



# LONGSTONE SCHOOL

## BEHAVIOUR FOR LEARNING POLICY.

**Article 28** – Every child has the right to an education. Discipline in schools must respect children's dignity.

**REVIEWED: November 21**



## LONGSTONE SCHOOL

### BEHAVIOUR FOR LEARNING POLICY

At Longstone we provide a discipline system and ethos to promote high standards of personal conduct and self-discipline in each pupil. We assist pupils to develop a caring, tolerant and responsible attitude towards others. **(Article 29 Your education should teach you to respect other people).**

#### INTRODUCTION

This policy statement on Behaviour for Learning takes account of the requirements set down in the Reform Order (NI) 1989; the Education Authority Scheme for the Management of Controlled Schools; D.O.E. guidance, 'Promoting Positive Behaviour' and Regional Policy Framework on the use of Reasonable Force 2004.

Good discipline is essential if learning is to be effective. A positive attitude and consistent treatment on the part of staff is essential to ensure good discipline. It is important to develop structures and procedures to deal with those pupils who exhibit unacceptable behaviours or have specific behaviour problems. If a child's individual needs are being met we do not accept bad behaviour.

Our policy for managing pupil behaviour is based upon Assertive Discipline. Staff were trained in this approach in 2010 and we have tailored Assertive Discipline to match our own circumstances in school.

*"Young people need the structure and guidance that appropriate classroom expectations and rules provide. When students learn to behave responsibly, their self-esteem rises and their motivation to achieve increases".*

Lee Canter, founder of Assertive Discipline

In 2014, we began the process of achieving the Rights Respecting School Award, which adheres to UNCRC principles outlining the rights of the child. **(Article 28 – Every child has the right to an education).** Discipline in schools must respect children's dignity. In April 2017 we achieved the Level 1 stage of this award and in April 2019 we achieved the Gold Award, which is the highest accolade of the UNICEF programme. We are currently working towards RRSB Gold Award Reaccreditation in April 2022.

## AIMS AND OBJECTIVES

### **Aim: To promote positive behaviour**

To support staff fully in their endeavours to promote positive behaviour in pupils and to maintain high standards of teaching and learning.

To encourage pupils to show respect for themselves, others and their environment. **(Article 29 Respect the environment and other people)**. To involve parents in our efforts to promote good discipline.

## RIGHTS AND RESPONSIBILITIES

The Board of Governors have the responsibility of monitoring and reviewing the Behaviour for Learning Policy, plans and procedures, recognising that the Principal and staff are responsible for the implementation of such.

### **Staff**

Staff have the right to:

Enjoy a stress free and productive working environment, with support from management and EA when appropriate.

Be treated fairly regardless of gender, perceived religious belief, marital status, race, age, disability or political opinion.

Responsibilities:

The SMT will promote good discipline through positive actions and rewards for those who contribute positively to the life of the school. **(Article 29 Develop Talents and abilities)**.

The Key Stage Co-ordinator's will ensure that all staff adopt a consistent approach to discipline. They will be responsible for arranging or delegating duty lists and for providing support to staff on duty. When relevant the Principal or Vice Principal will liaise with external agencies to help with particular problems in school. The Vice Principal will maintain a record of incidents of unacceptable behaviour and communicate relevant information to all staff concerned.

In conjunction with relevant staff, the SMT will draw up clear guidelines and procedures on discipline. They will provide a lead to staff by encouraging good discipline in all school areas. So far as is practicable they will support those transporting the pupils to and from school.

The Key Stage Co-ordinator's will assume clear roles of responsibility and referral within the discipline system. Assistance will be offered to any member of staff who is having difficulty with discipline.

Teachers will set high standards in terms of commitment, effective teaching and punctuality.

Teachers will seek to create a positive stress-free learning environment for their pupils. **(Article 28 have the right to a good quality education)**. All staff will make themselves familiar with the structure of discipline procedures and act appropriately.

