



# Fountain Primary School Positive Behaviour Policy

**Reviewed: August 2020**

**Ratified by Board of Governors: August 2020**

**Next Review Date: August 2021**

**Signed: \_\_\_\_\_ (Chair of the Board of Governors)**

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

## **Rationale**

Positive behaviour is essential for the effective realisation of the schools' aims and objectives. The establishment of good standards of behaviour is a whole-school responsibility of all staff and pupils together with parents.

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

- Health and Safety at Work (NI) Order (1978)
- The Children (Northern Ireland) Order (1995)
- The Education (NI) Order (1998)
- The Human Rights Act (1998)
- Welfare and Protection of Pupil's Education and Libraries (NI) Order (2003)
- Special Education Needs and Disability Act (Northern Ireland) 2016
- The Education (School Development Plans) Regulations (NI) 2010
- The Education (2006 Order) (Commencement No.2) Order (Northern Ireland) 2007
- Northern Ireland Anti Bullying Forum [www.NIABF.org.uk](http://www.NIABF.org.uk)
- Addressing Bullying in Schools Act (NI) 2016
- Pastoral Care in Schools: Promoting Positive Behaviour, DE 2001
- Safeguarding and Child Protection in Schools, A Guide for Schools, DE 2017
- Inspection and Self-evaluation Framework 2017

## **Mission Statement**

The school's mission statement is: We Believe in Each Other.  
It is reflected in the school's Positive Behaviour Policy.

## **Principles**

Staff and Governors of Fountain Primary School believe that positive behaviour is an essential condition for effective learning and teaching. We also believe that 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. 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 are aware of the importance to strike a balance between recognising positive behaviour and having appropriate consequences which are fair and just and applied consistently when standards are not maintained. We believe that children can accept learning challenges and develop self-discipline through the example of adults who care for them in school and well developed planned and stimulating learning opportunities. 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, kind and nurturing.
- Polite and friendly.
- Helpful to each other.
- Hardworking and conscientious.
- Respectful and tolerant.

### **Aims**

This policy exists to provide a framework for supporting the aims of Fountain Primary School and ensuring the happiness and learning of every individual. 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.
- Encouraging increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- A consistent approach to behaviour throughout the school with parental co-operation and involvement.
- Helping our children to develop appropriate self-esteem.
- Encouraging pupils to co-operate with one another and with the adults in school.
- Helping to create a positive, stimulating learning environment where positive attitudes and behaviour are encouraged and rewarded.
- Helping to work alongside parents to encourage our children to develop socially, academically and orally in preparation for a positive role in society.
- Ensuring that everyone is clear about their role when managing a pupil's behaviour.
- Making children aware of unacceptable behaviour.
- Allowing all children equal opportunities to learn.
- Allowing all adults in school equal opportunities to fulfil their role.
- Rewarding and encouraging positive behaviour.
- Using Sanctions where appropriate in accordance with this policy.
- Developing skills necessary to resolve conflict and differences of opinion with sensitivity.

These aims are supported by existing school aims:

- To help pupils acquire knowledge and understanding, fulfil their potential and develop a love for learning by providing a wide variety of learning opportunities and activities, and delivering a balanced and relevant curriculum.
- To enable our pupils to develop creative, practical, sporting, technological and decision making skills to become competent and independent contributors to society prepared for life and work.
- To encourage the moral, social and personal development of all our pupils enabling them to build self- confidence and self-esteem, co-operate with and value others, undertake responsibility and develop positive attitudes and high standards of behaviour.

