

WINDMILL INTEGRATED PRIMARY SCHOOL
School Behaviour & Discipline Policy
(Revised May 2013)

This policy operates in the context of the school's Code of Conduct and reflects the ethos of the school.

Our School Statement

In Windmill Integrated Primary School children are cherished, and everyone is valued and respected as individuals.

We are committed to our Integrated Ethos where we celebrate, share and value difference.

Aims of our Behaviour Policy

- **To help children grow in a safe, happy and secure environment and become positive, responsible and independent members of the community.**
- **To ensure every member of the school community feels valued and respected.**
- **To promote excellence in teaching and learning through the building of good relationships based on mutual respect and consideration for others.**
- **To have a whole school approach to treating all children fairly and applying this policy in a consistent way.**
- **Set good examples to pupils in the way adults treat them and other adults.**
- **To teach an inclusive, broad, balanced and stimulating academic and extra curricular curriculum which promotes on task behaviour and minimises uncertainty and disruption in lessons.**
- **To support learning for special needs pupils with the use of Individual education/behaviour plans. (Provide subject clinics) Ensure that work is targeted at their age and ability level.**
- **To encourage children with special educational needs to behave as appropriately as is possible, taking special consideration of their specific learning needs and diagnosis and providing visual aids where necessary.**
- **To teach the children, through the school curriculum, to do their best, praising their efforts and being interested in them as individuals.**
- **Involve parents in the behaviour and discipline process by communicating this policy and expectations and ensure their positive support through a homes school agreement.**
- **To ensure that children are aware of the school rules and the code of conduct. Each class has its own classroom code.**

These aims will be achieved through the active participation and collaboration of teaching staff, auxiliary/ancillary staff, clerical/administrative staff, parents, pupils and Board of Governors.

SPECIAL EDUCATIONAL NEEDS DISABILITY ORDER

The SENDO makes discrimination against pupils (and potential pupils) on the ground of their disability unlawful. It strengthens the rights of children with SEN to be educated in mainstream schools.

A child with SEN may not always be dealt with according to the normal school procedure for the administration of sanctions. This will depend upon the situation. The class teacher will seek advice from SENCO who is responsible for ensuring that the child is treated fairly according to the advice given to schools through the Special Educational Needs Disability Order (SENDO) in effect from September 2005 and appropriate professional advice.

RIGHTS AND RESPONSIBILITIES OF KEY GROUPS WITHIN WINDMILL INTEGRATED PRIMARY SCHOOL.

Pupils

RIGHTS:

- To learn in a safe and happy environment.
- To be treated with respect.
- To enjoy a broad, balanced and stimulating curriculum.
- To work to their own level of ability.
- To know the rules of the school.
- To be aware of the rewards and sanctions that are in place.
- To have access to new technologies in education.

RESPONSIBILITIES:

- To respect school staff and peers.
- To respect themselves and show respect to others.
- To come to school prepared and on time.
- To complete and hand in homework on time.
- To put in their best effort in all aspects of school life.
- To follow school rules.
- To make the best appropriate use of school and class resources.

Principal/V.P./Senior Management Team

RIGHTS:

- To be valued and respected by staff, children and parents.
- To work in a safe, secure environment.
- To have the cooperation of parents, staff and Board of Governors.
- To develop professionally.
- To monitor implementation of policies.
- To be consulted and kept informed of issues arising within all aspects of school life.
- To have our professionalism respected and recognised by all members of the school community.

RESPONSIBILITIES:

- To promote a safe environment for all.
- To guide, advise and support all.
- To promote own professional development of the staff.
- To ensure implementation of policies and monitor these procedures.
- To liaise effectively with all members of staff.
- To act as role model and guarantor of school ethos.

Teaching Staff

RIGHTS:

- To be valued and respected by all staff, children and parents.
- To have an appropriate framework to follow when raising concerns over behaviour of pupils and specific duties.
- To have a consistent framework of expected behaviours and the rewards/consequences that follow.
- To have adequate and appropriate support and training within the school structure.
- To have our professionalism respected and recognised by all members of the school community.

RESPONSIBILITIES:

- To show respect for all children and staff.
- To read and follow necessary documents and procedures.
- To know and follow rules/routines consistently and fairly.
- To fulfil duties fully.
- Conduct themselves in an appropriate manner, as role models.
- To access training and share good practice.
- To have a positive, professional attitude to all.
- To be punctual and well prepared.

