

REGENT HOUSE SCHOOL PREPARATORY DEPARTMENT



POSITIVE BEHAVIOUR POLICY

**Policy created: January 2019
Ratified by Governors: June 2019
Review date: January 2020**

This Policy has been developed within the context of current legislation, policy and guidelines;

- Health and Safety at Work (NI) Order (1978)
- Promoting Positive Behaviour, DE (2001)
- The Human Rights Act (1998)
- Children (NI) Order (1995)
- The Education (NI) Order (1998)- Articles 3&4
- Human rights Act (1998)- came into force in NI in 2000
- Education (School Development Plans) Regulations (NI) (2010)
- Special Educational Needs & Disability Act (NI) Order (2016)
- Northern Ireland Anti Bullying Forum www.diana-award.org.uk
- UN Rights of a Child www.unicef.org.uk
- Inspection and Self-Evaluation Framework (2017)

Mission Statement

“Achieving Excellence Together”

Regent House School is a school with high expectations for all, where the school community is challenged to aspire to excellence in an inclusive, supportive and respectful environment.

All members of our school community were consulted and agreed our Mission Statement. This statement is central to the ethos of our school.

Staff and Governors of Regent House School Preparatory Department believe that...

At Regent House School Preparatory Department, we believe positive behaviour is an essential condition for effective learning and teaching. We also believe pupils and staff have the right to learn and teach in an environment which is safe, friendly, peaceful and fair. The school community has defined a very clear set of non-negotiable standards of personal behaviour, which are based on respect for each individual in our community and their individual needs. Our community places self-discipline and a real sense of justice at the core in our determination to provide opportunities where each individual can flourish and develop in safety. Positive behaviour must be carefully developed and supported. Appropriate high self-esteem promotes good behaviour, effective learning and positive relationships. Put simply, we believe pupils learn best when they feel safe and happy in school.

The best results in terms of promoting positive behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement. We also know it is important to strike a balance between recognising positive behaviour and having appropriate consequences which are seen by all to be fair and just and applied consistently when standards are not maintained. Through the example which adults who care for them in school and through well-developed, planned and stimulating learning opportunities, we believe children can accept learning challenges and develop self-discipline. It is the responsibility of parents and carers to work with the school in helping to foster positive attitudes and behaviour.

We believe that good behaviour means that everyone in school is;

- Careful and kind
- Polite and friendly
- Helpful to each other
- Hardworking and conscientious

- Respectful and tolerant

Aims of our Positive Behaviour Policy

This policy exists to provide a framework for supporting the aims of Regent House School Preparatory Department and ensuring the happiness and learning of every individual in our community. It will do this through;

- Encouraging a calm, purposeful and happy atmosphere within school.
- Helping our children to develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property and differences of others.
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- A consistent approach to behaviour throughout the school with parental cooperation and involvement.
- Helping our children develop appropriate self-esteem.
- Encouraging our pupils to co-operate with one another and with the adults in school.
- Help create a positive, stimulating, learning environment where positive attitudes and behaviour are encouraged and rewarded.
- Work alongside parents to encourage our children to develop socially, academically, orally and personally in preparation for a positive role in society.
- Ensure everyone is clear about their role when managing a pupil's behaviour.
- Make the children aware of unacceptable behaviour.
- Allow all children equal opportunities to learn.
- Allow all adults in school equal opportunities to fulfill their role.
- Reward and encourage positive behaviour.
- Use sanctions where appropriate in accordance with this policy.
- To develop skills necessary to resolve conflict and differences of opinion with sensitivity.

These aims support our existing school aims....

We aim

- to enable each child to reach his or her full potential
- to provide a happy, safe, secure and stimulating learning environment in which our pupils feel valued and can learn effectively
- to enable our pupils to acquire social skills, to develop self-confidence, self-esteem, responsibility and independence
- to welcome children from all backgrounds, cultures and religions. Difference is respected and we encourage our children to build positive relationships with their peers whilst being courteous, considerate and sensitive to the needs of others

Outcomes

- Promote positive learning for all pupils
- Teacher may teach effectively
- Pupil attendance will be excellent. Swift action will be taken, if necessary, to address this.
- Constructive whole school curricular planning.
- Developing the voice of the child through for example the Pupil Council.
- Children will see themselves as part of a whole school community and recognise their responsibility within this setting.
- Develop the skills of co-operation and discussion.
- Encouraging everyone to take pride in the school environment.
- Having a positive and consistent approach to playtimes and lunchtimes.

- Creating a stimulating classroom environment.
- Providing a clear and positive learning experiences fairly and consistently.
- Offering a broad and balanced curriculum that is well planned, prepared and stimulating.
- Ensuring that the curriculum issues concerning organization, methods of teaching and learning, content and differentiation are addressed.

At Regent House School Preparatory Department, we believe it is vital that positive behaviour is rewarded through sets of rules, both in the classroom and around the school, and a reward system that is transparent to the pupils is seen and applied consistently and fairly.