Staff should be committed, industrious and punctual. To promote good discipline in class, teachers should be well organised and prepared. Teachers will provide stimulating learning experiences, which meet the pupils' needs and encourage active involvement. **(Article 29 Your education should help you develop your talents and abilities).**

Staff will maintain awareness of each pupil's individual special needs and their effect on behaviour. **(Article 23 You have the right to a special education).**

Each teacher and classroom assistant will collaborate with pupils to establish a code of conduct within class. Staff will opt into agreed arrangements for pupil organisation outside the classroom to help ensure consistent treatment for pupils.

Teachers will develop and maintain channels of communication amongst staff, parents and relevant others.

## Parents

Parents have the right to:

- Have their child educated to the best possible standard.
- Be informed of any concerns/difficulties.
- Have their opinions listened to with respect.

Responsibilities:

- Parents will support the maintenance of good discipline in school, promoting in their child good codes of conduct with regard to behaviour, uniform and homework.
- They will ensure their child attends school regularly and brings the necessary equipment.
- Parents will develop and maintain channels of communication with the school.

## Pupils

Pupils have the right to:

- Be educated in a safe and stimulating learning environment **(Article 28 right to a good quality education).**
- Have their efforts and work valued **(Article 29 right to develop your talents and abilities).**
- Be treated fairly and with respect at all times. **(Article 12 Right to an opinion).**

Responsibilities:

- Pupils are expected to respect the School Charter.
- They should show responsible behaviour both in school and on the transport to and from school.
- They are expected to attend school regularly, be suitably equipped and ready to learn.
- Pupils will develop a sense of responsibility for their own behaviour and learning, showing consideration for others in their learning environment. **(Article 28 right to an education, Article 29 respect the environment and other people).**

## GENERAL PROCEDURES

Procedures and structures have been established to assist staff, pupils and parents. They are intended to promote a positive attitude to behaviour and discipline. These will be monitored and revised if necessary.

These procedures and structures include:

- Promoting positive behaviour
- School Charter
- Daily procedures
- The referral system and the recording of incidents (Incident Book – KS3&4 )
- Policy and procedures on bullying behaviours (refer to separate policy)
- Management of specific behaviour problems
- Hierarchy of rewards and sanctions
- Staff/parent support
- Promoting good behaviour on home-school transport
- Complaint Procedures
- Suspension process
- Forms for recording:
  - a. Accident
  - b. Incident (child protection)
  - c. Incident (behaviour)
  - d. Letter sent home/copy kept.

The need to use reasonable force to restrain or control a pupil should be rare (**Article 3 the best interests of the child**). It is permissible to restrain/remove a child who is likely to cause injury to self, other pupils or staff. Please follow the procedures outlined in the Code of Conduct–Restraint and Physical Contact (Team Teach Strategies. All staff are trained in Team Teach techniques and this training is updated every 2 years).

# Junior School Charter

Pupils will	Article	Adults will
<p>Be respectful when voicing their opinions. Listen to staff and each other.</p>	<p>Article 12: You have a right to be listened to</p>	<p>Listen to pupils and take them seriously.</p>
<p>Eat Healthy Food. Exercise.</p>	<p>Article 24: You have a right to be healthy</p>	<p>Teach pupils how to be healthy. Set a good example.</p>
<p>Try their best when doing class and homework.</p>	<p>Article 28: You have a right to learn</p>	<p>Reward pupils when they do well. Help pupils when they are stuck.</p>
<p>Make good choices. Let other children make their own choices.</p>	<p>Article 29: You have a right to be yourself</p>	<p>Let pupils make their own choices.</p>
<p>Join in with others who are playing. Allow others to play.</p>	<p>Article 31: You have a right to play</p>	<p>Give pupils time to play. Help pupils find friends.</p>