Parents

RIGHTS:

- To be informed and involved in the school community.
- To expect that their children will;
 1. Be safe and secure.
 2. Be educated to a high standard in order to reach their full potential.
 3. Be valued and encouraged to develop self respect and respect towards others.
- To gain appropriate access to school.
- To be informed of their child's progress.
- To be respected by the school community.

RESPONSIBILITIES:

- To ensure their children have good attendance and holidays are not taken during term time.
- Send in a letter stating the reason for an absence.
- To ensure their children comply with school rules.
- To support the teachers and school community.
- To support their children's completion of homework and ensure these are signed.
- To encourage their children to take part fully in extra curricular activities.
- To nurture their children in a home environment that promotes self respect, confidence and respect for property.
- To show respect for all members of the school community.
- To attend school events and become involved in parents support groups etc.
- To work positively with staff to solve difficulties.
- To collect children after school on time.
- To make sure their child is prepared for school with P.E. kits, pencil cases etc.

CODE OF CONDUCT

The Class Rules are drawn up each year in consultation with the children. It is displayed in each classroom and the children's attention is drawn to it regularly.

A POSITIVE APPROACH

We strive to promote good behaviour by:

- Providing verbal praise and being interested in pupils as individuals.
- Providing positive comments in books.
- Exhibiting work in class and in the corridors.
- Encouraging more effort in work or behaviour in a positive way.
- Making the children feel good about themselves.
- Making class and general school rules positively phrased and visually present in the classroom and around the school.
- Giving simple and clear instructions that are easily followed. Pupils with specific learning needs may also be given instructions visually.
- Ensuring that children understand what the 'good' and 'expected' behaviour is, through discussion in class, circle time, assemblies and providing and drawing attention to good role models.
- Intervening promptly where there is poor behaviour so that it is clear that it will not be tolerated.
- Attempting to identify and address any underlying causes of poor behaviour in consultation with parents if appropriate.
- Anticipating situations and environments where the 'unwanted' behaviour is likely to occur and employ distraction techniques.
- Encouraging children to identify examples of good behaviour in their peers through the use of circle time.
- Involving the children in making amends for unacceptable behaviour.
- Ensuring that pupils are given opportunities to put things right.
- Avoiding humiliating pupils and deal discretely with poor behaviour.
- Make positive recognition of individual pupils or group achievements in good and improved behaviour through mentions in assembly, consistent with individual class positive reward systems and Principal.

- Support behaviour management through circle time and individual charts.
- Encouraging pupil self evaluation of their own behaviour and its effects on staff and peers.
- Providing a stimulating and differentiated curriculum.
- In cases of consistent poor or disruptive behaviour, involve the child, through a 1:1 session, to agree targets for improving behaviour in a behaviour plan.

EXAMPLES OF CLASS RULES

To make our classroom a happy place we will;

- Always try our best with our work.
- Respect everyone's property.
- Be polite and helpful.
- Share with others.
- Follow adult instructions carefully
- Keep the classroom and cloakroom tidy.
- We will use our partner or table voices.
- Wear your Windmill with pride.
- Take our turn.

EXAMPLES OF OUTSIDE RULES

To make our playground a happy place, we will ..

- Share playground space fairly.
- Let people join in our games.
- Play safely so that we don't hurt ourselves or others.
- Follow adult instructions **FIRST TIME**.
- Line up quickly and quietly.

EXAMPLES OF DINNER HALL RULES

To make our dinner hall a happy place, we will ...

- Follow the dinnertime rules.
- Use our table voices.
- Be polite and helpful to the dinner hall staff.
- Keep our feet and hands to ourselves.
- Follow adult instructions carefully, **FIRST TIME**.

REWARD SYSTEM

Each class teacher takes responsibility for the individual and class reward systems that operate in their class, having first agreed this system with a member of the management team. Individual and / or class success will be celebrated where appropriate during Friday morning assembly.

- A pupil may be sent to another class teacher or head teacher for special praise.
- Badges.
- Star of the day.
- A note home.
- Principal certificates and golden box treats.
- Half-termly fun mornings for best behaved class at dinner-time.
- Table of the day.
- Positive comments/expressions.