Track, monitor, evaluate and review the delivery of the outcomes

- Classroom Observation
- Self-Evaluation with individual teachers / key stages
- Moderation Exercises/ Internal Standardisation - a comparison of children's work across classes and year groups
- Standardised Test Results
- Statutory Assessment Results
- Book Swoops
- Team Teaching
- Class Planning Notes (teachers / classroom assistants)
- Observation files
- Questionnaires/ Surveys/ Audits
- PRSD
- Governor updates
- Learning Walks
- Whole-school self-evaluation
- Review of actions plans, School Development Plan, policies and procedures
- Review meetings with staff and pupils
- The inspection process

Consultation

Parents

Involving parents in the process of drawing up the school's Positive Behaviour Policy is essential. Parents are sent a copy of this policy at the start of each academic year and a copy is also available on the school website. Parents are encouraged to discuss the policy with their children before signing the Positive Behaviour Contract contained in the Appendix Section. Parents are invited to complete questionnaires. All views are taken into account. We operate an 'open door policy' and, during the Vision Event each September, parents are reminded they may make suggestions on any area of school life which they feel could be improved or changed.

Pupils

Pupils have a right to be consulted in matters of school life which affect them. The manner of consultation will vary according to the age of the child. All pupils are involved in drawing up a class charter at the start of each academic year. A list of rules is clearly displayed in each classroom. A pupil friendly SDP is drawn up and shared during a PDMU Assembly. The school operates a House Points System. The results of this are clearly and colourfully displayed in the school foyer. The pupils were consulted on how and why they felt 'marbles' should be awarded. A list of rules was drawn up and agreed. This list forms part of the main display and can also be found in each classroom.



Regent House School
Preparatory Department



HOUSE POINTS

How do I earn points?

- ✓ Good manners (recorded weekly in the Golden Book!)
- ✓ Helpful behaviour (recorded weekly in the Golden Book!)
- ✓ Caring & considerate behaviour (recorded weekly in the Golden Book!)
- ✓ Special effort / application
- ✓ Improvement in **achievement** / **attainment** brought about by hard work and a positive attitude
- ✓ Improvement in **behaviour** and **attitude** which pupils have consciously worked at
- ✓ A positive attitude to or participation in specific academic, sporting or creative events in school
- ✓ Excellent attendance
- ✓ Punctuality
- ✓ Tidy Uniform
- ✓ Participation in charity events
- ✓ Sports Days - 1st, 2nd & 3rd place
- ✓ Swimming Gala - 1st, 2nd & 3rd place
- ✓ Peripatetic Music exams (in school)

One marble is awarded for each of the above. When a house team has been awarded 20 marbles they can be exchanged for one golden marble!

Staff

The views of the staff are sought through consultation with teaching and nonteaching members. Once the views of the pupils and parents have been collated, these help to shape the future planning within the school, by the staff. We review existing policy and procedure on an annual basis in order to determine which aspects are effective and which aspects require modification or replacement. Whole staff discussion and evaluation ensures a collegiate approach to the management of behaviour and it promotes a shared sense of responsibility and ownership.

Governors

The involvement of the Governors in the review and development of the Positive Behaviour Policy is regular and active. Governors view questionnaires and have the opportunity to consider the views of parents, pupils and staff. Governors receive a comprehensive written report at the end of each academic year plus a Safeguarding Report is drawn up for Governor perusal.

Classroom Management and Curricular Provision

1. The maintenance of positive behaviour within the school is the responsibility of all the staff. Individual staff members have particular responsibilities e.g. within their own classroom or when on duty supervising corridors, cloakrooms and play areas.
2. Staff endeavour to model desirable behaviour and attitudes and avoid negative cycles of behaviour.
3. Every opportunity is taken to support self-discipline, whereby children are personally involved and accept responsibility for their own actions and behaviours.
4. Teaching methods, lesson content and other curriculum linked activities encourage active participation and support the school aims to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others.
5. Pupils have age appropriate responsibilities assigned to them allowing staff to create a collaborative ethos and promote well-being and shared stewardship of the school.
6. Praise is used to encourage good behaviour as well as good work and constructive criticism should be a private matter between teacher/assistant and child, where possible.
7. Classroom assistant/teachers may (under guidance) discretely relay specific guidance on the management of a particular pupil to other key personnel in school to support that pupil's needs.
8. All staff and pupils are familiar with our school aims and our Code of Conduct.

Code of Conduct

For a safe and happy school, we are expected to...

- Arrive at school on time
- Wear our school uniform
- Show respect to everyone in school
- Be truthful, well-mannered and kind
- Take pride in our school building
- Look after our belongings
- Move sensibly around school
- Keep our school litter free
- Set a good example to others
- Take responsibility for our actions in school, on trips and online
- Line up responsibly when the bell rings.



The Code of Conduct will be displayed prominently around the school. In the Foundation Stage the Code of Conduct is articulated in a more suitable language according to the age of the children. The Pupil Council has been consulted when drawing up this Code.