# Longstone Middle and Senior School Charter

Pupils will	Article	Adults will
<ul style="list-style-type: none"> <li>- Be sensible and respectful when voicing our opinions.</li> <li>- Be tolerant to other people's opinions.</li> <li>- Keep the school clean and tidy.</li> <li>- Encourage each other to eat healthy.</li> <li>- Choose the healthy option.                             <ul style="list-style-type: none"> <li>- Work hard.</li> </ul> </li> <li>- Have good behaviour.</li> <li>- Have good attendance.</li> </ul>	<p><b>Article 12:</b> You have a right to give your opinion, and for adults to listen and take it seriously.</p> <p><b>Article 24:</b> You have a right to safe water, nutritious food and a clean environment.</p> <p><b>Article 28:</b> You have a right to an education</p>	<ul style="list-style-type: none"> <li>- Allow pupils to participate in the School Council.</li> <li>- Take action when pupils voice their opinion.</li> <li>- Keep the school clean and tidy.                             <ul style="list-style-type: none"> <li>- Encourage pupils to eat healthy.</li> <li>- Give pupils healthy treats.</li> </ul> </li> <li>- Help pupils to learn by being prepared with exciting lessons.                             <ul style="list-style-type: none"> <li>- Give extra help if a pupil is stuck.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>- Try their best to improve their talents.</li> <li>- Actively participate in all activities.                             <ul style="list-style-type: none"> <li>- Try new things.</li> </ul> </li> </ul>	<p><b>Article 29</b> Your education should help you use and develop your talents and abilities.</p>	<ul style="list-style-type: none"> <li>- Allow pupils to work on what they are good at.</li> <li>- Set up a variety of clubs and societies.</li> <li>- Encourage pupils to reveal their talents.</li> </ul>
<ul style="list-style-type: none"> <li>- Respect other people when playing.</li> <li>- Respect equipment when playing.</li> </ul>	<p><b>Article 31</b> You have the right to play and rest</p>	<ul style="list-style-type: none"> <li>- Encourage pupils to participate in P.E.</li> <li>- Not give pupils too much work.</li> </ul>
<ul style="list-style-type: none"> <li>- Tell an adult if you are being harmed.</li> <li>- Tell an adult if a friend is being harmed.</li> </ul>	<p><b>Article 34 &amp; 36:</b> You have the right to protection from harm.</p>	<ul style="list-style-type: none"> <li>- Look out for signs of harm.</li> <li>- Help pupils who are suffering from harm.</li> </ul>

## PROMOTING POSITIVE BEHAVIOUR

At the beginning of each academic year each teacher reviews the classroom charter, in consultation with the pupils. Rewards and consequences are clearly outlined.

### Rewards:

<b>Rights Respecting Language TEACHER – VERBAL/NON-VERBAL</b>	<b>Rights Respecting Rewards GROUP/INDIVIDUAL</b>
Well done	Stickers
Good	Stars
I like the way.....	Badge
Congratulations	Pens
I am pleased that	Certificate
Terrific	Well done - reward
Private Praise	Choosing time – free play
Whole Class Praise	Giving responsibility
Peer Praise	Pupil of the week
Greetings by other staff	Assembly Certificate
Good eye contact	Special Trip
Smiling	Medals
Thumbs up	Cups
Teacher attention	
Smile/Praise by Principal	

### Key Stage 1 & 2

1. Each class has its own reward system for good behaviour, manners, being kind etc.
2. Each week in Assembly certificates are awarded and displayed – Rights Respecting Child of the Week/Month.
3. “Lining Up Cup” for best class each week.
4. Reward trips.

### Key Stage 3 & 4

Our Reward System focuses on positive behaviour and points are allocated as follows:

1. By attending school every day and by wearing the correct uniform – 5 points.
2. By not having Thinking Times – 5 points.
3. By having the correct homework done on the required days – 3 points.
4. By representing the school (this might include taking part in a sports event, school choir, drama event, etc) – 3 points.
5. Bonus points – a pupil may gain bonus points by being helpful, displaying good manners or any other positive behaviour – 4 points.



At the end of each term pupils who have attained enough points are rewarded with a trip e.g. to the cinema, or ten pin bowling (**Article 31 right to rest and play**). The boundary for the points is determined by the number of weeks available in the term and is set at the start of the term at an attainable level. The points are allocated and the pupils are updated in Assembly on a weekly basis. Advice and encouragement will be given to those pupils who are showing signs of falling below the target. Discretion will be used regarding exceptional circumstances which results in a child falling below the target.