### **Encouraging Positive Behaviour**

We support positive behaviour and a positive environment through:

- A consistent approach by the whole school community.
- Monitoring pupil attendance and taking action where necessary.
- Constructive whole school planning for PDMU.
- Whole school nurturing approaches adopted and nurture provision.
- Providing calm areas and strategies to reduce anxiety e.g. breathing exercises, sensory breaks.
- Encouraging children to see themselves as part of a whole school community and recognising their responsibility within this.
- Developing 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 experience fairly and consistently.
- Offering a broad and balanced curriculum that is well planned, prepared and stimulating.
- Ensuring the curriculum issues concerning organisation, methods of teaching and learning, content and differences are addressed.
- Use of rewards and other incentives and motivational tools.
- Playground buddies.
- P6/7 buddies.
- Pupil involvement in events e.g. greeting at door, participation in assemblies or church services.
- Parental involvement e.g. volunteers, PTA events, school events.
- Community links.

At Fountain Primary School, we believe it is vital that positive behaviour is carried out 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.

### **Classroom Management and Curricular Provision**

- The maintenance of positive behaviour within the school is the responsibility of all staff. Individual staff have particular responsibilities e.g. within their own classroom or when on duty supervising playground or canteen.
- Staff endeavour to model desirable behaviour and attitudes and avoid negative cycles of behaviour.
- Every opportunity is taken to support self-discipline, whereby children are personally involved and accept responsibility for their own actions and behaviours.
- 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.
- Pupils have age appropriate responsibilities assigned to them with peers and staff to create a collaborative ethos and promote well-being and shared care of the school.

- 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.
- Classroom assistants and teachers may discretely relay specific guidance on management of a particular pupil to other key personnel in school to support the pupil's needs.
- All staff and pupils are familiar with our school aims and 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.
- Keep our school litter free.
- Act responsibly and set a good example to others.
- Take responsibility for our actions in school, on trips and online.

In Nursery and Foundation Stage the Code of Conduct is articulated in suitable language according to the age of children. The School Council have been consulted when drawing up this Code.

In addition to the Code of Conduct we have various rules throughout the school. These have been drawn up with involvement by pupils and staff to enable the school to function as efficiently as possible as a place of learning.

### **School Rules**

#### **Be Respectful**

- Be kind and friendly to each other.
- Display good manners at all times.
- Be courteous to all visitors.
- Be honest and always tell the truth.
- Use kind words and always tell the truth.
- Use kind words to each other.
- Share problems and worries with your teacher or Principal.
- Resolve arguments by talking and not fighting.
- Set a good example by your own behaviour.

#### **Be Responsible**

- Walk inside the school building.
- Be as quiet as possible inside the school building.
- Wear your school uniform with pride.
- Leave jewellery at home except for small stud earrings.

- Name all items of clothing and your belongings.
- Be punctual on arriving at school.
- Wipe your feet before entering the school building.
- Try your best at everything you do in school including homework.
- Conserve energy by turning off lights that are not needed.

### **Be Ready**

- We will be ready to learn.
- We will be ready to listen.

### **Classroom Rules**

- Stay in your seat and be quiet when the teacher is talking or when you are completing work.
- Move around the classroom safely and quietly without disturbing others.
- Ask permission to leave the room.
- Put up your hand to ask for help or to answer a question.
- Treat things with care.
- Handle all equipment with care.
- Be responsible for your own belongings.
- Bring a note to remain indoors at playtime or if you have been absent from school.
- Leave toys etc. at home.
- Do your very best at all times.
- Keep your desk tidy.

### **Playtime Rules**

- Play safely.
- Bring a coat to school every day for playtimes.
- Line up with your class when the bell rings.
- Stay within the playground boundaries.
- Listen to adult instructions.
- Be kind, friendly and respectful.

### **Lunch Time Rules**

In the dinner room, children follow the 'LUNCHES' rules.

- Line up quietly and sensibly with no queue jumping.
- Use good manners – 'Please and Thank You'.
- No walking around and stay in your seat while eating.
- Chat quietly.
- Have respect for each other and don't throw out good food.
- Everyone takes responsibility for healthy eating.
- Stack your trays etc. carefully when told to do so.

### **Traffic Rules**

- Walk when crossing the car park.
- Watch and listen to the crossing patrol person when crossing the road.
- Use the designated doors when entering or leaving the building.
- Always wear a seat belt.
- Walk on the left when using the stairs.