- Magic box/treasure chest.
- Golden Time.
- Homework passes P6/P7.

WHOLE SCHOOL PROCEDURE FOR THE ADMINISTRATION OF SANCTIONS/CONSEQUENCES.

(It must be clear why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. All failures to comply with this policy will be documented.)

Step 1 – Verbal reminder of rules. (Yellow Card 1).

Step 2 – Verbal reminder with outline of the consequences if the unacceptable behaviour continues. (Yellow Card 2).

Step 3 – Pupil will spend time apart from his peers in a class within the same key stage. (They will have work sent with them, or an age appropriate sanction). (Red Card).

Step 4 – Pupil will be sent to the Principal and Principal will be alerted to the difficult behaviour the class teacher has been experiencing in class. The Principal will talk to the child about their behaviour and record the incident in the Behaviour Record File.

Step 5 – If unacceptable behaviour continues to occur the Principal will contact the pupil's parents and a meeting will be convened to discuss the way forward.

Step 6 – If unacceptable behaviour continues the Principal will discuss the matter with the Board of Governors.

Step 7 – Principal will suspend pupil. (We foresee this happening only in exceptional circumstances).

Step 8 – Expulsion from school. (This is the ultimate sanction of any school and is something we would take every step to avoid.)

In severe circumstances the school staff reserve the right to go straight to step 5. We follow SELB guidelines on suspensions and expulsions outlined in our Suspension and Exclusion Policy.

CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR.

(To avoid unacceptable behaviour escalating the following consequences have been adapted within the school.) These include;

- Verbal reminder.
- Non verbal reminder – yellow/red cards.
- Simple direction e.g. 'This way please'.
- Rule reminder.
- Diversion techniques.
- Change seating.
- Reminder of reward systems.
- Proximity praise.
- Tactical ignoring.
- Target setting within behaviour plan.
- Time out to consider/cool down.
- Loss of choosing time/golden time/privileges.
- Short-term behaviour report.

LINKS WITH OTHER POLICIES

This Behaviour policy has links with other school policies such as;

- **School policy on Bullying.**
- **School Pastoral Care Policy.**
- **School Policy on Safe Handling.**
- **School SEN Policy.**

LINKS WITH OTHER AGENCIES

In circumstances where a child's unacceptable behaviour is thought to be due to an underlying condition or situation outside the pupil's control the pupil may be referred to the school SENCO. The SENCO may place the child on the SEN Register at Stage 2. The SENCO may, in agreement with parents, seek help and advice from outside agencies. These may include;

- **SELB Psychology Service**
- **Educational Welfare Service.**
- **Department of Health & Social Services**
- **SELB Behaviour Management Support Team.**
- **Pupil Personal Development.**
- **Autism Advisory Service.**

ROLE OF PARENTS

Parents have a vital role to play in their children's education as they are experts on their own children. They are the primary educators of their children. It is very important that they support their child's learning and cooperate and support the school staff. We are very conscious of having strong links with parents and good communication between school and home. We will inform parents if we have any concerns about their child's welfare or behaviour and its effects on their academic performance. We would appreciate it, if parents have concerns, that they make these known to the Principal or class teacher.

It is the parent's role to ensure that;

- **When a child starts school he/she should understand that certain types of behaviour are acceptable, while others are unacceptable.**
- **The child understands that consideration should be made for other people.**
- **The child knows that they need to follow instructions by teachers and other adults in the school.**
- **The child attends school regularly and doesn't take term-time holidays.
(Poor attendance results in a child falling behind, feeling left out, finding it difficult to form strong peer relationships and feeling frustrated which can result in poor behaviour).**
- **The child is punctual being in school at 8:55am sharp.**
- **The child is supported in the completion and handing in of homework on time.**
- **The child is organised and brings the correct books, equipment and kit to school.**
- **The child is encouraged to do their best at school and receive positive encouragement from their parents**
- **They participate in events, parent groups or parent meetings.**
- **They report to school on its success.**

PROCEDURE FOR MONITORING AND REVIEWING THIS BEHAVIOUR POLICY.

This policy will be reviewed and monitored informally throughout the year through discussions and joined collaboration on case studies in staff meetings. It will also be reviewed formally at the end of the school year as part of the review of the School Development Plan.