In addition, we have:

School Rules

Be Respectful

- We will be kind and helpful
- We will listen carefully to everyone
- We will be honest
- We will show respect to everyone in our school community

Be Ready

- We will be ready to learn

Be Responsible

- We will give our best in everything
- We will be good role models to others in school, on trips and online
- We will try help build a happy school
- We will take care of our school
- We will be proud of our school

OTHER RULES

Classroom – Teachers supported by the classroom assistants will develop this code within their classrooms at a level appropriate to the age and needs of their pupils.

Dining Hall/ Lunch Room – The children and school council devised rules to encourage a calm and positive atmosphere in the dining hall.

- **We will eat our food politely**
- **We won't waste food**
- **We will say please and thank you**
- **We will respect the staff on duty**
- **We will use our inside voices**
- **We will sit to eat our lunch, moving around sensibly if needed (when we are lining up and going for dinner)**

Playground Rules – The children and school council devised rules for positive behaviour in both playgrounds.

- **We will care for and share the play equipment**
- **We will let everyone join in**
- **We will line up quickly and quietly, ready to listen**
- **We will take care of each other and play safely**
- **We will say sorry if we hurt or upset someone**

The Rights and Responsibilities of **Pupils** in Regent House School Prep. Dept.

Pupil Rights	Pupil Responsibilities
<ul style="list-style-type: none"> ☺ Be valued as members of the school community ☺ 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 ☺ Make mistakes, and learn from them ☺ Be treated fairly, consistently and with respect ☺ Be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon ☺ Be taught in a pleasant, well-managed and safe environment ☺ Work and play within clearly defined and fairly administered codes of conduct ☺ Experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met ☺ Develop and extend their interests, talents and abilities ☺ To feel safe and happy in school, on trips and online ☺ Feel respected by the whole school community 	<ul style="list-style-type: none"> ☺ Come to school on time wearing uniform, with homework done, and suitably equipped for the lessons in the day ahead ☺ Respect the views, rights and property of others ☺ Respect others' rights in class and out of class and behave safely at all times ☺ 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 ☺ Seek help if they do not understand or are in difficulties ☺ Accept ownership for their own behaviour and learning, and to develop the skill of working independently ☺ Act responsibility in school, on trips and online

The Rights and Responsibilities of **Staff** in Regent House School Prep. Dept.

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

The Rights and Responsibilities of **Parents** in Regent House School Prep Dept.

Parents / Carers Rights	Parents / Carers Responsibilities
<ul style="list-style-type: none"> ☺ a safe, well-managed and stimulating environment for their child's education ☺ reasonable access to the school, and to have their enquiries and concerns dealt with sympathetically and efficiently in a respectful manner ☺ be informed promptly if their child is ill or has an accident, or ☺ if the school has concerns about their child ☺ be well informed about their child's progress and prospects ☺ be well informed about school rules and procedures ☺ a broad, balanced and appropriate curriculum for their child ☺ be involved in key decisions about their child's education ☺ a suitably resourced school with adequate and well-maintained accommodation 	<ul style="list-style-type: none"> ☺ 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 ☺ be aware of school rules and procedures, and encourage their child to abide by them ☺ show interest in their child's classwork and homework, where possible, provide suitable facilities for studying at home ☺ act as positive role models for their child in their relationship with the school treating other parents, pupils and members of staff in a respectful manner ☺ attend planned meetings with teachers and support school functions ☺ provide the school with all the necessary background information about their child, including telling the school promptly about any concerns they have about school, or any significant change in their child's medical needs or home circumstances

Rewards

We at Regent House School Preparatory Department not only promote and teach positive behaviour and attitudes amongst our children: we also greatly value and reward them. The emphasis of this policy is on the positive and consistent reward of good behaviour and attitudes. We believe our pupils learn best when they are happy in school.

All members of staff recognise and celebrate positive behaviour and attitudes at all times around the school through informal praise. Wherever appropriate, children's best efforts will be celebrated through display and performance.

Each teacher will have his/her own system of class rewards. Rewards may include the following:

- Verbal praise, positive affirmation and smiling at a child
- Verbal or written praise to parents about their child
- A simple word of thanks
- Sticker, badges or stamps
- Star of the Week

- Class of the Week
- Certificates
- Written comments in books
- Sending the child to another teacher or HOD for praise
- Star / Reward Charts
- Individual or Table Points which are traded for prizes eg. prize box, golden time
- Special Assemblies – Special Mention, rewards for being a good friend, curriculum area, values badges

Wonderful Worker!

At Regent House School Preparatory Department, we wish every child to aspire to achieve his/her very best and make excellent progress in learning. Teachers are encouraged to highlight pupils who have made good progress or produced outstanding work. This opportunity is used to praise the pupil and send home a Wonderful Work card. This card celebrates the achievements of the pupil and thanks parents / carers at home for their continued support in ensuring their child makes good progress.

Secret Walker

This is a daily reward, within each class, designed to specifically celebrate and encourage the good behaviours and conduct members of staff expect from all classes while walking in the school building and premises.

