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# St Joseph’s P.S Slate St

# Positive Behaviour Policy

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##### Introduction

##### St Joseph’s Primary School, Slate St, Belfast is a Nurturing school and as such follow the Principles of Nurture. One key principle is that “All Behaviour is Communication”. With this in mind, our Behaviour Policy has been written, recognising that good behaviour can only be promoted through creating a nurturing, caring and safe environment for all who attend our school.

Legal Background

In line with the ***Health and Safety at Work (Northern Ireland) Order 1978*** employers within the education sector are required by law to create a safe working environment for the pupils in their charge and for any volunteers working in schools in addition to the teaching and non-teaching staff they employ.

1998 Education (NI) Order, Article 3*,*

*‘…placed a duty on Boards of Governors to ensure that policies and procedures designed to promote good behaviour and discipline are pursued in the school.’*

This was taken a further step forward in 2003 when ***The Welfare and Protection of Pupils’ Education and Libraries (NI) Order, Article 17***, made Governors’ ‘*duty of care*’ explicit and legally required them to have an active interest in all aspects of a school’s activities that promote pupil welfare.

##### Why do we need an Effective Positive Behaviour (and Assertive Discipline) Policy?

Good behaviour keeps pupils safe, helps teachers teach without unnecessary stress and contributes to a welcoming and caring environment in which pupils can develop as people and where both pupils and teachers can do their best work.

This Positive Behaviour Policy is set, as recommended by DENI Document ***‘Pastoral Care in Schools: Promoting Positive Behaviour’ (2001)*** in line with the school’s Pastoral Care Policy and also incorporates the associated Anti-Bullying Policy.

Evidence from many studies over the last decade suggests that schools can and do make a difference to young people’s lives and that Principals and their staff have the power, through their own efforts, to improve standards of work and behaviour and the life-chances of their pupils regardless of their background.

A climate which fosters effective learning, both within class and about the school, is at the heart of the education process. This does not come about by chance. Such a climate, or ethos, is best promoted through focusing on the creation and maintenance of good relationships: among the staff themselves, between staff and pupils, among pupils and their peers; between parents and school and between the school and the community it serves. A policy designed to promote good behaviour is at the heart of building good relationships both at school and at home. The establishment of an effective Behaviour Policy is not only a legal duty but, furthermore, the cornerstone of pastoral care work and success in the classroom.

# Mission Statement:

*Through embracing Catholic values, in an atmosphere of inclusivity and care, St Joseph’s Primary School is committed to outstanding practice in teaching and learning as the gateway to success, personal and community development.*

**Policy Outcomes**

With the help of this policy we aim to:

* + - Provide a Nurturing, safe and caring environment for everyone who attends our school - pupils, staff, governors, volunteers and visitors included;
    - Value and appreciate one another irrespective of age, gender, sexual orientation, creed or race, and to acknowledge that everyone has a part to play within our school community
    - Develop self-discipline, the ability to learn independently and work co-operatively
    - encourage and develop a sense of self-esteem and an awareness of the needs of others through self-discipline and a code of conduct
    - provide support and guidance for everyone in our school community
    - foster a caring attitude for the school environment, including the building inside and outside areas, equipment and personal effects
    - Raise awareness of the importance of good discipline and how it can contribute to success
    - Ensure consistency of standards of expected behaviour throughout the school
    - Provide an atmosphere within which staff and children feel secure and comfortable in order to make the most of their teaching and learning experiences.
    - To acknowledge the vital role parents’ play in the life of the school

**Objectives**

* + - Enhance a feeling of self-worth through encouragement and motivation
    - Create an atmosphere in which everyone responds positively in class, takes a pride in their work and shows both interest and attention
    - Provide opportunities for everyone to develop good communication skills and mutual respect for the rights of others
    - Provide engaging teachers and learning opportunities according to individual needs
    - Provide ongoing support for everyone in the school community experiencing difficulties
    - Provide opportunities to promote enhance pride in the environment through a range of cross-curricular activities (e.g. nature walk, planting, anti-litter campaign, eco-schools)
    - Provide a welcoming environment which encourages parents to feel valued

###### **Core Values**

The principles of this policy are based around the following values which we endeavour to adopt at all times:

*As a whole school we are:-* ***KIND***

* + - Caring
    - Dedicated
    - Honest
    - Inclusive
    - Loyal
    - Progressive
    - Respectful
    - Safe

These values underpin every policy document and are central to the ethos of the school.

