, we must endeavour to understand this communication.

Discipline is a system of rules for good behaviour which aims to create conditions for an orderly community in which:

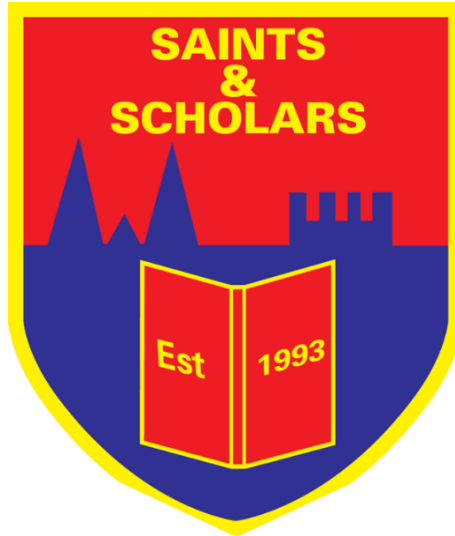
- Effective learning takes place;
- Self-discipline, self-respect and good relationships can be developed so there is mutual respect among all members.

Discipline should have at its centre a concern for the safety and well-being for all pupils. Discipline should not be seen as a punishment but as being concerned with teaching pupils how to behave in a socially acceptable fashion while in the care of teachers, classroom assistants, dining assistants and in the education process.

Discipline aims to cultivate in pupils an acceptance and recognition of responsibility for their own decisions, their actions and their consequences. Good discipline practices create the conditions for effective learning and help to develop in children responsible attitudes and values for life.

# Code of Conduct

To create a friendly, safe and inclusive school environment at Saints and Scholars IPS, we are expected to...



- Wear our school uniform
- Arrive at school on time
- Show respect to everyone in school
- Be truthful, well-mannered and kind
- Take pride in our school property
- Look after our books
- We always try our best
- Keep our school litter free
- Set a good example to others
- Exercise self-control
- Line up quickly when the bell rings
- Remember we are ambassadors for our school when we are out in the community

## Rights and Responsibilities

### Our Pupils

Pupil Rights	Pupil Responsibilities
<ul style="list-style-type: none"><li>• Be valued as members of our school community</li><li>• Get help when they seek it, whether with their work or with bullying or other personal worries, and to have a sympathetic audience for their ideas and concerns</li><li>• Make mistakes and learn from them</li><li>• Be treated fairly, consistently and with respect</li><li>• Be consulted about matters that affect them, and have their views listened to and, as far as reasonable, acted upon</li><li>• Be taught in a friendly, safe and inclusive environment</li><li>• Work and play with clearly defined and fairly administered codes of conduct</li><li>• Experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met</li><li>• Develop and extend their interest, talents and abilities</li></ul>	<ul style="list-style-type: none"><li>• Come to school on time, with homework done and suitably equipped for the lessons in the day ahead</li><li>• Respect the views, rights and property of others, and behave safely in and out of class</li><li>• Co-operate in class with the teacher, any other adult and with their peers</li><li>• Work as hard as they can in class</li><li>• Abide by the school rules – <b>Code of Conduct</b></li><li>• Seek help if they do not understand or are in difficulties</li><li>• Accept ownership for their own behaviour and learning, and to develop the skill of working independently</li></ul>



## Our Staff

Staff Rights	Staff Responsibilities
<ul style="list-style-type: none"> <li>• Work in an environment where common courtesies and social conventions are respected</li> <li>• Express their views and to contribute to policies which they are required to reflect in their work</li> <li>• A suitable career structure and opportunities for professional development</li> <li>• Support and advice from senior colleagues and external bodies</li> <li>• Adequate and appropriate accommodation and resources</li> <li>• To be treated with care and dignity and respect from all members of the school community</li> </ul>	<ul style="list-style-type: none"> <li>• Behave in a professional manner at all times</li> <li>• Ensure that lessons are well prepared, making use of available resources, and that homework is appropriately set</li> <li>• Show interest and enthusiasm for their pupils' learning</li> <li>• Listen to the pupils, value their contributions and respect their views</li> <li>• Be sympathetic, approachable and alert to pupils in difficulty or falling behind</li> <li>• Identify and seek to meet pupils' special educational needs through The SEN Code of Practice</li> <li>• Share with parents any concerns they have about their child's development or progress</li> <li>• Expect high standards and acknowledge effort and achievement; pursue opportunities for personal and professional development</li> <li>• Report suspected cases of bullying or abuse to The Designated Teacher for Child Protection or Deputy Designated Teacher for Child Protection</li> <li>• Follow up any complaint by a parent about bullying, and report back within one week on the action which has been taken, the principal must be informed of any complaint</li> </ul>

\*Staff includes teachers, classroom assistants, office staff and all ancillary personnel working in the school, both permanent and temporary.

