

PROMOTING POSITIVE BEHAVIOUR POLICY

March 2023

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

* Health and Safety at Work (NI) Order (1978)
* Children (NI) Order (1995)
* The Education (NI) Order (1998)
* Human rights Act (1998)
* Welfare and Protection of Pupils Education and Libraries (NI) order 2003
* The Education (2006 Order) (COMMENCEMENT NO.2) Order (NI) 2007
* The Education (SDP) Regulations (NI) 2010
* Special Educational Needs and Disability Act (NI) 2016
* Addressing Bullying in School Act (NI) 2016

**DE (Department of Education) Guidance**

* Pastoral care in schools: Promoting Positive Behaviour, DE 2001
* Safeguarding and Child Protection in Schools. A guide for Schools. DE 2017

**ETI (Education and Training Inspectorate)**

* Inspection and Self-Evaluation Framework 2017

**1.1 RATIONALE**

This document reflects the importance of creating a happy and secure learning environment where nurture principles are embedded in school life and pupils needs and potential are at the heart of the school. The establishment of a sound learning environment at school and classroom level is key to effective learning and teaching. Effective learning and teaching are dependent on positive relationships established at school level and classroom level and through interactions between staff and pupils and between pupils themselves.

**1.2 MISSION STATEMENT**

We strive to provide inspiring teaching within a supportive and nurturing learning environment which empowers children to achieve. Our mission is not only to educate our children to a high standard but to create a safe, secure, and caring environment in which all children are accepted, respected, appreciated, and valued. Whilst Catholic, we aim to create a school community which is fully inclusive. We will work in partnership with the child, their parents, and the wider community, living, working and growing together as part of God’s family.

**1.3 AIMS**

In Saint Macartan’s PS we aim to create an ethos of mutual respect with all pupils and staff. To achieve this, we follow a carefully planned positive behaviour system which has been created in consultation with our pupils and staff. This system is regularly reviewed and evaluated. We honestly believe that through working together, we can achieve this ethos and so enhance the learning experiences for all children. With the help of this policy we aim to:

* Reflect the principles and values of our school community.
* Create nurturing classrooms were pupils feel safe and adults model calm and positive behaviour
* 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

**1.4 CORE VALUES**

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

* Kindness
* Equality
* Honesty
* Respect
* Self-control
* Perseverance

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

**1.5. OUR NURTURING PRINCIPLES**

**Positive relationships and a nurturing approach are at the heart of our core values,** **vision and ethos. They are the hallmark of engagement within our communities and crucial for learning and wellbeing.**

* **We recognise the importance of early relationships and the importance of nurture for a child’s self-esteem – staff will listen and respond to children in ways that show they are valued and thought about or kept in mind.**
* **Children’s learning is understood developmentally and responding to children at their emotional/developmental level enables them to move on.**
* **School offers a safe base- it is important to have structure and predictability with firm, clear boundaries with adults and children working together supportively**
* **We recognise the importance of transition in children’s lives – even small changes in routine (a supply teacher, going to lunch) can be overwhelming and unsettling for some children**
* **Language is a vital means of communication and we recognise that some children and adults in the school community need to be helped to understand and express their feelings and given opportunities for extended conversations**
* **All behaviour is communication.**

**2. Roles and Responsibilities within our Positive Behaviour Policy**

* 1. **Role of Pupils**

We would expect the children who attend Saint Macartan’s Primary School to enjoy their education and to have their needs met. At the same time, we wish to encourage children to realise that other children deserve and must enjoy the same treatment as they do.

**Pupils should expect 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 treated with respect and dignity.
* Get help when they seek it.
* Be listened to in a sensitive manner.
* Be made aware of the school’s standard of expectations regarding work and discipline.

**Pupils have a responsibility to:**

* Know and obey the school rules.
* Show respect for staff, visitors and other pupils in school.
* Be equipped and ready to learn.
* Learn from their mistakes.
* Work to the best of their ability.
* Take responsibility for their behaviour and actions.
* Show respect for their own and others’ property.
* Follow the directions of staff both teaching and non-teaching.
  1. **Role of Parents**

Teachers have the responsibility for the education, care, and safety of the children while at school, ultimate responsibility for their actual behaviour remains primarily with the parents.

The school works collaboratively with parents and believes in parental involvement. We inform parents about inappropriate behaviour and welcome the support and co-operation of parents in ensuring that all children are safe at Saint Macartan’s Primary School.

If the school must use reasonable sanctions, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should follow the school’s Complaints and Compliments Policy.

**Parents have a right to:**

* A safe, stimulating, and happy learning environment for their child.
* The delivery of a well-balanced, broad, and suitably differentiated curriculum.
* Be kept well informed of the life and work of the school and the progress of their child.
* Up to date information on the school behaviour policy and procedures.
* Be kept informed should their child not meet the standards of behaviour set.
* A consistent and fair approach to behaviour with sanctions matching the seriousness of the misdemeanour.
* A school community which is sensitive to the needs of the individual child.