# Statement of Principles

The Staff and Governors of St Joseph’s Primary School believe that:-

* + - The core values are the basis upon which we promote and encourage positive behaviour from all members of the school community.
    - All staff and pupils have the right to work and/or learn within a safe and secure environment, therefore bullying behaviour of any kind to any member of our school community is completely unacceptable and will have serious consequences.

(Safe)

* + - All staff and pupils have the right to high quality teaching and learning which is part of a lifelong process. We will strive to ensure that standards of behaviour are such that this can be achieved.

(Safe, Inclusive, Dedicated)

* + - All members of the school community should endeavour to be considerate towards the learning needs of each individual and supportive of the school as a progressive learning community.

(Loyalty, Respect, Caring, Dedicated, Inclusive)

* + - All members of the school community will have the opportunity to have their views listened to and responded to.

(Respect)

* + - All members of the school community should endeavour to understand and accept the principles upon which the Behaviour Policy is built and should strive to demonstrate commitment and adherence to all school policies

(Loyal, Dedicated, Respectful)

* + - The ideas and principles of the policy are open to regular review in order to stay relevant and in keeping with the changing demands of the school environment.

(Progressive)

* + - All school staff should aim to model positive behaviour and promote it through the active development of pupils’ social and emotional behaviour skills.

(Dedicated)

* + - Everyone within St Joseph’s Primary School Community should endeavour to be positive ambassadors for the school on, for example, school trips, work placements, sports events and journeys to and from school.

(Dedicated, Loyal)

# Rights and Responsibilities

**This list of rights and responsibilities is by no means exhaustive and has been trimmed down in order to make it appropriate to positive behaviour and conduct.**

##### Staff

|  |  |
| --- | --- |
| **Staff have the right to …** | **Staff have the responsibility to …** |
| * Work in an environment where common courtesies and social conventions are respected. * Express their views and 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. | * Behave in a professional manner at all times. * Promote positive behaviour * 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 where appropriate. * To support, praise, and as appropriate, reward pupils’ good behaviour. * To apply sanctions fairly, consistently, proportionately and reasonably, taking account of individuals and circumstances. * Expect high standards and acknowledge effort and achievement. |

##### Pupils

|  |  |
| --- | --- |
| **Pupils have the right to …** | **Pupils have the responsibility to …** |
| * Be valued as members of the school community. * Get help when they seek it whether with work or with bullying or other personal issues and to have a sympathetic audience for their ideas and concerns, where appropriate. * 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. * Work and play within clearly defined and fairly administered codes of conduct. | * Arrive at school on time, wearing the correct uniform, with homework done, and suitably equipped for the day ahead. * Respect views, rights, and property of others, and behave safely and appropriately both in and out of class. * Co-operate in school with the teacher/assistants/supervisors and their peers. * Work as hard as they can. * Conform to the conventions of good behaviour and abide by class charters and school code of conduct. * Accept ownership for their own behaviour and learning. * Co-operate and abide by any processes set in place to improve their own or others’ behaviour. |

**Parents/Carers**

|  |  |
| --- | --- |
| **Parents/Carers have the right to …** | **Parents/Carers have the responsibility to …** |
| * A safe, well-managed and stimulating environment for their children’s education. * Reasonable access to the school and to have their enquiries and concerns dealt with sympathetically and efficiently as far as is reasonable. * Be well informed about their child’s progress and prospects. * Be well informed about the school’s rules and procedures. * Be involved in key decisions regarding their child’s education. | * Ensure their child attends school regularly and arrives on time, wearing the correct uniform, with homework done, and suitably equipped for the day ahead. * Be aware of school rules and procedures and encourage their child to abide by them. * Show interest in their child’s work and where possible provide support at home. * Act as positive role models for their child in their relationship with school. * Attend planned meetings with teachers. * Familiarise themselves and support school policies. * Provide school with any background information which may affect their behaviour. |

**Desirable and Undesirable Behaviours**

It is appreciated that some rules may be very general in nature and difficult to understand how they manifest themselves in the daily running of the school.

This section may help parents and pupils to know what type of actions are classified as

‘Positive Behaviour’.