ROLE OF THE BOARD OF GOVERNORS

The Governors have endorsed this policy and with the head teacher, will review its effectiveness informally throughout the year through discussions and joined collaboration on case studies in B.O.G. meetings and formally at the end of the school year as part of the review of the School Development Plan.

They will ensure that the policy is administered fairly and consistently.

3 SUSPENSION

Suspension may take one of three forms:

- (a) Temporary Exclusion
- (b) Formal Suspension (Normal Circumstances)
- (c) Formal Suspension (Exceptional Circumstances)

(a) TEMPORARY EXCLUSION

A one-off situation can arise in school which demands the immediate removal from the School of one or more students for a time to allow the tempers to cool or to serve as a warning of the seriousness and unacceptability of certain misbehaviour. Such an exclusion is not a formal process and must not exceed one day. Principals must inform the Chairman of the Board of Governors and the Education Welfare Officer. Parents must also be given, in writing, the reasons for the exclusion.

Should it be necessary to send the student home immediately, all attempts will be made to deliver the student into the care of his/her parent or guardian, to whom the written statement mentioned above should be handed at the same time.

The Principal must keep a record of the circumstances associated with the case and report the matter at the next meeting of the Board of Governors. The exclusion should be for the shortest period compatible with the nature of the misbehaviour. Should it be considered necessary to exceed one day then the procedures for formal suspension will apply.

(b) FORMAL SUSPENSION

(i) In normal circumstances, suspension will be considered only after all reasonable attempts to integrate the student into the school have been made. Suspension of a student from school is a severe sanction, which can only be imposed by the principal in situations where the student's behaviour is presenting serious difficulties to the school. In such cases, where there are indications that a student may have to be suspended, the principal must take the following steps:-

- Make reasonable efforts to ensure that the relevant background information is available.
- Invite the parent(s)/guardian(s) to the school to discuss the problems and enlist their support for the school's efforts to resolve the difficulty presented by the student.
- Discuss the situation with the Chief Executive's nominee, and other support personnel whom the principal considers appropriate.
- Inform the Chief Executive or his/her nominee and the Chairperson of the Board of Governors.
- Ensure that a full record of events, situations and information is kept.

(ii) The principal may suspend the student for an initial period of not more than 5 school days. Written notification of the suspension must be received by the parent(s)/guardian(s) prior to the beginning of the period of suspension.

(c) FORMAL SUSPENSION (EXCEPTIONAL CIRCUMSTANCES)

Where a situation arises which causes very grave concern to the principal because of the unacceptable behaviour of a student the principal may suspend the student **immediately** for a period of not more than 5 school days and the parent(s)/guardian(s) must be so informed.

4 GENERAL PROCEDURE FOR SUSPENSIONS

(a) When a student is suspended from the school, whether in normal or exceptional circumstances, the parent(s)/guardian(s) must be notified in writing as soon as possible. The letter must inform the parent(s)/guardian(s):-

- (i) of the reasons for the suspension;
- (ii) of the period of the suspension;
- (iii) that the student will be regarded as being in the care of the parent(s)/guardian(s) from the end of the school day on which the suspension occurs, until such time as the suspension expires; and
- (iv) to invite the parent(s)/guardian(s) to visit the school to discuss the suspension with the principal. This meeting with the parent(s)/guardian(s) should normally take place during normal school hours within 3 days of the receipt of the letter. The student may not be permitted to return to school until this meeting takes place.

The principal must also immediately inform, in writing, the Chief Executive of the Board or their nominee, its Chief Education Welfare Officer and the Chairperson of the Board of Governors of the suspension and give written notification of the reasons.

(b) Where the parent(s)/guardian(s) has/have visited the school, the principal must inform the parent(s)/guardian(s) in writing:-

- (i) of the date on which the student may return to school and the written agreement that has been reached with the parent(s)/ guardian(s) or
- (ii) if the period of suspension is to be extended in accordance with any advice issued by the Board of Governors; of the reasons for the extension, the requirement that the student must return at the end of the stated time and the written agreement that has been reached with the parent(s)/guardian(s).