### **Consequences:**

In the playground and dining room pupils are supervised by the classroom assistants and SMT. In February 2019 our **School Council** consulted with all pupils and staff to develop a **Playground and Canteen Charter**, outlining the rights and responsibilities of pupils and staff in shared areas. Infringement of our School Charters in these areas leads to the following sanctions: verbal warning, withdrawal, removal/referral to the Key Stage Co-ordinator/Principal. All incidents should be reported to the class teacher.

#### Year 1

Verbal Warning  
 Withdrawal  
 Timer 1 – 5 minutes  
 Loss of privilege  
 Removal to another teacher

#### Key Stage 1 & 2

Verbal Warning  
 Withdrawal  
 Loss of privilege  
 Thinking Time  
 If a pupil does not respond to these consequences, referral is made to the Key Stage Co-ordinator /Vice Principal/ Principal.  
 Incidents are reported to parents if appropriate.

#### Key Stage 3 & 4

Verbal warning  
 Yellow/Red card  
 Loss of privilege  
 Thinking Time  
 Incident Book  
 Behaviour report  
 Friday Quiet Club – only used after discussion with Key Stage Co-ordinator or Vice Principal.

#### Letters/Phone calls to Parents

A record of all behaviour related incidents which require a formal letter or phone call from school should be recorded on the pro forma kept in the office. Phone calls to parents about such incidents should be made by a Key Stage Co-ordinator or Senior Teacher. Letter to parents will be organised by Mr McIlmoyle.

## **EXAMPLES OF SERIOUS BEHAVIOUR INCIDENTS (This is not an exhaustive list)**

### **Physical Assault on a Member of Staff**

This will include threatening behaviour where the member of staff feels intimidated. (The Board Suspension Procedures will be followed).

Action: Suspension (after discussion with Key Stage Co-ordinator and VP).

### **Verbal Abuse of Staff**

First Offence Action: Formal letter which will include arrangements for the parents to come to school. The parent will meet with Mr Skarmoutsos, a senior member of staff together with the member of staff involved in the incident.

Second Offence Action: Suspension.

### **Serious Physical/Verbal Assault on Another Pupil (Article 19 protection from violence)**

Action: This will require discussion with a senior member of staff and action taken may range from a formal letter to possible suspension depending on the nature of the incident. (Examples where parental involvement will be required will include: an unprovoked physical assault, sectarian taunting).

### **Swearing**

Dealt with through normal discipline procedures i.e. Thinking Time, Friday Quiet Club.

### **Bullying**

See Anti Bullying Policy.

## **SUSPENSION**

Grounds for suspension:

Suspension will be imposed in a situation where all possible/reasonable preventative strategies and alternative sanctions have been tried. If serious misbehaviour is recurrent parents will be warned that their child may be liable to suspension. In exceptional cases it may be necessary to suspend a pupil without employing alternative sanctions or without prior warning having been given to the parents by the Principal. In the event that preventative strategies and planned sanctions have failed to produce acceptable behaviour on the part of the pupil, the Principal may suspend the pupil for an initial period of 5 consecutive school days. All relevant information pertaining to the suspension will be collated and maintained in the pupil's file. The Principal will not extend a period of suspension beyond 5 consecutive school days except with the prior approval of the Chairperson of the Board of Governors and will, in every such case, give to the parent of the pupil and to the Board written notification of the reasons for the extension and the period of extension. This extension, which must not exceed 5 consecutive school days, may be followed by a further period of extension, which again must not exceed 5 days, provided that the total does not exceed 45 school days in any one school year.

Suspension procedures:

Where a pupil has been suspended from school the Principal will take the necessary arrangements to ensure that a letter is delivered by a member of staff to the residence of the parent(s), where possible on the same day, informing him/her:

- A) of the reason for suspension
- B) of the period of suspension
- C) that the pupil will be regarded as being in their care from the end of the school day until such time as the period of suspension expires.

The letter will also include an invitation to the parent(s) to visit the school to discuss the suspension with the principal. On the same day, where possible, a copy of the letter will be posted to the parent(s).