WE UNDERSTAND THAT SOME INDIVIDUAL CHILDREN MAY HAVE SOCIAL, EMOTIONAL AND BEHAVIOURAL NEEDS. THEY MAY REQUIRE RISK ASSESSMENTS AND INDIVIDUAL STRATEGIES TO HELP REGULATE BEHAVIOURS. IN ST JOSEPH’S WE USE NURTURING STRATEGIES AND FOLLOW ADVICE FROM OUTSIDE AGENCIES INCLUDING, EA’S BEHAVIOURAL SUPPORT TEAM, AUTISM SUPPORT, EDUCATIONAL PSYCHOLOGY, HARBERTON SPECIAL SCHOOL AND CLARAWOOD.

The following is a list of what the staff, pupils and parents of St Joseph’s Primary School

deem as desirable and undesirable behaviour. (The list is by no means exhaustive!)

##### Desirable and Undesirable Behaviour List (Examples)

|  |  |
| --- | --- |
| **Desirable** | **Undesirable** |
| * Saying ‘Please’ and ‘Thank You’. * Being a good sport. * Treat others as you would like to be treated yourself. * Opening doors for people. * Keeping the school tidy by putting litter in bins, keeping classrooms organised and taking care of property. * Helping to carry someone’s bags if they perhaps have too many. * Helping younger/more vulnerable pupils. * Telling the truth. * Admitting any mistakes. * Being a good listener. * Following instructions. * Always doing your best. * Sharing. * Taking part in the lessons. * Respecting property and others’ views and opinions. * Showing an awareness of safety for self and others. * Including others in games, discussions, teams etc. | * Stealing. * Treating people unfairly. * Intimidation. * Telling lies. * Shouting at others and other types of verbal aggression. * Displaying a poor attitude to staff and peers. * Expressing bad temper. * Talking behind people’s backs. * All forms of bullying. * Violence and aggression. * ‘Can’t be bothered’ attitude. * Being unprepared for lessons/activities. * Negative attitude. * Bad language. * Rough play. * Inappropriate physical contact. * Huffing/sulking. * Disrupting others. * Excluding others/peers |

# Our School Rule – BE KIND

Every year our pupils are consulted on what rules they felt were important in the following areas:-

* + - Moving Around School
    - Classrooms
    - Dinner Hall and Break/Lunch in Classrooms
    - Playground

They are also consulted about the importance of Being Kind. This is simplified by talking about being kind with our hands, feet, words and how we look at others. We highlight to children that rules are there to keep them safe, healthy, content and happy in school. Children’s input is vital in this. Each year-group carries out discussions about school rules and protocols as part of their PDMU lessons over the year and general discussions during the day when issues arise. Children’s suggestions about school rules and other children’s thoughts, ideas and concerns are brought by the School Council representatives to the Vice Principal and discussed by Senior Management and staff for action. Parents are informed by our Parent Support Officer through text, school website or on our Facebook page about a variety of issues, including our school rules when required. Parents are welcome to comment on these.

Guidance for Moving Around the School

* + 1. We follow the teacher or Line Leaders in quiet lines. The children at the front of the line hold open the doors for the rest of their class;
    2. No running;
    3. We walk sensibly at all times;
    4. We walk on the left in the corridor;
    5. If the fire bell rings, we walk safely and calmly when exiting the building;
    6. Be respectful of adults and others. E.g. open a door for someone, offer to carry books etc
    7. Older children always give way to younger children
    8. Don’t cause a danger with your belongings;
    9. Don’t drop litter and if you see some, pick it up.
    10. Always wipe your feet when coming inside the school.

After consultation with children and staff we still believe that each pupil should have a say in their own Class Charter/Rules and we will continue to have agreed individual Class Charters instead of one set of rules for each class throughout the school. As the ethos of the school is evident in every class these charters all help maintain the high expectations we have in St Joseph’s Primary School, whilst using language appropriate to the children’s age. Class rules are negotiated and reviewed by each teacher with his/her class and they are displayed either pictorially and/or in written form in each classroom. These rules will allow the classroom to work well and provide a safe, happy and busy learning environment. Playground rules will be established in the same way so that the playground is a safe, happy and fair place to be. As with the school rules parents are made aware of these during curriculum meetings. New children coming to the school throughout the year receive the school prospectus and the class rules. Each set of classroom rules will embody these principles. Examples may include the following:

* We are kind to each other
* We put up our hands to speak
* We listen to adults and children

Guidelines for Dinner Hall and Break/Lunch in Classrooms

**(please note that rules/guidelines are there for health/safety and good order for all)**

**General**

Show good manners at all times to everyone;

Speak politely and be respectful to everyone;

Behave safely;

Walk calmly, no running;

Sit correctly;

Eat sensibly;

Enjoy a chat but keep the noise level sensible- use inside voices;

Remain in your seat unless going to the bin or serving hatch;

Sort all rubbish into the correct bins;

Make healthy choices;

If something is wrong, speak to whoever the supervising adult is;

Ask permission if you need to leave the room;

Please ensure that you have been to the toilet before going out to play.

