



POSITIVE BEHAVIOUR POLICY

Date of next review
Summer Term 2020

Castle Tower School caters for pupils with special educational needs in the North Eastern area of the Education Authority. The school provides education for pupils from 3 to 19 years old with a wide range of barriers to learning.

At Castle Tower we celebrate the talents of each individual and strive to improve the quality of each person's life by developing confidence, tolerance, honesty, happiness and curiosity. We aim to develop within each individual the skills they require for a full and happy life and help them to be independent, ambitious and look forward with hope to the future.

The nurturing ethos of the school contributes to a safe, caring and happy environment where children are supported to help them overcome any barriers to learning.

The Governors, Principal and staff of Castle Tower School are committed to providing a learning environment which is welcoming, safe and secure for all. A broad, balanced and enriched curriculum is provided for every pupil bringing them to their full potential in a stimulating warm and positive atmosphere in which they, as well as every member of staff, will feel valued.

In Castle Tower School we believe in the development of a positive behaviour policy consistently adhered to by all. We believe that good behaviour structures are essential to promote the climate necessary for effective learning and teaching. Our mission statement 'Live, Learn, Care Together' is evident throughout the school in the positive ethos created by all.

We see positive behaviour management as the process whereby pupil and staff relationships are such that they maximise the educational attainment and social and emotional well-being of all pupils. Through this process we will attain the most effective and efficient uses of human and material resources which will best meet the needs of all staff and pupils.

Effective communication is implicit in all.

The aims of the school are:-

- ***To provide a happy, secure and supportive environment, which will encourage the development of the whole child in preparation for life;***
- ***To develop self-confidence, self-esteem and independence in each pupil by creating opportunities which encourage confidence, motivation and success***
- ***To help each pupil to live in a pluralist society and to be tolerant of all cultures, viewpoints and lifestyle;***
- ***To provide opportunities for each pupil to acquire a set of attitudes, moral values and beliefs, in order to develop and maintain good habits of self-discipline and acceptable behaviour;***
- ***To enable each pupil to develop the skills necessary to establish and maintain good relationships;***
- ***To provide opportunities for parents and outside agencies to work together to support each pupil's learning;***

- *To promote understanding and positive attitudes towards our pupils by the wider community*
- *To provide opportunities to establish and maintain links with the local community, other schools and all relevant agencies.*
- *To collaborate with other professionals involved with the pupils in order to meet their holistic needs*

GENERAL PRINCIPLES

Learning Experiences

Central to the positive behaviour policy of the school is the recognition that the curricular activities are well planned, differentiated, stimulating and achievable for every pupil.

Positive Reinforcement/Expectation

We have, and continue to develop, a reward system which recognises and celebrates individual, class and whole school success.

Self Discipline

Through the successful implementation of an effective positive behaviour policy pupils will develop self discipline and respect for themselves, others and their environment.

Support

Through the curriculum and pastoral care systems throughout the school support is given to those pupils who find it difficult to behave appropriately.

NURTURE ROOMS AND PROCEDURES

There is a Nurture room in place in Castle Tower School. Specific Nurture Staff work with individuals and groups and this work is supported by the Senior Leadership team. Resources have been allocated to support the work of this facility.

New staff induction

Newly appointed staff receive an induction from relevant senior staff members on policies and procedures.

Student induction

All students working in school, teaching and non-teaching, receive an induction from the teacher responsible for student placement.

New pupil induction

Pupils entering Castle Tower, at whatever stage of their school career will have the opportunity to visit and tour the school with parents/carers. Induction days are also

arranged. At this, as well as helping familiarise the pupils with the school, expectations for behaviour are explained and the arrangements for dealing with challenging behaviour outlined.

Cognisance is taken of the pupils level of understanding and the impact a specific special need may have on their presentation and behaviour in school.

Training – internal and external

PARENTS/CARERS

In Castle Tower School we seek to develop a partnership with parents and carers based on shared responsibility, understanding and mutual respect and dialogue. We recognise their significant role in their child's education and acknowledge that their continued involvement is crucial to successful learning. Parents/carers are involved in all aspects of celebration. Contact is maintained by e.g. phone, letter, arranged meetings, home visits, home/school diaries, homework diaries, annual reviews and school events.

Roles and Responsibilities/Staff Development

Roles and responsibilities of all staff regarding positive behaviour are clearly defined and reviewed annually. It is recognised that there is a clear structure of management responsibility within the school.

Should a situation in school become sufficiently serious or if there is occasion to recognise significant success the Board of Governors will be involved.

We recognise that every member of staff has a role to play in the implementation of the school's positive behaviour policy. To maximise their role, training needs will be identified and met as required.

Bullying and Drugs

As each pupil has the right to grow in a safe and happy environment we have developed a policies to deal with bullying and drugs in school. Through the PD programme pupil's awareness of bullying and drugs is raised in each school year. An anti bullying policy is in place. A Drugs policy is in place.

School Trips and Residential

The health and safety of all pupils and staff is paramount. Should the behaviour of a pupil cause concern, a risk assessment will be carried out and depending on the outcome he/she may be excluded from school trips and residential.

Resources

To successfully implement the positive behaviour policy we recognise the need for appropriate resources being made available within the school environment. The Nurture room has a collection of reference books and other materials and equipment which can be of benefit when dealing with pupils who are experiencing behavioural or emotional difficulties.