## Our Parents/Carers/Guardians

Parents' Rights	Parents' Responsibilities
<ul style="list-style-type: none"><li>• A safe, well-managed and stimulating environment for their children</li><li>• Reasonable access to the school</li><li>• Have their concerns and enquiries dealt with efficiently and sympathetically</li><li>• Be informed promptly if their child is ill or has had an accident</li><li>• Be informed promptly if the school has a concern about their child</li><li>• Be well informed about their child's progress and prospects</li><li>• Be well informed about school rules and procedures</li><li>• A broad, balanced and appropriate curriculum for their child</li><li>• Be involved in key decisions about their child's education</li><li>• A suitably resourced school with adequate and well-maintained accommodation</li></ul>	<ul style="list-style-type: none"><li>• Ensure that their child attends school regularly and arrives on time</li><li>• Ensures homework is done</li><li>• Ensures children are suitably equipped for the lessons in the day ahead</li><li>• Be aware of our school rules and procedures and encourage their child to abide by them</li><li>• Show interest in their child's classwork and homework, where possible, provide suitable facilities for studying at home</li><li>• Act as positive role models for their child in their relationship with our school</li><li>• Attend planned meetings with teachers and support school functions</li><li>• Provide the school with all the necessary background information about their child</li><li>• Informing the school promptly about any concerns they have about school, or any</li><li>• Significant change in their child's medical needs or home circumstances</li></ul>

## Our Board of Governors

Rights of our Governors	Responsibilities of our Governors
<ul style="list-style-type: none"><li>• To be kept informed about all matters pertaining to the running of the school</li><li>• To be consulted about all aspects of school life</li><li>• To make decisions in good faith about the running of the school</li><li>• To be kept in touch with opinions, concerns and expectations of parents, staff and children</li></ul>	<ul style="list-style-type: none"><li>• To attend regular meetings</li><li>• To make decisions about:<ul style="list-style-type: none"><li>○ Financial management of the school</li><li>○ Pupil discipline</li><li>○ Implementation of the curriculum</li><li>○ Staff appointments</li><li>○ Community links</li><li>○ Grievance and disciplinary procedures</li></ul></li><li>• To work in partnership with the principal and staff to ensure that the children receive a broad and balanced curriculum</li><li>• To ensure that the school grounds and buildings provide a safe and secure environment for pupils and staff</li></ul>

## Levels of Unacceptable Behaviour and Relevant Sanctions

It is important that teaching staff keep a written record of incidents, particularly at Levels 2 and 3.

<p><b>Level One – Behaviours</b></p> <p><b>Misbehaviour that can be effectively managed within a classroom environment by the class teacher or another staff member (the class teacher should be informed. The principal may also be informed).</b></p> <ul style="list-style-type: none"> <li>• Infringement of playground and class rules/Code of Conduct.</li> <li>• Disregarding instructions.</li> <li>• Speaking out of turn.</li> <li>• Minor bad language- spontaneous swearing,insulting or rude remarks.</li> <li>• Disrupting/distracting another child leading to incompletion of tasks.</li> <li>• Unsafe movement around the classroom/school e.g. running in corridor.</li> <li>• Entering out of bounds areas such as classroom at specified times, without permission.</li> <li>• Use of property/resources without asking.</li> <li>• Unsafe use of property/resources causing damage.</li> <li>• Insensitivity to others.</li> <li>• Not following instructions.</li> <li>• Telling lies/getting others into trouble.</li> <li>• Rough play.</li> </ul>	<p><b>Level One - Behaviour Modification Strategies/sanctions<sup>1</sup></b></p> <ul style="list-style-type: none"> <li>• Verbal warning to individual/whole class.</li> <li>• Private discussion with child.</li> <li>• Remind pupils of what is acceptable and maintain positive tone.</li> <li>• Reminder of class/school rules/Code of Conduct</li> <li>• Self-reflection.</li> <li>• Encourage self-regulation/solution based discussion.</li> <li>• Oral apology.</li> <li>• Repositioning of pupil.</li> <li>• Temporary withdrawal of pupil from situation.</li> <li>• Use of quiet corner/calm box/thinking area(if age appropriate).</li> <li>• Reduction in play privileges / GoldenTime etc. in line with class routines.</li> </ul>
<p><b>Level Two – Behaviours</b></p> <p><b>More serious behaviour that is not so easily managedwithin a classroom environment (Class Teacher/Assistant/Supervisor will notify other staff and involve principal. Parents may be notified inwriting or by phone call).</b></p>	<p><b>Level Two- Behaviour Modification Strategies/sanctions</b></p>