Prep 7 Playground Mentors & Buddies

In recognition of their senior position in school and to help foster self-discipline and a sense of responsibility, Prep 7 pupils are encouraged to take on a role of responsibility in the Prep Playgrounds. As mentors, pupils undertake various roles within the school community. Pupils make a formal application for this role after training and familiarization is complete.

Special Mention

In a monthly assembly we encourage pupils to discuss their achievements and we celebrate together. These achievements need not be academic but rather something which is important to the individual.

Attendance Rewards

Monthly attendance certificates are awarded to the class with the best overall attendance. Certificates are also awarded at the end of the school year for 100% attendance. HOD will monitor attendance and liaise with EWS.

SANCTIONS & CONSEQUENCES

Although the emphasis of this policy is on encouraging and rewarding positive behaviours and attitudes, we at Regent House School Preparatory Department recognise it may be necessary to employ a number of sanctions to enforce our Code of Conduct and Classroom Rules to ensure a safe learning environment. As with matters relating to reward, consistency and fairness are vital in the application of sanctions which should be appropriate to each inappropriate behaviour.

When dealing with all forms of inappropriate behaviour, staff should employ the following strategies;

- Be calm; all children must be dealt with in a calm yet firm manner, referring to which behaviour is not acceptable and the action being taken.

- Make clear that it is the behaviour which is being punished and this is not a personal matter.
- Logical consequences - a logical consequence is a sanction that is proportional to and fits the misdemeanor. The first step is to stop the behaviour and the second step is to provide an action that recalls the rules, reinstates the limits and teaches alternative behaviours.
- Make good choices - remind the pupil of the need to make good choices.
- Fresh start - although persistent or serious misbehaviour is to be recorded on SIMS, every child must feel that each day is a fresh start.

Class Plan for Learning

We believe children respond well if our expectations are made clear to them and at a level which they understand. There is a strong emphasis on pupil choice. We aim to be transparent with our rewards and consequences, therefore, with this in mind we have adopted, in each year group, a Classroom Charter. The charter focuses on no more than 5 rules and clearly states the rewards if a pupil chooses to adhere to them. If a pupil chooses to break the rules the consequences are also clearly stated.

For the Charter to be effective all members of staff must follow the protocols outlined. The Classroom Charter aims to illicit a professional, thinking response from the adults in charge.

As a school we will;

- Teach the rules just as we would teach any curriculum area
- Emphasise the aspect of pupil choice in engaging in appropriate behaviours
- Share information with parents and carers with regards to the Classroom Management
- Clarify with all stakeholders any areas of concern

Class Plan for Learning...Prep 1 - 3

We believe that good behaviour is about making the right choices!

Our Classroom Rules

- 1. We follow instructions carefully**
- 2. We use kind hands and kind feet**
- 3. We only use kind words**
- 4. We follow the signal for attention**
- 5. We listen to the person who is talking**
- 6. We respect adults, our peers, our school and equipment as well as property of others**

Positive Recognition/ Rewards

When we choose to keep to these rules we may receive the following rewards;

- Praise
- Stickers
- Stamps/ points
- Secret Walker
- Star of Week
- Certificates
- Special Activity
- Special Class Reward

Consequences & Sanctions

BEHAVIOUR TYPE	SANCTION
Minor disruptions: Talking Not listening Fiddling when they should be listening Making noises Annoying others Cheekiness Disobeying school rules	<ol style="list-style-type: none">1. A stern look2. The use of the child's name and a reminder of the rule
More significant disruption: Throwing things. Getting up out of their chair when they should be listening/working	<ol style="list-style-type: none">3. The child will be given a warning e.g. this is your warning, if you continue to ... you will be removed from your table for time out
Moderately Serious Behaviour: Wilfully hurting or insulting others (including teaching and non-teaching staff), Offensive gestures, Spitting, Arguing back,	<ol style="list-style-type: none">4. Break, lunchtime or after school detention (Parents will be informed in advance of after school detention)5. Referral to the Head of Prep for an appropriate sanction

Destroying own or others' work, Regularly not doing homework, Regularly not listening/paying attention, Regularly distracting others	6. Consult SENCO regarding special needs intervention
Very Serious Behaviour: Regular and consistent disregard for the rules (whether it be minor or major) Deliberately telling lies Stealing Rudeness/insolence to adults Hurting others physically or mentally Bullying (persistently annoying another child) Persistently swearing Running out of school Deliberate damage to school property Deliberate damage to others' property Truancy Aggression towards staff Persistent /deliberate lateness Smoking/drugs/solvent abuse	7. Debarment from playground 8. Referral to the Principal 9. Loss of privileges 10. Put on report card 11. Referral to Educational Psychologist 12. Suspension/expulsion

Every child has the right to be safe and happy in school with every child respecting the rights of others so in the event that a child is physically hurting another child...this will invoke the severe clause below.