Liaison with outside agencies

We recognise the contribution which can be made by outside agencies and will continue to update our awareness of the resources available. We see the expertise available as an integral part of our team and will seek to utilise these resources effectively. Agencies include:-

Education Psychology

Clinical Psychology

GP's

Paediatric Specialists

Education Welfare Service (EWS)

Education Otherwise than at School (EOTAS)

Child and Adolescent Mental Health Service (CAMHS)

Social Services - Family Intervention Team, LAC Teams and Children's Disability Team

School Based Care Team (SBCT)

PSNI

Dual Agency Behaviour Support Service (DABSS)

Withdrawals from class

Should a pupil exhibit violent and dangerous behaviour or they refuse to comply with the school's positive behaviour policy both inside or outside of class, when appropriate, he/she may be withdrawn and placed in a workstation or time out room until they are ready to return. This can form part of a behaviour plan drawn up by the school. In extreme case reverse time out may be used. This is in the interests of their own safety as well as in the interests of the health and safety of other pupils and staff.

Pupils walking independently to school and local shop

We welcome and encourage the fact that some pupils are able to travel independently to school. This is an important life skill. Parental permission will be sought in such cases.

Acts of Violence against the Person or Property of a Member of School Staff/Procedure for serious incidents in school

If a pupil is involved in a serious incident or engages in an act of violence against the person or property of a member of the school staff, inside or outside school, appropriate disciplinary action will be taken. In certain circumstances, PSNI may be informed and asked for support. In such cases the Board of Governors will be consulted.

Key Stage 4 pupils attending NRC / Other schools

A number of senior pupils may attend the Northern Regional College or a local mainstream school for classes connected to a GCSE course. These classes lead to external qualifications and disruption to attendance is to be avoided. However, if a pupil should misbehave or break rules while attending such a class, the receiving school/college may invoke their own disciplinary sanctions. Castle Tower will abide by this and a pupil may have to miss classes. Only in exceptional circumstances would we keep a pupil from such a class because of rule breaking in their own school and sanctions will be CT based.

Monitoring, Evaluation and Review

As part of the on-going process we will continue to monitor, evaluate and review the systems and procedures we have in place to support positive behaviour in school.

SUPPORT AND REWARDS

We implement our Positive Behaviour Policy through a positive approach, underpinned by fairness and consistency#. Throughout the school these sentiments will be conveyed in appropriate language and/or symbols.

Castle Tower has pupils from the ages of 3 to 19. Given this and the diversity and complexity of the needs of the pupils, the concept/application of consistency cannot apply to all in the same way. The important consideration is that pupils are dealt with individually in a consistent manner.

This can give rise to issues for pupils who see their peers being dealt with differently where, for example, a particular behaviour is treated (as they perceive it) more leniently than if they had been responsible. Such situations must be dealt with sensitivity and common sense. (We would not treat a six year old with severe learning difficulties as we would a fourteen year old with moderate learning difficulties. Equally, we must consider the specific needs of each pupil and, where appropriate, take into consideration their individual circumstances and background.)

None of this excludes the need to effect changes in behaviour where that is necessary. It must, however effect how we as a staff deal with challenges we encounter.

SUPPORT AND REWARDS

Praise

On a daily and ongoing basis staff encourage pupils to keep the school rules and comply with staff requests. Praise for good work and positive behaviour are a natural part of daily school life.

Through the school's Pastoral Care Policy and procedures, support is afforded to those pupils who require it.

Reward and Sanction procedures are in place in Castle Tower.

Challenging behaviour

Should the behaviour of a pupil become challenging to the extent that the rest of the class is unable to continue with its work, a pupil may have to be removed from the classroom. In the event of severe disruption in a classroom, reverse time-out may be used, ie remove the class to a safe environment while the situation is being dealt with.

While it is accepted that, in exceptional circumstances, such as a child in imminent danger, a member of staff may NEED to shout, in all other circumstances, **shouting in school is not considered to be appropriate.**

Tone of voice, age appropriate language and body language are equally important when dealing with our pupils.

Suspension

Suspension is seen as a last resort and is used as a sanction only when there is no alternative.

Should the behaviour of a pupil become so challenging that the safety of that pupil or of others in school is at risk, a pupil may be suspended. Should the behaviour of a pupil be challenging over a long period of time and other sanctions have been exhausted, a pupil may be suspended.*

The decision to suspend will be taken by a minimum of two members of the Principal. The decision about the length of the suspension is also taken.

Parents/carers should be informed before the end of that school day and the appropriate suspension forms completed and circulated to parents/carers, Chairman of Board of Governors and EANI.

The Principal keeps the Board of Governors informed immediately about any suspensions at each meeting.

A pupil returning from any suspension should be accompanied by a parent/carer for a return to school interview. On their return to school, the pupil will be placed on a monitoring sheet with appropriate targets for one week.

*The form provided by the EANI contains a list of the offences for which suspension may be considered.

This policy has been ratified by the Board of governors.

Staff should complete this proforma if they have a meeting with parents/carers on matters relating to behaviour. The completed form will be discussed at the weekly SENCO / Behaviour meeting.



PARENT / CARER INTERVIEW

PUPIL'S NAME	
CLASS / YEAR	
DATE OF INTERVIEW	

REASON FOR MEETING / WHO REQUESTED MEETING?	ATTENDANCE

ISSUES ARISING FROM MEETING

ACTION REQUIRED	
SCHOOL	
HOME	
OTHER	

Signature _____

Date ___/___/___