Dinner Hall

Help to clean up at your own table, even if it is not your mess;

Shared items are everyone’s responsibility, ie vinegar;

Line up in a safe and mannerly way;

No queue jumping or keeping spaces;

Line up where supervisors ask;

Carry your plate etc carefully;

Put your hand up and wait for a supervisor if you need something.

**Break/Lunch in Classrooms**

Try to eat all of your lunch but if not take your leftovers home to show your parents;

Try to make sure everyone who wants company has some; nobody likes to eat alone;

Choose a seat and stay in it;

Do not move from room to room;

Use classroom sinks or water fountains for water;

Place rubbish in the correct bin at end of lunch;

Help each other tidy the floor and desks in the area where you have been sitting before you leave.

Guidelines for the Playground

Stay in the area of the playground which is for your class;

Do not exclude anyone from games; seek adult help if needed;

Share any equipment fairly;

Use equipment properly and safely;

Play games according to the agreed rules; play fair and no cheating;

Speak kindly and nicely to each other;

Use careful hands and feet;

Stay away from muddy/dirty/dangerous areas;

Stop playing and tidy away equipment as soon as you are asked;

Line up in a straight and quiet line when the bell goes or when asked without touching anyone else;

Try to make sure no-one is playing alone unless they wish to. School buddies will monitor the Friendship stations;

Cones/barriers marking out the playgrounds should not be touched;

No climbing on the fence or basketball posts;

The area behind the mobile classrooms is out of bounds during play time. Children must make their way directly from the dinner hall to the playground.

**Guidelines for Assembly/Hymn Practice**

Children must arrive, sit and leave the Assembly Hall quietly.

**Class Time**

Each class devises their own reward system to encourage positive behaviour

**Positive Reinforcement and Rewards**

The reward system is seen as promoting and sustaining positive behaviour from the children in our school. It enables them to see that their effort has been recognised and appreciated, boosts self-esteem and promotes effective learning. As a nurturing school it is essential we focus on ‘catching children being good’. Adults in the school are encouraged to model positive, nurturing language and encourage through their actions and language children do the same. We believe that fair and effective rewards should:

* Contribute to ethos of the school
* Positively recognise and reinforce good behaviour
* Be available to all pupils
* Encourage pupils to take responsibility
* Be appropriate
* Be consistent
* Provide opportunities for parental involvement
* Promote self-esteem

POSITIVE PRAISE AND REWARD IS MUCH MORE COMMON IN ST JOSEPH’S PRIMARY SCHOOL.

**Positive Reinforcement Strategies**

Children’s positive behaviour is rewarded in a range of ways. On any given day in any classroom or break period you will observe:-

* Nurturing language being used by the adults
* Children being verbally praised for good behaviour;
* Children being treated with respect and manners;
* Children being thanked;
* Stickers or stampers in books for good work and behaviour;
* A range of positive reinforcement strategies from class to class, appropriate to age, e.g. ‘WOW WALL’, ‘STAR CHART’;
* ‘Tiered’ reward systems that reward on an individual, group, and whole class level;
* Golden Time;
* A visit to the Principal to be rewarded;
* A ‘Star of the Week’ prize;
* Individual mention at Assembly;
* Non-verbal rewards such as a thumbs up sign or a smile;
* Praise;
* Shaking hands;
* Note home to parents / telephone call to parents or informal chat at school gate;
* Displaying work;
* Good work/deeds assemblies.

**Incidents**

Whilst this is a ‘Positive’ Behaviour Policy where desirable behaviour is praised and rewarded, pupils must also be aware that negative behaviour and poor choices carry consequences and sanctions.