- 1. A sanction will immediately be imposed (withdrawn from class, playground or school for specific length of time).**
- 2. Parents will be informed via phone call (the parents of the child being hurt and the child doing the hurting).**
- 3. If this happens on 3 occasions to any child and it is recorded, the child's parents are invited in to discuss behaviour with the class teacher, HOD and Headmaster to agree the way forward taking into account the age and needs of the child.**

Severe Clause: Remove from class and send to Senior Teacher or HOD

In a serious case of physical hurting/ fighting/ aggression or violence parents may, at the Headmaster's discretion, be asked to come and take their child home.

Class Plan for Learning...Prep 4 - 7

We believe that good behaviour is about making the right choices!

Our Classroom Rules

- 1. We will use kind words and actions**
- 2. We will observe the signal for attention**
- 3. We will listen carefully to the person talking**
- 4. We will respect all adults and pupils in our school community**
- 5. We will respect school property, equipment and that of others**
- 6. We will be positive and concentrate on our work**

Positive Recognition/ Rewards

When we choose to keep to these rules we will receive the following rewards;

- Praise
- Stickers
- Stamps/ points
- Secret Walker
- Star of the Day/ Week
- Golden Time
- Certificates
- Positive Note/ call home
- Worker of the Week
- Special Class Rewards

Consequences and Sanction

All sanctions for inappropriate behaviour need to be clearly understood by staff, children, parents and governors. Pupils will be asked to complete written witness statements, as appropriate, to ensure all serious incidents are investigated fully. The use of sanctions will be characterized by the following features:

- it must be clear why the sanction is being applied
- the child should be encouraged to take responsibility for his/her actions, apologise, redress any damage caused and improve their own standards of behaviour
- It must be made clear what changes in behaviour are required
- Group sanctions are avoided
- There is a clear distinction between minor and major offences and their regularity in occurring
- Focus on the behaviour not the child

BEHAVIOUR TYPE	SANCTION
Minor disruptions: Talking Not listening Fiddling when they should be listening Making noises	<ol style="list-style-type: none">1. A stern look2. The use of the child's name and a reminder of the rule

<p>Annoying others Cheekiness Disobeying school rules</p>	
<p>More significant disruption: Throwing things. Getting up out of their chair when they should be listening/working</p>	<p>3. The child will be given a warning e.g. this is your warning, if you continue to ... you will be removed from your table for time out</p>
<p>Moderately Serious Behaviour: Wilfully hurting or insulting others (including teaching and non-teaching staff), Offensive gestures, Spitting, Arguing back, Destroying own or others' work, Regularly not doing homework, Regularly not listening/paying attention Regularly distracting others</p>	<p>4. Break, lunchtime or after school detention (Parents will be informed in advance of after school detention.) 5. Referral to the Head of Prep for an appropriate sanction 6. Consult SENCO regarding special needs intervention</p>
<p>Very Serious Behaviour: Regular and consistent disregard for the rules (whether it be minor or major) Deliberately telling lies Stealing Rudeness/insolence to adults Hurting others physically or mentally Bullying (persistently annoying another child) Persistently swearing Running out of school Deliberate damage to school property Deliberate damage to others' property Truancy Aggression towards staff Persistent /deliberate lateness Smoking/drugs/solvent abuse</p>	<p>7. Debarment from playground 8. Referral to the Principal 9. Loss of privileges 10. Put on report card 11. Referral to Educational Psychologist (Stage 3) 12. Suspension/expulsion</p>

Every child has the right to be safe and happy in school with every child respecting the rights of others so in the event that a child is physically hurting another child...this will invoke the severe clause below.

- 4. A sanction will immediately be imposed (withdrawn from class, playground or school for specific length of time).**
- 5. Parents will be informed via phone call – the parents of the child being hurt and the child doing the hurting.**
- 6. If this happens on 3 occasions to any child and it is recorded, the child's parents are invited in to discuss behaviour with the class teacher and HOD to agree the way forward taking into account the age and needs of the child.**

Severe Clause: Remove from class and send to HOD or Headmaster

In a serious case of physical hurting/ fighting/ aggression or violence parents may, at the Headmaster's discretion, be asked to come and take their child home.

Undesirable Behaviour & Sanctions

It is important to recognise that some misbehaviours are more serious than others. The frequency of occurrence also has a bearing on the sanctions imposed.

Sanctions for poor behaviour in class are agreed and outlined in the Classroom Charter. The Classroom Charter is clearly displayed in all classrooms.

Desirable Behaviour & Rewards

It is important that good behaviour is not taken for granted, and we intend to ensure a climate where praise and encouragement far outweighs the frequency of criticism and sanctions.

Desirable Behaviour

Well- behaved, trying best at work, attentive, raising hand to speak, homework done, correct uniform, work with name on it, polite, lining up well, being kind, following classroom and school rules.