The Principal will also immediately inform the Chairperson of the Board of Governors and the Chief Executive of the Board of this suspension and subsequently submit a report to both setting out in detail the reasons for the suspension and its duration. Form SF1 will be completed and forwarded to the Chief Executive.

In no circumstances will a child be removed from school during normal hours except into the care of his/her parent(s).

These procedures follow the guidelines set out by the Education Authority.

## **REFERRAL SYSTEM**

Each child is the responsibility of the member of staff he/she is with at a given time of the day. Staff should try to resolve the problem themselves. Teachers can request input from the Principal or Vice Principal on whole class issues.

If the pupil does not respond to class discipline, he/she will be sent to the Key Stage Co-ordinator/Vice Principal who will:

- confirm facts from all parties involved
- apply consequences - counselling/calming down period; removal of privileges; removal from class to complete appropriate constructive work; introduction of individual discipline programme; referral to Principal/Vice Principal/record in incident book/contact parents as appropriate – phone call, formal letter, interview
- liaise with class teacher - inform of consequences given; develop individual programme as appropriate.
- monitor pupil behaviour in class.

All or some of the above may be used as appropriate.

<b>Referral System</b>
1. Class Teacher tries to resolve the problem
2. Class Teacher refers to Form Teacher
3. Form Teacher refers to Key Stage Co-Ordinator
4. Key Stage Co-Ordinator refers to Middle Manager
5. Middle Manager refers to Vice Principal / Principal

## **MANAGEMENT OF SPECIFIC BEHAVIOUR PROBLEMS/CHALLENGING BEHAVIOUR**

The management of challenging behaviour requires positive relationships amongst teachers, pupils and parents. These should be based on trust and warmth and a flexibility of approach, and will lead to the development of strategies to meet changing situations.

### **General Strategies**

An individual risk assessment/support plan is devised for the pupil by the class teacher and Principal, with appropriate rewards and consequences. Elements of such a programme: behaviour pinpointed; objectives set; strategies planned; progress measured; objectives modified; fade back to normal conditions if and when appropriate.

The consequences for serious incidents e.g. bullying, physical attacks, sustained challenging behaviour will result in a phone call to parents, letter to parents, parent interview, suspension. **(Article 19 protection from violence).**

### **Incident of Very Challenging Behaviour**

#### **Two approaches:**

#### **Removal of child:**

The child presenting with challenging behaviour may be removed from class if it safe to do so. Physical restraint is only used as a last resort, if the child presents a significant danger to himself/herself or others. If the use of physical restraint is anticipated a Positive Handling Plan must be written and shared with the child's parents.

#### **Removal of the rest of the class:**

Have class standby work ready in a tray

Remove the class with classroom assistant

Send for another member of staff/Principal (Identify another member of staff if the Principal is not available)

Give time for pupil to calm and leave the class voluntarily

Bring the class back

Allow a further supervised calming time outside the class

Discuss incident

Complete individual work outside class

Return to class.

## **HIERARCHY OF CONSEQUENCES**

(Parents may be consulted at any stage)

- The look
- Non-verbal symbol
- Rule Reminder
- Yellow/Red Card
- Related sanction e.g. completing work, cleaning up mess
- Move place – withdrawal

- Exiting – supervised
- On report to Class Teacher/Key Stage Co-ordinator/ Middle Manager/Vice Principal/ Principal
- Loss of Privilege/Thinking Time/Friday Quiet Club
- Phone call to parents
- Formal letter to parents
- Suspension
- Formal interview with parents. (On return from suspension).

## **WORKING TOGETHER TO IMPROVE BEHAVIOUR**

We aim to form good relationships with children helping them to develop their self-esteem. We believe true success and increased self-esteem occurs when children learn how you expect them to behave and then choose that behaviour as their own. We are concerned with helping children to set and achieve their personal, social and academic goals within a supportive atmosphere. Each class teacher has a pastoral role and works to establish stable, supportive relationships with the children in their care, encouraging them to become increasingly capable of making independent, responsible choices. **(Article 29 right to develop talents and abilities).**

Pastoral advice and support is an important part of the ethos of our school. When we are following up incidents of misbehaviour we try to discuss feelings and attitudes and more appropriate forms of behaviour with the children concerned.