There is no place for violence, bullying, racism, harassment, (sexual or other), vandalism, rudeness or bad language in our school community and it will always be discouraged. Sometimes it is necessary to discourage children from behaving badly and to teach them positive behaviour instead. If a child misbehaves, staff will ask him/her to stop the behaviour. If an incident has occurred, it will be discussed with those involved. Whenever possible, staff will encourage the pupils to try and resolve disputes themselves and to take responsibility for their own actions.

At St Joseph’s we have a system of logical consequences. Where possible inappropriate behaviour has a logical consequence that is set within the school community and is linked to that behaviour. For example, a child who is consistently talking in class, disturbing classmates, might be asked to work by him/herself for a short while. A child whose work falls well below what he or she is able, might have to miss out on his/her free choice activity to finish work set. These are not designed to punish the child, but to teach them that there is a consequence to inappropriate behaviour.

Teachers will note major incidents or consistent incidents of poor behaviour. This is a method of monitoring any negative behaviour at any point during the school day, or indeed any behaviour which negatively affects the school experience of other members of the learning community, which continues into school. Whilst non-teaching staff have the authority to refer serious incidents the teacher will keep the notes relating to this.

### Hierarchy of Sanctions

In the table below we have listed examples of undesirable behaviours and a range of sanctions to respond to the behaviour displayed. These lists are not exhaustive.

|  |  |
| --- | --- |
| **Behaviour on Display** | **Sanctions** |
| * Talking out of turn. * Shouting out. * Leaving seat at wrong time/being where you shouldn’t be. * Not being properly prepared with the right equipment. * Making inappropriate noises. * Not paying attention. * Distracting others. * Not doing a homework. * Negative attitude. * Huffing/sulking. * Bad manners. * Using inappropriate language. * Talking behind backs. * Hitting/pushing. * Giving cheek/bad attitude to ANYONE. * Telling lies * Stealing. * Verbal aggression. * Physical aggression/violence. * Inappropriate physical contact. * Wilful damage to any property. * All forms of bullying / threatening behaviour which puts self or others in danger.   *Note: repetition or persistence in any of the above will increase the seriousness of the offence and thus the consequence.* | * Directed ‘look’. * Quick verbal reminder. * Targeted, specific verbal reminder. * Use of assertive tone of voice (not shouting at a child). * Class system-based sanction eg loss of table points. * Incident-specific activity/task. * Withdrawal of privileges eg representing school at a sporting event. * Withdrawal from group/class * Time-Out in another classroom. * Time-Out at break or lunch. * Teacher/Pupil meeting. * Involvement of Principal/   Vice-Principal.   * Placed on Daily /weekly Report. * Parental consultation. * SEN Intervention. * Suspension. * Expulsion.   *Note: these sanctions are not ‘matched’ to behaviours and may be administered in a combination appropriate to the incident.* |

It should be noted that each child’s behaviour will be considered as part of a larger picture when determining the consequence or reward. Staff will use their professionalism in the distribution of appropriate rewards and sanctions.

**Involving Parents**

We actively encourage parents to take part in the life of our school. We believe that it is essential to establishing trusting relationships with all parents so that we can work together in partnership to teach all children positive behaviour. Information about ways in which parents can help their children is provided by our Nurture Teacher, class teachers and our Parent Support Officer can also sign post or refer parents to the Family hub for support. Parents are always welcome to come and discuss their queries at a mutually agreed time in school.

**Procedures in place when there is concern about a pupil’s behaviour**

If there is a concern about a pupil’s behaviour his/her parents will be invited to talk to his/her class teacher. This will allow the teacher to find out if there are any factors that might be effecting their child (for example bereavement, family breakdown or if the child is unhappy in school). The teacher will then discuss how school and home might best work together to help the pupil improve his/her behaviour. This might involve extra encouragement and/or a chat with the pupil and his/her parents each week.

We always hope that the pupil will make progress but sometimes this is not the case and more support becomes necessary. At this stage the Special Needs Co-ordinator will become involved and a Behaviour Plan will be drawn up. This will be discussed with the parents and the pupil.

The Behaviour Plan will be reviewed after a short while, and depending on the outcome of the review the plan may be continued or withdrawn. If progress has been very slow it may become necessary to engage the services of external support, a specialist practitioner or the educational psychologist assigned to the school. Parental permission will be sought for this.