<ul style="list-style-type: none"> ○ Certificates or merit awards – student of the week / month ○ Prepared commendation letters to parents ○ Comments and 'smiley' faces on children's work ○ Stickers, badges or ink stamps in books ○ Phone call or postcard home ○ Lunch time special activity ○ Photographs of award winners taken and displayed ○ Work displayed ○ House Points / Marbles 	<ul style="list-style-type: none"> ○ Lucky dip for treasure ○ Golden Time – 30 minutes per week where children sign up for particular activities ○ Regular 'Special Mention' Assemblies where commendations are given for good attendance, good behaviour and good work ○ HOD's Award ○ Cinema tickets ○ Book Tokens ○ Class helper / messenger
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The above awards / rewards are aimed at individual students, but it is also important to reward classes because this encourages the development of a collective image where the pupils share a positive group identity which fosters and encourages co-operative behaviour. Such awards/rewards might include:

<ul style="list-style-type: none"> ● Extra play time (lunch) ● Class treat ● Class outing ● Reduced homework on agreed nights ● House Points 	<ul style="list-style-type: none"> ● Positive comment from HOD / Headmaster ● Outdoor activities ● Work exhibited ● DVDs (age appropriate and in accordance with school policy) ● Reward assemblies ● Class prizes
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Like sanctions, rewards need to match the behaviour. Aim to get a balance between all the positive reinforcement types.

1. Social Reinforcers – ‘good job’, written approval – note home, smiling, clapping, thumbs up
2. Activity Reinforcers – iPad time and other preferred activities etc. This proves also to be very effective especially if get to do it with a classmate.
3. Tangible Reinforcers – edibles, toys, balloons, stickers etc. Use with caution. Displaying work, certificates, notes home are more powerfully motivating reinforcers.
4. Token Reinforcers – points, token for appropriate behaviour. Little value in themselves but can be exchanges for something of value. (Good for use all the time then change the motivators termly and good way to order rewards)

When delivering Positive Reinforcement:

- It should be consistently delivered, be fair and age appropriate
- It should be delivered immediately – waiting until end of day for something done earlier is lost. If it’s not possible to deliver immediately use verbal reinforcement so that he/ she can expect to receive other reinforcement later
- Improvement should be reinforced – don’t wait until behaviour is perfect
- Whenever possible, pair any reinforcement with social reinforcement – e.g. if participating in iPad time as reward tell student ‘you did an excellent job today.’

Causes of Inappropriate Behaviour

There are a number of “in school factors” and “out of school factors” which can lead to inappropriate behaviour, these are presented in the tables below, Lehman, Hawkins and Catalan (1994).

Table 1: In School Factors which influence pupil behaviour

In school factors
<p><u>The Environment</u></p> <ul style="list-style-type: none">❖ Lack of proper ventilation❖ Physical problems of limited space❖ Special occasions which cause excitement, e.g. Christmas, Fire Drills etc
<p><u>The Child</u></p> <ul style="list-style-type: none">❖ Tired due to lack of proper rest❖ Hungry due to insufficient or inappropriate food❖ Poor or inappropriate social skills❖ Need for attention from teacher or parent
<p><u>The Teacher</u></p> <ul style="list-style-type: none">❖ Offering poorly differentiated curriculum leading to either frustration or boredom❖ Lack of knowledge of pupils❖ Poor management skills such as being inconsistent, laissez-faire, over-reliance on domination or lack of reinforcement of appropriate behaviour❖ Poor dictation❖ Lack of clarity in explaining expectations for behaviour or subject❖ Lack of or confusing instruction on subject matter❖ Lack of professional development❖ Teacher stress

Table 2: Out of school factors which influence pupil behaviour

Out of school factors	
<u>Family Circumstances</u>	<ul style="list-style-type: none">❖ Child's position in the family❖ Child's relationship with parent/siblings/grandparents etc❖ Divorce/ bereavement❖ Mental health problems❖ Family trauma❖ Alcohol or drug addiction
<u>The Neighbourhood</u>	<ul style="list-style-type: none">❖ Child's popularity❖ Peer relationships❖ Bullying❖ Social Problems❖ Civic disturbance

Positive Behaviour Management

Listed below are a range of strategies which are proven to have been effective in positive behaviour management;

- **Positive Feedback-** Acknowledge/Approve/Affirm
- Acknowledging (notice and describe the behaviour), approve it (say why it is good) and affirm (apply a positive label to the pupil) e.g. "Thank you for tidying up so quickly- you are a great helper!"
- **Positive Correction-** tell the pupils what you want them to do i.e. not what you don't want them to do e.g. "Please walk" instead of "stop running." Avoid saying, "don't" or "stop".
- **Positive Repetition-** when you give a direction, ask someone who knows what to do to repeat it rather than focusing on the one who doesn't- praise the children who carry out the instruction.
- **Non-verbal Cues-** hands up, finger on the lips, the "look".
- **Give take-up time-** give a clear specific direction in a non-confrontational way, move away from the pupil with a clear expectation that the pupil will comply.
- **Re-direction-** repeat direction without being sidetracked. Use thanks and take-up time, do not stand over pupils in a confrontational way.

