



Castle Tower School

Positive Behaviour Policy

Date Ratified by Board of Governors	February 2025
Review Date	February 2027

Castle Tower welcomes pupils aged 3-19 who face a wide range of barriers to learning. Educational opportunities are provided within our Nursery, Primary, Secondary and Post 16 departments.

Our Vision

Vision:

To be a leading light in special education through educating, nurturing and inspiring all our school community.

Mission:

Castle Tower School is committed to creating a community which:

- Ensures everyone is safe and included
- Always learns
- Promotes independence and resilience
- Celebrates achievements
- Looks forward with hope to the future

Everything we do is driven by our core values:

- Child-centred
- Nurturing
- Fun
- Team work
- Inclusive
- Independence

Our Ethos

Castle Tower strives to create a caring community in which every member feels valued, supported and happy. All staff work to maintain an ethos in which fairness, tolerance, compassion and forgiveness permeate all relationships within the school community. High standards of respect, self-discipline, commitment and sensitivity are sought and everyone is encouraged to set and achieve the highest personal, academic and social goals. The safety, welfare and development of everyone in our school community is of paramount importance to all staff and Governors.

At Castle Tower, there is continued development of the quality of the teaching and learning environment. Resources are used efficiently. Opportunities are created for learning in co-operative and interactive settings. Pupils are presented with challenging as well as stimulating teaching and learning opportunities. Staff at Castle Tower seek close working relationships with other providers and services throughout each stage of our pupil's education and through the transition stage to further education and life after school.

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.

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 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 regulate their behaviour.

New Staff Induction

Newly appointed staff receive an induction from relevant senior staff members of staff 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. 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, taking into account the individualised needs of the pupil.

Parents/Carers

In Castle Tower School we seek to develop a partnership with parents and carers based on shared responsibility, understanding, 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 and regular contact is maintained through phone calls, Seesaw, annual reviews and parent/carer meetings.

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. 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.

Liaison with Outside Agencies

We recognise the contribution which can be made by outside agencies. 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

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 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.

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.

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. Given 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. We must consider the specific needs of each pupil and, where appropriate, take into consideration their individual circumstances and background. Throughout the school these sentiments will be conveyed in appropriate language and/or symbols. 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.

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.

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.

Parents/carers will 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.