In very exceptional circumstances a child may be excluded from school. This will only be done if it is felt she/he is a risk to himself/herself or to the other pupils in the school. It may also happen if it appears that there is no other effective alternative. The Education Welfare Service will be asked to support the pupil and his/her parents and return to school will be negotiated with support if considered necessary.

Pupils Experiencing Difficulty Managing their Behaviour

On occasions there will be pupils who struggle to manage their behaviour and who do not respond to the whole-school strategy.

Where possible we attempt to help them cope, taking an individual approach to their behaviour by making a daily monitoring diary, based not on sanctions but on rewards, for managing control of their less desirable behaviours.

The format of these diaries changes from class to class and is designed individually to suit the age and needs of the child in question.

Such daily monitoring strategies are only implemented in consultation with the parent(s) and are removed when the pupil displays the capacity to manage their own behaviour independently.

They will almost always be accompanied by a home-school behaviour diary.

Targets are negotiated with the child, placed in clear, child-friendly language, and discussed regularly.

**Any child who verbally or physically abuses a member of staff may be sent home from school immediately. If behaviour is extreme, a child may be formally suspended.**

**Time Out Break/Lunch**

The school will use ‘Time Out’ at break/lunch for a length of time deemed appropriate, based on the severity of an issue and/or frequency of misbehaviour.

**Daily /weekly Report**

Daily/weekly Reports are issued by the Principal/Vice-Principal if other previous sanctions have not resulted in a change of behaviour. Reports cards will be used mainly for children who are regularly misbehaving and need close monitoring from both staff and parents. Parents will be informed before a child is placed on Daily Report and will be consulted before a child is removed from Daily Report.

**Suspension**

The school may suspend children in cases of extreme or repeated serious behaviour in accordance with the EA and Department of Education policies. We regard suspension as a very serious sanction which will normally only be used when other available strategies have failed to modify extremes of behaviour. The school reserves the right in exceptional circumstances and in accordance with Board policy, to suspend a child immediately from the school.

# Formal Disciplinary Sanctions

**Withdrawal from Class by Principal/Vice-Principal**

This sanction is applied for offences that warrant a serious sanction, but do not warrant suspension from school. The pupil is withdrawn from daily class routine to complete work set by their teacher. It will be employed to give pupils a chance to reflect upon their actions and attitudes. Parents are informed about the withdrawal and it is emphasised that continued unsatisfactory behaviour will have more serious consequences.

**Formal Oral Warning**

A Formal Oral Warning is given to a pupil (where appropriate) by the Principal/Vice-Principal in the presence of his/her parents and will form the first stage of formal disciplinary proceedings. It will normally be given alongside other sanctions

**Formal Written Warning**

A Formal Written Warning is given to a pupil, where appropriate, by the Principal (or Vice-Principal if standing in for the Principal), in the presence of his/her parents and forms a stage before suspension. It will normally be given alongside other sanctions

**Suspension**

For very serious misconduct or repeated misconduct where other sanctions have not been effective, the Principal (or Vice-Principal if standing in for the Principal), may suspend a pupil from school. Suspensions vary in length from one to five days. A pupil will not be suspended for more than 45 days in any one school year.

There are circumstances when a pupil may be suspended for precautionary or investigative reasons. Under these circumstances, suspension will not be recorded as a disciplinary sanction unless it is warranted.

**Expulsion**

It is envisaged that the permanent expulsion of a pupil by the Principal would only happen as a result of repeated suspensions or the most serious breach of school discipline.

**Consistency of Approach**

To ensure consistency of application, regular meetings are held between; Supervisors, Classroom Assistants, Class Teachers, the Vice-Principal, the Principal, and the Leadership Team.

The procedures are regularly discussed and kept under regular review.

**Training and Professional Development of Staff**

The school will provide training and development for the teaching staff relevant to pupil behaviour management issues through: -

* + Induction training for new staff;
  + Guidance and support materials;
  + Appropriate training tailored to specific needs and priorities.

### Monitoring and Reviewing Procedures

In line with guidelines set out in DENI publication ***‘Pastoral Care: Promoting Positive Behaviour’*** it is necessary to review this policy regularly. The Board of Governors will review the policy on a biannual cycle.

Initially it is anticipated that we will review and finalise it following consultation in Nov/Dec 2021 & after its first months of operation.

We will consult with all stakeholders as to its progress and make any amendments necessary.

Appendix

Application

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Timeline

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A screenshot of a computer

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Graphical user interface, application

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