- **Tactically ignore-** ignore any secondary behaviour if the pupil is compliant with the primary behaviour request e.g. if the pupil begins the task (primary behaviour) when asked, ignore any annoying secondary behaviours such as huffing and muttering.
- **Physical Proximity-** move closer to a disruptive pupil
- **Distraction/ Diversion-**give an alternative task or activity to a disruptive pupil without highlighting the inappropriate behavior
- **Clear Expectations-**e.g. “When we go back in to the classroom after break, I will give a point to those who go straight back to their task.”
- **Where/ What-**“Where should you be?” (In my seat) What should you be doing? (My work).
- **Choices-**“Put your (e.g. toy) on my desk or in your bag- which are you going to do?”
- **Broken Record-**Calmly repeat the request or rule or consequence; avoid being drawn into an argument, stay neutral.
- **Private Reprimand-**a quiet word rather than a public confrontation.
- **Repair & Rebuild-**as soon as possible after a reprimand, find an opportunity to say something positive about the pupil, “Catch them being good”.

Suspension and Expulsion of Pupils

The school reserves the right to Suspend or Expel a pupil following DENI and EA set procedures.

The school reserves the right to impose any listed sanction if an incident is serious enough to warrant it.

Reasonable Force / Safe Handling

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:

- Committing any offence
- Causing and injury to, or damage to the property of, any person (including the person himself); or
- Engaging in any behavioural prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether the 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 himself/herself or others or seriously damaging property, but used in a manner which attempts to preserve the dignity of all concerned.

Under Duty of Care, staff may use a physical intervention and when they do so, they should be clear that the action was;

- In the child’s best interest
- Necessary
- Reasonable and proportionate
- **Last resort (where possible)**

Monitoring and Evaluation

Monitoring the effectiveness of the Positive Behaviour Policy is the responsibility of the Pastoral Care Co-ordinator in conjunction with the HOD. This Positive Behaviour Policy will be reviewed annually. It will be reviewed by the Pastoral Care Coordinator with the whole staff and as we value the input of the whole school community, parents and pupils will also be surveyed to gauge opinions on the effectiveness of the policy. After this consultation the reviewed draft policy will be brought to the Board of Governors for approval.

Link to Special Educational Needs Code of Practice

Social Emotional and Behavioural Difficulties (SEBD) is one of the categories of Special Educational Needs in the 2016 Code of Practice. A pupil may be placed on the SEBD Code of Practice for SEBD when a class teacher recognizes a behaviour difficulty and where normal classroom management strategies are not effective.

Review of the Policy

The Pupil Council has played an active role in the formulation of this Policy. They have agreed to the enclosed Code of Conduct. The Policy has been widely consulted upon with staff, parents and Board of Governors.

Links with other Policies

This Policy is integral to all school policies. It has key links with policies such as:

- ✓ Special Educational Needs and Inclusion
- ✓ Safeguarding & Child Protection
- ✓ Addressing Bullying (Anti-Bullying)
- ✓ Attendance Policy
- ✓ Pastoral Care
- ✓ eSafety/ Acceptable Use of the Internet

Continuing Professional Development

Staff members acknowledge the need for continuing professional development in this area. The HOD will disseminate information on available courses and appropriate staff members will be encouraged to attend. Funds will be allocated to provide resources and materials to enable delivery of this policy. Staff development days may be used to facilitate whole staff training, as necessary. All training will be recorded on the PRSD forms, completed annually.

Procedures for Concerns

I have a concern about the behaviour of a child or the behaviour management of a child in school



I can talk to the Class Teacher



If I am still concerned I can talk to the Special Educational Needs Co-ordinator (SENCO) Mrs Halliday



If I am still concerned I can talk to the Head of the Preparatory Department, Ms Rudewicz



If I am still concerned I can talk to the Headmaster, Mr Carville



If I am still concerned, I can write to the Chairman of the Board of Governors, Mr Johnston

Appendix 1

Strategies for dealing with difficult situations

In dealing with difficult situations adults need to make professional judgements based on their experiences and the knowledge of the individual pupil.

Listed below are some points to remember and some strategies which may be useful in managing difficult situations.

- ❖ Stay calm
- ❖ Use a quiet voice
- ❖ Use neutral language and keep it to a minimum
- ❖ Avoid invading personal space unless necessary
- ❖ Avoid prolonged eye contact
- ❖ Stand still
- ❖ State expectations clearly
- ❖ Remind pupil of the consequences (use cautiously)
- ❖ State what will happen next
- ❖ It may be necessary to remove the audience
- ❖ Withdrawal- move the pupil away from the group for a short period. This models a non-violent response, gives “cooling off” time and a time for reflection. It also teaches that inappropriate behaviours will not be tolerated and protects the rights of all.
- ❖ Always remember to give a thought driven professional response to a pupils behaviour with a view to de-escalating the situation
- ❖ All behaviour is a means of communication. Habitual behaviour serves a purpose but more appropriate behaviour can be learned. How we as adults choose to respond is very important in teaching and achieving the desired behavior
- ❖ Consistency of approach from all adults
- ❖ Give the following messages to all pupils; “I want you to succeed in my class.”
“You are responsible for your own behaviour”

Appendix 2

Positive Behaviour Pupil Consultation

For a safe and happy school, tick if you think the following would be sensible:

- | | | |
|--------------------------|---|--------------------------|
| <input type="checkbox"/> | Arrive to school on time | <input type="checkbox"/> |
| <input type="checkbox"/> | Wear our school uniform | <input type="checkbox"/> |
| <input type="checkbox"/> | Show respect to everyone in school | <input type="checkbox"/> |
| <input type="checkbox"/> | Be truthful well-mannered and kind | <input type="checkbox"/> |
| <input type="checkbox"/> | Take pride in our school building | <input type="checkbox"/> |
| <input type="checkbox"/> | Look after our books | <input type="checkbox"/> |
| <input type="checkbox"/> | Walk sensibly and quietly in the corridors | <input type="checkbox"/> |
| <input type="checkbox"/> | Keep our school litter free | <input type="checkbox"/> |
| <input type="checkbox"/> | Set a good example to others | <input type="checkbox"/> |
| <input type="checkbox"/> | Exercise self-control | <input type="checkbox"/> |
| <input type="checkbox"/> | Line up quickly and quietly when the bell rings | <input type="checkbox"/> |

What do you think would be good rules for your Classroom? Can you suggest 3 or 4?

What rewards are there in our school and your class when you keep to our rules or do something great?

Can you suggest any other rewards in class or for our school?

What sanctions do you think should be in place for poor behaviour choices?

Tick if you think the following would be sensible sanctions in our school:

- | | |
|---|--------------------------|
| <input type="checkbox"/> Reminder of the rule | <input type="checkbox"/> |
| <input type="checkbox"/> Change seat in class | <input type="checkbox"/> |
| <input type="checkbox"/> Complete work again or work sent home | <input type="checkbox"/> |
| <input type="checkbox"/> Timeout from Playground | <input type="checkbox"/> |
| <input type="checkbox"/> Withdrawal of special treats e.g. Golden Time | <input type="checkbox"/> |
| <input type="checkbox"/> Letter or phone call home (speak with parents) | <input type="checkbox"/> |
| <input type="checkbox"/> Send to another teacher or Head of Prep. | <input type="checkbox"/> |



REGENT HOUSE SCHOOL PREPARATORY DEPARTMENT **CODE OF CONDUCT FOR CHILDREN**

INTRODUCTION

Pupils at Regent House School Preparatory Department have the right to an education (United Nations Convention on the Rights of the Child- Article 28), which offers them every opportunity to attain their full potential. The Head, teaching staff and non-teaching staff are here to create the circumstances to allow this to happen. Governors, parents and the wider community also assist in this process.

GUIDING PRINCIPLES

In order for the above to be achieved it is essential that **every member of the school community** acknowledges and reflects the values promoted by the school:

- Honesty
- Respect
- Responsibility
- Acceptance
- Self-Discipline
- Fairness
- Forgiveness
- Perseverance
- Kindness
- Tolerance

THE PRINCIPLES IN ACTION

These values and principles underpin our school ethos and are seen to be met when pupils observe the following:

I will:

BE READY BY DOING MY BEST TO

- Come to school on time
- Wear my school uniform
- Be prepared, by doing my homework and bringing all the books and items I need for work and play
- Follow school and routines for e.g. lining up, having my lunch, carrying out classwork

BE REPECTFUL BY DOING MY BEST TO....

- Respect the rights of my peers to feel happy and safe in school (inside or outside) by using kind words and actions, adhering to school and classroom rules and being aware of others' feelings
- Respect the right of others to learn by listening in class, follow routines, respect adults and peers
- Respect the rights of others to play by cooperating with others and working within my group in a positive manner
- Respect all adults and visitors in school e.g. coaches, volunteers
- Listen when an adult speaks to me and act first time every time
- Be truthful and kind
- Not use abusive or aggressive language or actions with others
- Use school or others' property carefully
- Take pride in our school building

BE RESPONSIBLE BY DOING MY BEST TO

- Uphold our school values during school and out of school e.g. school trips
- Uphold our school values when wearing our school uniform
- Take care of my books and school equipment
- Help to look after the school building and grounds
- Act responsibly inside the school building and in playgrounds
- Do my work to the best of my ability
- Take ownership of my actions and any resulting consequences
- Exercise self-control

I know that if I do not follow this code of conduct I will incur consequences which are found in the school's behaviour policy. These consequences may involve me losing privileges (but not my rights) and giving me the opportunity to think about my actions. The safety and happiness of everyone in school is of utmost importance. Having the right to play and learn is everyone's right so I understand I have a responsibility to respect this right. I understand my parents will be contacted, if necessary, to discuss my behaviour.

Signed: _____ Pupil (Parent to sign if child in P1/2)



REGENT HOUSE SCHOOL PREPARATORY DEPARTMENT

POSTIVE BEHAVIOUR POLICY

REPLY SLIP

Please return this to the class teacher of your oldest / only child at school

I acknowledge receipt of Regent House School Preparatory Department's Positive Behaviour Policy and I support the school in promoting high standards of behaviour at all times.

Signed: _____ (Parent / Carer) Date: _____