### **Roles, Rights and Responsibilities**

#### **Pupils**

We would expect the children who attend Fountain Primary School to enjoy their education and have their needs met. However, at the same time we wish to encourage children to realise that others deserve and must enjoy the same treatment as they do. A child who is experiencing difficulty at school should inform their class teacher, the Principal or any other member of staff.

#### **Pupils have a right to:**

- Be valued as a member of the school community.
- Work and play in a calm, well managed and safe environment.
- Receive a broad, balanced and suitably differentiated curriculum.
- Be listened to in a sensitive manner.
- Get help when they seek it.
- Be made aware of the school's standard of expectations with regard to work and discipline.
- A fair, consistent, clear and calm approach to behaviour management.

#### **Pupils have a responsibility to:**

- Follow the school's code of conduct contained in the positive behaviour policy, following rules relating to attendance, punctuality and uniform.
- Show respect for staff, visitors and other pupils in school.
- Show respect for own and others property.
- Behave in an acceptable manner and always represent the school in a positive way.
- Listen attentively and work to the best of their ability at all times.
- Promptly follow the directions of staff, both teaching and non-teaching.
- Adhere to COVID-19 related arrangements and regulations.

#### **Parents/Guardians**

Standards of behaviour are well established in children before they start school. Acceptable standards of behaviour may vary from home to home and family to family. Behaviour which can be tolerated at home may not always be acceptable at school because of the large numbers involved in the school community.

We believe in the principle of partnership and therefore, encourage parents and guardians to establish and maintain a positive relationship with all staff.

It is essential that staff and parents work in partnership in order to achieve and maintain the standard of discipline expected by the school for the benefit of every child. The support of all

parents is essential in order to maintain high standards of attendance, punctuality, pupil appearance, wearing of school uniform, caring for learning materials, particularly those belonging to school and supervision of homework.

**Parents have a right to expect:**

- A safe, stimulating and happy learning environment for their child.
- The delivery of a well-balanced, broad and suitably differentiated curriculum.
- To be well informed about their child's progress and any concerns the school has about their child.
- Up-to-date information on school behaviour policy and procedures.
- To be kept informed should their child not meet the standards of behaviour set.
- An opportunity to discuss disciplinary matters with teacher or Principal, with an appointment, including sanctions or consequences imposed with policy procedures.
- A consistent and fair approach to behaviour, with sanctions or consequences commensurate with the seriousness of the misdemeanour.
- A school community which is sensitive to the needs of the child.
- An acceptable level of courtesy and respect to be shown to their children and staff.

**Parents have a responsibility to:**

- Act as positive role models for their children in their relationship with school.
- Promote an understanding of what is acceptable and unacceptable in terms of behaviour.
- Support school in implementing the behaviour policy and in maintaining a high standard of discipline.
- Ensure children are well rested and prepared to start the school day.
- Ensure that children comply with school rules regarding uniform, attendance and punctuality.
- Encourage children to show respect for all staff, visitors and peers.
- Encourage children to value their own property, school property and that of others.
- Encourage children to complete school work and homework to an acceptable level.
- Be realistic regarding their child's ability and offer encouragement and support.
- Check and sign all written homework.
- Advise school at the earliest opportunity of any problems concerning their child.
- Work in conjunction with all staff should any discipline be required.

**Teachers**

A teacher's role is to provide education for children in their care. When teachers and pupils understand their roles, a positive, well-ordered learning environment can be achieved. Children at different stages in education require instruction and guidance. Teachers will enforce acceptable behaviour in their class in a positive manner, having regard to the positive nature of the school policy, consulting with the Principal as necessary.

**Teachers have a right to:**

- Expect courtesy and respect from colleagues, parents and pupils.
- Expect opportunities for professional development.
- Be valued as part of a school team.
- Discipline all pupils according to school procedures.
- Expect back-up procedures to be in place for managing behaviour.
- Have an opportunity to work to their full potential in a calm and safe environment.