<sup>1</sup> Guidance on Identifying Supporting Learners with Social, Emotional and Behavioural Difficulties – NI Curriculum 2014

<ul style="list-style-type: none"> <li>• Persistence of Level One behaviours</li> </ul> <p>also</p> <ul style="list-style-type: none"> <li>• Bullying behaviours.</li> <li>• Answering back/ shouting.</li> <li>• Refusal to work or cooperate.</li> <li>• Stealing/intent to steal.</li> <li>• Isolated acts of violence – kicking, hitting, thumping, biting etc.</li> <li>• Threatening behaviour.</li> <li>• Working or playing in an unsafe manner.</li> <li>• Outburst of anger (but pupil regains composure).</li> <li>• Use of discriminatory/ sectarian/racial/ abuse (written or verbal).</li> </ul>	<ul style="list-style-type: none"> <li>• Inform parent through a phone call or in person.</li> <li>• Meeting with parent/s if necessary.</li> <li>• Principal discusses sanctions with pupil if age appropriate.</li> <li>• Ensure work is completed at another time.</li> <li>• Pupils sent in from playground to a supervised area.</li> <li>• Stay in at break/lunch-time in a supervised area, as directed by principal.</li> <li>• Loss of privileges in non-curricular areas (e.g. football/golden time/ playtime).</li> <li>• Written apology or self-reflection using questioning<sup>2</sup> e.g. oral or written</li> <li>• “Time out” in the classroom or in another area.</li> </ul>
<p><b>Level Three – Behaviours</b></p> <p><b>Very serious misbehaviour or persistent Level Two behaviours. Formal involvement by the Principal and parents.(Additionally other outside agencies may also become involved).</b></p> <ul style="list-style-type: none"> <li>• Persistence of Level Two behaviours</li> </ul> <p>also</p> <ul style="list-style-type: none"> <li>• Leaving school premises without consent.</li> <li>• Violent and deliberate hitting/kicking/fighting – aggressive violent behaviour, causing <b>deliberate</b> injury.</li> <li>• Aggressively threatening behaviour towards staff/parents/ pupils.</li> <li>• One or more of the above behaviours which cause the pupil to go into ‘<i>Crisis</i>’ Phase of The Breakwell Cycle<sup>3</sup></li> </ul>	<p><b>Level Three - Behaviour Modification Strategies/sanctions</b></p> <ul style="list-style-type: none"> <li>• Principal informed immediately if crisis occurs- pupil removed from situation and supervised in designated area e.g. office/interview room. Appropriate protection for staff in place.</li> <li>• Risk assessment of location/situation.</li> <li>• Principal/LSC involved in monitoring situation from level 2.</li> <li>• Crisis/ anger management and de-escalation intervention.</li> <li>• Parents contacted to meet with principal along with class teacher. Designated Teacher for Child Protection)/LSC may also attend if appropriate).</li> <li>• Note of Concern regarding placement on Code of Practice / Placement on SEN register for Social</li> </ul>

<sup>2</sup> See Appendix.

<sup>3</sup> The Breakwell Cycle – Northern Ireland Anti-Bullying Forum (NIABF) ‘Effective Responses to Bullying Behaviour’

	<p>Emotional and Behavioural reasons.</p> <ul style="list-style-type: none"> <li>• Other interventions – Targets, Daily, Nurture group, home-school diary etc</li> <li>• Suspension (following appropriate procedures)</li> </ul>
<p><b>Level Four – Behaviours</b></p> <p>Where there is a persistence of Level Three behaviours, or in cases of a one-off incident that results in significant harm to others or poses a serious risk to safety, and the above interventions are not adequately supporting the pupil, further involvement from external agencies may be deemed necessary.</p>	<p><b>Level Four - Behaviour Modification Strategies/sanctions</b></p> <ul style="list-style-type: none"> <li>• Continued Placement on SEN Register in line with Code of Practice.</li> <li>• SEBD referral.</li> <li>• Other agencies e.g. CAMHs, EWO, Psychology, EA Behaviour Management Team.</li> <li>• Suspension or exclusion following appropriate procedures.<sup>4</sup> <ul style="list-style-type: none"> <li>○ Inform Chair of Board of Governors.</li> <li>○ Inform EWO.</li> </ul> </li> </ul>

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<sup>4</sup> EA Policy for Suspensions and Expulsions

## Appendix

### **References used in preparation of these aims:**

- Assertive Discipline: Positive Behaviour Management for Today's Classroom – Lee Canter
- Accelerated Learning - Alistair Smith
- Golden Rules – Jenny Mosley
- Staff Survey/Pupil Survey
- Pastoral Care in Schools; Promoting Positive Behaviour – DENI 2001

**2** - Other self-reflection techniques such as social stories.