(c) Where the parent(s)/guardian(s) has/have not visited the school within a period of 3 days, the principal must inform them in writing of their decision in terms of the alternatives set out in point 4b.

(d) The Southern Education and Library Board and Chairperson of the Board of Governors must receive a copy of the letters referred to in points (b) and (c).

(e) The principal must not extend a period of suspension except with the prior approval of the Chairperson of the Board of Governors. Consultation with the appropriate Board Officer may also take place. Written notification of the reasons for the extension and the period of extension must be given to:-

- (i) the parent(s)/guardian(s) of the student; and
- (ii) the SELB;

(f) Acceptable reasons for extending a period of suspension would include:-

- (i) parents have failed to enter into proper consultation with the school;
- (ii) discussion with psychologist, and/or other agencies would be facilitated. This includes Emergency Review of Placement Meetings;
- (iii) expulsion was being considered;
- (iv) where the return of the student concerned would pose serious problems of organisation and discipline within the school.

(g) The SELB and the Chairperson of the Board of Governors must be informed where a student does not return to school at the end of a period of suspension

(h) A student may be suspended from school only by the Principal.

(i) A student may be suspended from school for not more than 45 school days in any one academic year.

5 EXPULSION

The Board of Governors recognises that, in coping with children with serious behavioural problems, there are sanctions, strategies and options available to the school. Prior to considering a case for expulsion, the Board of Governors would want to be satisfied that all reasonable options and alternative strategies have been exhausted. The Board of Governors is the only body that can authorise expulsion of a student from the school.

When the expulsion of a student is to be considered it may only be:

- (a)** after he/she has first served a period of suspension;
- (b)** after an Emergency Review of Placement Meeting for a student with a Statement of Special Educational Needs;
- (c)** after there has been consultation between the principal, the parent(s) /guardian(s), the Chairperson of the Board of Governors and the Chief Executive of the SELB or his/her nominee. This consultation must include consultation about the future provision of suitable education for the student concerned. Any neglect or refusal on the part of the parent(s)/guardian(s) to take part in such consultations shall not prevent a student being expelled from the school.

6 GENERAL PROCEDURE FOR EXPULSIONS

(a) In considering expulsion the Board of Governors should consider the following:-

- (i)** The reason(s) that expulsion is being considered
- (ii)** records of the student's behaviour including the steps taken by the school at each stage and support mechanisms put in place;
- (iii)** a record of any sanctions used and/or alternative strategies adopted;
- (iv)** any records, if available, from the school/school previously attended by the student;
- (v)** correspondence with the parent(s)/guardian(s) and other agencies, if available;
- (vi)** advice and/or support and/or evidence from the board's Chief Education Welfare Officer, its Educational Psychology Service and other appropriate agencies.

(b) The principal must advise the parent(s)/guardian(s) in writing of the action which is being proposed and give them the opportunity for consultation.

(c) The Board of Governors shall convene within 10 working days of a request from the principal, and the following will be invited to attend

- (i)** the principal or his nominee being a member of the teaching staff of the school;
- (ii)** the Chairperson of the Board of Governors or his nominee being a member of the Board of Governors;
- (iii)** the parent(s)/guardian(s) of the student.

(d) The Board of Governors, as part of its deliberations, must:

consider all documentary evidence presented by the school and any other appropriate source relating to the past history and misconduct of the pupil;

(e) The Board of Governors, after the parent(s)/guardian(s)/student has left the meeting, at the conclusion of its deliberations, must determine:-

- (i)** that the student should remain at the school;
- (ii)** that the student must take up an EOTAS place;
- (iii)** that the expulsion should be effected.

(f) The school must, as soon as practicable, in writing, inform the parent(s)/guardian(s) and the SELB of its decision. Where a student has been expelled from the school the principal shall immediately give written notification to the parent of the student of his/her right to appeal the decision to expel that student, of the time limit set by the SELB for lodging the appeal and of where the appeal may be lodged. Notice of an intention to make a formal appeal must be made, within 10 days of the receipt of the letter from the school setting out the decision to expel the student from the school, to the Clerk of the Tribunal who will send out an appeal form ET1. The appeal form should be returned within 5 working days of the receipt of the form to:-

**The Clerk to the Tribunal
The Southern Education and Library Board
3 Charlemont Place
ARMAGH
BT61 9AX**