**Teachers have a responsibility to:**

- Behave in a professional manner.
- Provide children with a broad, balanced and suitably differentiated curriculum.
- Be approachable, sympathetic and alert to pupils in difficulty.
- Recognise the individuality of children.
- Have high but realistic expectations for each child and strive to cater for their needs.
- Acknowledge effort and achievement.
- Consult with parents about a child's progress or behaviour.
- Provide a safe, stimulating and caring working environment, where all children can work effectively to the best of their ability.
- Enforce the school's behaviour policy in a fair and consistent manner.
- Co-operate and work with the school management team and colleagues.
- Pursue opportunities for personal and professional development.

**Support Staff**

All support staff are valuable members of the school team and work in partnership with teachers and the Principal to provide a well ordered learning environment. All support staff will assist teachers in enforcing acceptable behaviour in school in a positive manner, having regard to the positive nature of the school policy, consulting with teachers and the Principal when necessary.

**Support staff have a right to:**

- Expect courtesy and respect from colleagues, parents and pupils.
- Expect opportunities for professional development.
- Be valued as part of the school team.
- Assist in the discipline of all pupils in the school according to school procedures.
- Expect back-up procedures to be in place for managing behaviour.
- Have an opportunity to work to their full potential in a calm and safe environment.

**Support staff have a responsibility to:**

- Behave in a professional manner at all times.
- Be approachable, sympathetic and alert to pupils in difficulty.
- Recognise the individuality of children.
- Have high but realistic expectations for each child and strive to cater for their needs.
- Acknowledge effort and achievement.
- Assist in the provision of a safe, stimulating and caring working environment in the classroom, where all children can work effectively to the best of their ability.

- Enforce the school's behaviour policy in a fair and consistent manner.
- Co-operate and work with the school management team and colleagues.
- Pursue opportunities for personal and professional development.

### **Principal**

The Principal has a key role in formulating and reviewing the behaviour policy and establishing the ethos of the school. She must ensure that teachers, pupils, support staff and parents play a vital role in the life and organisation of the school.

The Principal must ensure that the codes of the school are administered fairly and consistently to all pupils. The Principal will support staff, where appropriate, and furnish the Board of Governors and Education authority, if necessary, with a report on the discipline within the school or on the behaviour of an individual pupil.

The Principal must also ensure that the school behaviour policy is processed in accordance with and alongside all other relevant policies, i.e. SEN Policy, Safeguarding Policy, Anti-bullying Policy etc.

### **Board of Governors**

The Governors have legal responsibility for the school's behaviour policy and it is their role to maintain a policy for the school which is current, being implemented, positive in nature and reflective of the school ethos.

If, or when a case of indiscipline should come before them they must act upon it, having considered the views of the Principal, other interested parties and any reports forwarded to them.

The Board of Governors have a responsibility to support the Principal and staff.

### **Rewards**

At Fountain Primary School, the majority of the children are well behaved. There are, however, occasions when individual children exhibit behaviour which is unacceptable. As part of the approach within our Positive Behaviour policy of rewards and sanctions or consequences we use behaviour modification strategies to change individual children's behaviour. These are used by all staff.

Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet these individual needs.

A major aim of the school policy is to encourage children to practice positive behaviour by operating a system of praise and reward. This scheme is based on awards through which the children can be rewarded for academic and non-academic achievements, for effort and for being caring, and for all aspects of good work and behaviour.

A wide range of rewards are used to reinforce positive behaviour. The following list is not exhaustive but gives an indication of the value we hold in self-esteem and reward.

These can include:

**Class**

- Stickers, stampers, reward charts.
- Verbal praise or written comment.
- Display of good work.
- Peer praise.
- Visits to another teacher or the Principal.
- Certificates.
- Star of the day.
- Given responsibility within class.
- Note or text to parents.
- Prize from class teacher.
- Golden time.

**School**

- Praise in assembly.
- Class of the month.
- Parental contact.
- Pupil of the week awards.
- Reward stickers.
- Happy text home from Principal.
- School council.
- School trips.
- School teams.