**Parents have a responsibility to:**

* Ensure good attendance, punctuality and to send children to school, well rested and ready to learn.
* To promote good behaviour and respect at home.
* Act as positive role models for their children in their relationship with the school.
* Support the school in implementing the behaviour policy and in maintaining a high standard of discipline.
* To inform the school of circumstances which might affect the child’s life in school.
* Allow the school time to follow procedures and investigate issues.
* Encourage children to complete school work and homework to an acceptable level.
* To support the work of the school.
  1. **Role of the staff**

A teacher’s role is to provide education for the children in his/her care***. ‘A climate which fosters effective learning, both within the classroom and about the school,*** is at the heart of the education process.’ (Promoting Positive Behaviour, pg.6 Dept. of Ed. Publication).

When the teacher and pupil understand their different roles a positive, well ordered learning environment can be achieved. Children at different stages in education require instruction and guidance and our school rules form the framework of our expectations as teachers for the children in our care. Our rules will be clearly displayed in each classroom and commented on, at regular intervals, by the teacher. 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 when necessary.

**Staff have a right to:**

* Have a safe, clean, healthy environment in which to work.
* Expect courtesy and respect from colleagues, parents, and pupils.
* Expect opportunities for professional development.
* Be valued as part of the school team.
* Manage all pupil’s behaviours in the school according to school procedures.

**Staff have a responsibility to:**

* Always 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 and behaviour.
* Enforce the school’s behaviour policy in a fair and consistent manner.
* To take account of challenges/circumstances children may have at home.
  1. **Role of the Principal**

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

The principal must ensure that the rules of the school are administered fairly and consistently to all pupils. She should support her staff where appropriate and furnish the Board of Governors with a report on the discipline within the school or on the behaviour of an individual pupil where necessary.

The Principal must also ensure that the school’s Positive Behaviour Policy is processed in accordance with and alongside all other relevant school policies.

* 1. **Role of the Board of Governors**

The Board of 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 behaviour concern 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. Where appropriate they should support the principal and her teaching staff.

**3.0 Rules**

The school has three simple rules, which are aimed at ensuring we can all work together in a supportive atmosphere, with the common purpose of helping everyone to learn and be happy. The rules apply to all members of the school community, at all times. These rules are – ***“Ready, Respectful, Safe”***

|  |  |  |
| --- | --- | --- |
| Ready   * We are ready to learn * We arrive to school on time * We have the correct PE kit/uniform * We have our equipment ready * We are ready to listen and try our best | Respectful   * We listen when others speak * We look after property belonging to the school and other people * We respect that other people have different ideas, beliefs and backgrounds to our own * We respect the rules of our school and our community | Safe   * We travel to and from school safely * We move around the school in a safe manner * We follow instructions to keep ourselves safe * We use equipment safely * We stay safe online and make safe choices in our community |

**4.0 STRATEGIES TO PROMOTE POSITIVE BEHAVIOUR**

As a school community we understand the role in promoting positive behaviour and act as role models for all the pupils. To do this we need to create emotionally literate classrooms where the feelings of children are expressed and validated by teachers. Therefore, the staff of Saint Macartan’s will use the following strategies to promote positive behaviour among all the pupils.

* display and teach pupils class rules when inappropriate behaviour occurs;
* use PDMU and Circle Time to enhance pupils’ self-esteem, provide opportunities for pupils to voice their feelings and develop skills to manage their feelings, become more ‘self-aware’ and take responsibility for their own behaviour.
* use school meetings as a forum for pupils to voice their concerns, discuss issues which affect them and what could be changed or improved in school;
* provide Golden Time for all well-behaved pupils;
* catch pupils with behavioural issues being good and praise them in presence of others;
* use PDMU to reinforce the need for appropriate pro-social behaviours and empathy for others:
* encourage other pupils to promote good behaviour among their peers;
* report child to his/her class teacher for his/her good behaviour;
* incorporate personal and social education programmes which promote pupils’ consideration and respect for others, enhance their self-respect, confidence, and self-esteem and, through suitably challenging classroom approaches, provide opportunities for them to develop their assertiveness and self-protection skills.
* deliver Anti-Bullying workshops for pupils.
* early intervention programmes, including suitable incentives to encourage good behaviour.
* the provision of appropriate staff development and effective links with the relevant external support agencies.
* engage positively with parents and encourage their support in promoting good behaviour in school.
* provide a copy of school’s Promoting Positive Behaviour to parents on school’s website once it is launched.

1. **POSITIVE REINFORCEMENT AND REWARDS**

**PRAISE POSITIVE ATTENTION AND REWARD IS MUCH MORE COMMON IN ST MACARTAN’S PRIMARY SCHOOL THAN ANY SANCTION.**

Our Rewards System aims to promote and encourage positive behaviour and therefore is meaningful to all pupils. Our rewards are verbal, non-verbal, and tangible. All rewards will be commensurate with the behaviour exhibited and provide the required incentive for repetition of the positive behaviour. Rewards and sanctions should be fully understood by all staff (teaching and non-teaching), pupils and parents.