We value a collaborative approach to promoting positive behaviour, when a pupil is persistently displaying challenging behaviours all staff members who come into close contact with that pupil will be given an opportunity to have input into their Positive Handling Plan. Positive Handling Plans are reviewed on an incident by incident and / or termly basis.

## **KEEPING SCHOOL INFORMED**

We recognise that at times unsatisfactory behaviour can stem from personal problems or difficulties. Children can become upset about things inside or outside of school. If you are aware of what may be a difficult time for your child, please do let us know, so that we are more prepared and able to help him/her cope with it.

## **PROCEDURES FOR STAFF/PARENT SUPPORT**

Where appropriate advice/input is sought from other professionals, e.g. Educational Psychologists, Clinical Psychologists, Occupational Therapist, Education Authority Special Education Department, Behaviour Support Team, ASD Support Service Staff. Expertise will be increased by: regular INSET involving external specialists; sharing expertise within school and maintaining awareness of recent publications and theory.

## **HOME-SCHOOL TRANSPORT**

The school adheres to EA procedures for dealing with behaviour problems on Public or Board Transport.

Misconduct:

- general misbehaviour
- inappropriate behaviour to other children, driver or escort

- abusive language
- bad manners
- not remaining seated during transit
- serious Misconduct:
- failure to carry out an instruction
- spitting or throwing objects
- verbal/physical abuse
- gross Misconduct:
- behaviour which seriously endangers the Health and Safety of the driver, pupils, other road users and which cannot be tolerated.

At Longstone we actively encourage good behaviour on home-school transport by:

- establishing guidelines for behaviour
- escorting children to and from transport in a calm, orderly way
- using rewards, consequences, seating plans to assist the drivers and escorts in their maintenance of good behaviour
- liaising closely with transport officers at the EA
- informing parents of our expectations of good behaviour and of any serious, or ongoing, misconduct
- interviewing pupils concerned in any misconduct and if necessary taking appropriate disciplinary action.

## FORMS

FORMS	AVAILABLE FROM	RETURNED TO
Accident	Office	Office
Child Protection	Office/staffroom	VP (DT), DDT
Behaviour Incident	HOD Incident Book	Key Stage Co-ordinator
Bullying	HOD Incident Book	Key Stage Co-ordinator

## REPORTING OF BEHAVIOUR INCIDENTS

Purposes:

To build a picture of a child's behaviour – identify patterns of behaviour in an individual child  
 To keep a record of misbehaviour for referral  
 Records are confidential.

When do you need to record an incident?

- Severe/continuous low level disruption
- Physical abuse of pupils/staff
- Destruction of property
- Severe verbal abuse
- Fighting
- Bullying
- Stealing

- Extreme defiance
- Physical intervention

Forms must be completed as soon as possible within the day of the incident. Forms are available in the office and should be returned to the office/Key Stage Co-ordinator/Principal before leaving school. Key Stage 3 & 4 Incident Books are held by the Key Stage Co-ordinator. Forms will be kept in the office and reviewed by the Principal and the Chairperson of the Board of Governors.

## **PROCEDURES FOR CONCERNS**

I have a concern about the behaviour of my child or behaviour management of my child

I can talk to the Class/Form Teacher

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

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If I am still concerned, I can talk to the Vice Principal

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If I am still concerned, I can talk to the Principal

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

## **LINKS WITH OTHER POLICIES**

This policy is integral to all school policies. It has key links with policies such as Pastoral Care, Safeguarding and Child Protection Policy, Anti-Bullying, Intimate Care, Use of Reasonable Force and Code of Conduct.

## **MONITORING, REVIEW AND EVALUATION OF POLICY INCLUDING FUTURE DEVELOPMENTS**

This policy has been drawn up in consultation with Governors, Staff, Parents and Pupils as appropriate and will be monitored, evaluated and updated annually to take cognisance of future developments and changes in the legislation.