Most children respond to this positive approach where their efforts are seen to be valued. They make considerable efforts to improve their work, and where necessary, their behaviour. By using a positive system of rewards, and reinforcing good behaviour we help children to feel good about themselves.

**Sanctions and Consequences**

Unfortunately, there are times when children make incorrect behaviour choices and are poorly behaved. Children need to discover where the boundaries of acceptable behaviour lie, as part of growing up. A Positive Behaviour Policy must state these boundaries firmly and clearly.

Each case is treated individually. Generally, children are made aware that they are responsible for their own actions and that breaking rules or codes will lead to sanctions or consequences.

Normal sanctions or consequences include a verbal reprimand and reminder of expected behaviour, loss of free time such as playtime, moving to sit alone, sending work home, writing a letter of apology and loss of responsibility. A record of any such persistent behaviour or sanction will be noted on a record sheet. This will be kept by the class teacher and will note triggers and strategies used to re-enforce positive behaviour.

## **Class Sanctions or Consequences**

### **Nursery**

- Verbal warning / rule reminder.
- Second warning / reminder.
- 3/4 minutes time out (age appropriate).
- Apology to other child / adult.

### **Primary 1**

- All children begin the day on the 'Happy Sun'.
- If a behaviour reminder is needed their name is moved to the 'Thinking Cloud'. The child then has the choice to improve their behaviour and return to the 'Happy Sun'.
- If behaviour does not improve, the child's name is moved to the 'Sad Cloud'. The child then has time out which is age appropriate, to think how they can improve their behaviour.
- The child's name is always returned to the 'Happy Sun' when time out is completed.

### **Primary 2/3 and Rainbow Room**

- All children begin the day on the Green Traffic Light.
- If a behaviour reminder is needed their name is moved to the Amber Traffic Light. The child then has the choice to improve their behaviour and return to the Green Traffic Light.
- If behaviour does not improve, the child's name is moved to the Red Traffic Light. The child then has time out which is age appropriate, to think how they can improve their behaviour.
- The child's name is always returned to the Green Traffic Light when time out is completed.

### **Primary 4/5**

- The children are rewarded for displaying appropriate behaviour by having their name moved along a racing track.
- Each time their name is moved they gain minutes towards their 'Golden Time' on a Friday afternoon.

### **Primary 6/7**

- The children will be given verbal warnings and rule reminders.
- If inappropriate behaviour continues children will be asked to take 'Time Out' of the activity.

Depending on the seriousness or persistence of the behaviours the Principal will be informed and parents contacted.

### **Lunchtime**

At lunchtime supervision is carried out by the lunchtime supervisory assistants and classroom assistants. All assistants are expected to maintain order, which usually consists of reminding children of the behaviour expected. Repeated minor problems may result in the child being asked to

complete a task which usually takes the heat out of the situation. The supervisors and classroom assistants will inform staff of any children who continually misbehave.

The supervisors and classroom assistants must be treated with the respect expected by all adults at Fountain Primary School.

Issues arising at break or lunch will be dealt with by the supervisors and classroom assistants and reported to class teachers at the end of the recess. If a pupil repeatedly misbehaves, despite repeated and ongoing attempts to modify the behaviour, the child will be referred to senior staff and the Principal.

Persistent or serious misbehaviour during break and/or lunch, which is brought to the attention of senior staff or the Principal, will result in loss of privileges and playtimes. Parents will be informed if there is no improvement in behaviour and the child will be excluded from the premises during break and/or lunch times for a fixed time. This will be followed, if necessary, by permanent exclusion.

### **Types of Behaviour**

At Fountain Primary School unacceptable behaviour is classified into 3 broad bands.

#### **Level 1 – Mildly Disruptive**

This is misbehaviour which can be effectively managed within the classroom and other areas by teachers and assistants. Examples of this behaviour include:

- Arguing.
- Boisterous behaviour.
- Talking at inappropriate times.
- Distracting other pupils.
- Disobeying instructions.
- Shouting out.
- Leaving seat.
- Not prepared for school.
- Lying.
- Incomplete homework.
- Not sharing.
- Unkind remarks.
- Bringing in or playing with toys.
- Running in school.
- Talking during assembly.
- Throwing pencils etc. in class.
- Taking others property.
- Persistent misplacing of learning materials.
- Answering back.

**Sanctions or Consequences**

These may include:

- A disapproving look.
- Signal to stop behaviour.
- A verbal rebuke.
- Moved to another seat.
- Time out.
- Informal chat with parents.
- Withdrawal of privileges or responsibilities.
- Reminder of rules.
- Private discussion with child.
- Group discussion or circle time.
- Time out spot during outdoor play.
- Apology.
- Redirect to another activity.
- Removal from group.
- Repeat work.
- Missing out on some or all Golden Time.

**Level 2 – Moderately Disruptive**

This is more serious misbehaviour or persistence of level 1 that is not so easily managed within school. The class teacher may involve the parents, formally or informally. Referral to senior staff and the Principal may also take place. Examples of this behaviour include:

- Aggressive behaviour e.g. kicking, hitting, biting, nipping.
- Refusal to work or general defiance.
- Consistent non-completion of homework.
- Refusal to engage with an adult.
- Bad language or rude noises.
- Persistent name calling.
- Teasing.
- Damaging property.
- Persistent or wilful refusal to adhere to COVID-19 related arrangements and regulations, including, but not limited to, arrangements of social distancing and deliberately coughing or spitting at pupils or staff, putting them at risk.

**Sanctions or Consequences**

These may include:

- Time out/cool off.
- Report to Principal.
- Formal appointment with parents.
- Discussion with SENCO (IEP may be implemented).

- Entry in class 'Incident File'.
- Teacher record daily observations of behaviour.
- Restitution of damaged or lost property.
- Removal from class to Principal or other class.
- Withdrawal from after school activities or school teams.
- Behaviour modification programme.

### **Level 3 – Seriously Disruptive**

This is very serious misbehaviour or persistence of level 2. This will result in the formal involvement of the Principal within the school, along with parental involvement. Additionally, the involvement of outside agencies maybe sought. Examples of this behaviour include:

- Physical assault to adults or other children.
- Wilful damage to property and school.
- Verbal abuse to adults and peers.
- Stealing with intent or persistence.
- Abuse, threatening behaviour and subtle or overt bullying.
- Leaving school without permission.
- Dangerous refusal to follow instructions.
- Serious, persistent or wilful refusal to adhere to COVID-19 related arrangements and regulations, including, but not limited to, arrangements of social distancing and deliberately coughing or spitting at pupils or staff, putting them at risk.

### **Sanctions or Consequences**

These may include:

- Principal informed immediately.
- Formal discussion with Principal and pupil.
- Formal appointment with Principal and parents.
- IEP will be implemented.
- Behaviour contract between home and school.
- Involvement of outside agencies.
- Suspension.
- Expulsion.

This type of behaviour is generally rare and it is the responsibility of the Principal and senior staff to deal with it severely, particularly if the problem keeps recurring. The procedure for this sort of problem is as follows:

- A verbal warning by Principal or senior staff as to future conduct.
- Withdrawal from class for a suitable period.
- Parents informed by telephone or letter.
- Placed on school to home behaviour agreement.
- A formal meeting with parents, with a warning for the next stage if there is no improvement in behaviour.

- If the problem is severe or recurring, then suspension or exclusion procedures are implemented in consultation with the Board of Governors.

### **COVID-19**

In line with the Department of Education for Northern Ireland COVID-19 guidelines, any pupil who wilfully refuses to adhere to arrangements of social distancing and deliberately coughs or spits at other pupils or staff, putting them at risk will be immediately sent home. The Positive Behaviour Policy will be followed. Further sanctions up to and including exclusion may be implemented as deemed necessary.

### **Suspension or Expulsion**

If, following intervention strategies with the pupil and meeting with parents, further incidents of unacceptable behaviour occur, advice from the Education Authority will be sought and a decision regarding the suspension of the pupil will be taken. The chairperson of the Board of Governors will be notified. The Education Authority suspension and expulsion procedures will be followed. Initially, any exclusion will be for a temporary fixed term but, if necessary, permanent exclusion may be considered, again, in line with the Education Authority guidelines.

Fountain Primary School reserves the right to bypass the imposition of sanctions and move directly to 'Formal Disciplinary Proceedings' for pupils considered to have seriously broken school rules. If this occurs, loss of privileges can be immediate.

Parents have the right of appeal to the Governing Body against any decision to exclude.

Serious incidents are recorded in the Incident Book located in the staffroom.

### **Incident Book**

This is used to record:

- Any incidents involving a child, or adult, which results in personal injury or damage to property.
- Loss, theft, or damage to property.
- Any other incidents or matters of a serious nature.

These incidents are ones which may give rise to disciplinary or legal action. The Incident Book is located in the staffroom.

### **Reasonable Force/Safe Handling**

Fountain Primary School promotes the use of positive behaviour management strategies, thus reducing the need for any form of physical intervention. However, emergency situations may arise when this is unavailable and necessary. Such situations may be:

- When health, safety and well-being of an individual or group is endangered by the action of another person or persons.

- Where an individual is endangering his or her self.
- Where there is a developing risk of injury or significant risk to property.

In the event of contact, as a last resort, becoming necessary, the procedure and guidance, as outlined in DENI circular 'The Regional Policy Framework on Reasonable Force/Safe Handling (May 2004) will be followed. Guidance issued in DENI circular 1999/9 – 'Use of Reasonable Force to Restrain or Control Pupils' will also be adhered to.

The child will be removed from the situation and taken to a senior member of staff and immediate action will be taken to involve parents.

### **Educational Visits**

Pupils on school visits will be expected to abide by the aims of Fountain Primary School Positive Behaviour Policy and school rules regarding behaviour. In addition, the Principal and staff will reserve the right to implement any rules which they deem necessary to ensure the safety and welfare of pupils and staff to achieve the aims and purpose of the visit.

All visits will be covered by a Risk Assessment. Individual pupils may require individual Risk Assessments.

### **Parental Links**

The support and co-operation of parents/guardians are very important elements in achieving the aims of our positive behaviour policy. Parents/guardians need to be aware of how important the school views their role and responsibility in helping us achieve these aims.

Opportunities to build parental involvement will take many forms e.g. through the promotion of our rewards system, questionnaires, Individual Education Plans, reports, informal notes in books, school trips and face to face meetings at formal parental meetings.

Close communication between school and home should ensure that the needs of the child are paramount and are addressed quickly and efficiently.

### **Link to Special Educational Needs**

Social, Behavioural, Emotional and Well-Being (SBEW) is one of the categories of Special Educational Needs in the 2016 SEND (NI) Act. Target support is provided to children where necessary.

### **Links with Outside Agencies**

In order to cater for all pupil needs it is sometimes necessary to call on support from other professional support agencies from outside school e.g. Educational Psychologist, Behaviour Support Team, Educational Welfare Officer, Gateway Team.

**Review, Monitoring and Evaluation of the Policy**

The Board of Governors will seek the views of all staff, pupils and parents when carrying out a review of the policy and procedures. This policy will be given to each member of the Board of Governors, staff, parents and volunteers. It will also be available on request from the school office. This policy will be reviewed annually or sooner as considered necessary to meet changes in circumstances, guidelines or legislation. Participation and consultation will take place through class or school council.

**Links with other Policies**

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

- Anti-Bullying Policy.
- Special Educational Needs and Inclusion Policy.
- Safeguarding and Child Protection Policy.
- Attendance Policy.
- E-Safety Policy.
- Relationships and Sexuality Policy.