* + Non-verbal rewards may include a smile, a nod, a thumbs-up sign, a handshake.
  + Verbal rewards include words of commendation, praise, written comments to inform parents of achievements in terms of work or behaviour; praise from peers.
  + Golden Time.
  + Stickers, stars, smiley faces, small material rewards such as pencils, rubbers, notebooks etc.
  + Attendance Awards.
  + Pupil certificate distributed at assembly.
  + Classroom treats.
  + Special note of commendation for a pupil in class or at assembly.
  + A word of encouragement.
  + Star of the week
  + House point system (individual to each class)

We, as a staff, believe it is essential that all children receive positive encouragement and are given the opportunity to enjoy the positive rewards listed above. The success of pupils, whether in work or behaviour, should be measured against their previous performances rather than against that of other pupils in their class.

1. **MANAGING BEHAVIOUR**

Managing behaviour and engagement with learning is always our primary aim at Saint Macartan’s Primary School. For the vast majority of our learners, a gentle reminder is all that is needed. Occasionally, it is necessary for a child to leave the classroom for a short period of time, but steps should always be followed with care and consideration, taking individual needs into account. Staff at Saint Macartan’s praise the behaviour we want to see and do not focus on the undesirable behaviours. All learners are given take up time in between steps.

**6.1 Steps for Managing and modifying poor behaviour**

Learners are held responsible for their behaviour. Staff at Saint Macartan’s deal with behaviour without delegating. Staff use the steps below for dealing with negative and unwanted behaviours. (Appendix 1)

|  |  |
| --- | --- |
| **Steps** |  |
| **Redirection** | Gentle encouragement, a ‘nudge’ in the right direction. Non-verbal cues, acknowledgement. |
| **Reminder** | A reminder of our rules/expectations. The adult makes the child aware of their behaviour and the learner has a choice to do the right thing. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Repeat reminders if reasonable adjustments are necessary. Praise will be given if the learner is able to model good behaviour because of the reminder. |
| **Caution** | A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour, and clearly outlining the consequences if they continue. Use the phrase: ‘Think carefully about your next step.’ |
| **Last chance** | Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use the 30 second scripted intervention:   * I have noticed that you are... (having trouble getting started, wandering around etc.) right now. * At Saint Macartan’s, we… (refer to the code of conduct) * Because of that, you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time) * See me for 2 (or up to 5) minutes after class/during break. * Do you remember yesterday/last week when you... (refer to previous positive behaviour)? * That is who I need to see today... * Thank you for listening... then give the child some ‘take up’ time. |
| **Time out** | Time out might be a short time away from the classroom with another class/CA/calm space. It is a few minutes to calm down, breathe, look at the situation from a different perspective and compose themselves. Reset expectations and settle back in. |
| **Repair** | This might be a quick chat at break-time in or out of the classroom or a more formal meeting  Restorative Practice:  5 questions are usually enough from the following:   * + - **What happened?**     - What were you thinking at the time?     - What have you thought since?     - How did this make people feel?     - **Who has been affected?**     - **How have they been affected?**     - **What should we do to put things right?**     - **How can we do things differently in the future?**   (Key questions in bold) |
| **Consequences** | Impositions:   * Minutes from break/lunch time to finish work missed * Reduced Golden Time (P3-7) * Loss of privileges (e.g., from school teams) |
| **Follow up** | If a child has an incident requiring reflection (Step 6), the class teacher will inform parents through a behaviour report slip. If a child has three or more incidents in a week requiring reflection, a face-to-face meeting between the teacher and parents/carers will be arranged. Children who regularly receive more than 3 reflections in a week will have weekly monitoring meetings to discuss their behaviour. This will be with the teacher, child, and principal. The parent will be invited where deemed appropriate. |

**6.2 Restorative Practice (Appendix 2)**

Saint Macartan’s Primary School uses Restorative Practice to promote good behaviour and resolve socially unacceptable behaviour in a fair and consistent way. Every effort will be made to maintain safety and retain all children’s access to learning. Efforts will be made to establish the truth of a situation and a ‘cooling down’ period may be advisable. However, issues must be addressed appropriately and promptly. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

**6.3 Serious Incidents:**

Depending on the age and needs of the children, these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Principal. Such incidents could include:

* All forms of bullying
* Racist, sexist, or homophobic comments
* Physically striking adults.

**6.4. Behaviour Report Book**

The Behaviour Report Book is a consistent 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. These folders are maintained by class teachers and will be retained throughout a child’s life in school.

This will ensure that any serious incidents are kept on file for future reference and can be produced in any event where it is necessary to involve parents or ‘external agencies.’

Staff will ensure that behaviour incidents are recorded and therefore shared with the parents and principal for the following type of incidents:

* Verbal incidents
* Physical incidents
* Damage to property
* Repeated defiance
* Persistent Low-Level Disruption

In partnership with parents, we will look to support the child to address these unacceptable behaviours.

Table

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1. **Suspensions and Expulsions**

Suspension and expulsions are a last resort if all other strategies have failed. The Board of Governors will refer to the CCMS (Catholic Maintained Schools) ‘Scheme for Suspension and Expulsion of pupils attending Catholic Maintained Schools’ if the need arises.

**8.0 Reasonable Force/ Safe Handling**

The Education (NI) Order 1998 (part ll Article 4 (1)) states;

“A member of the staff of a grant aided school may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely:

* Committing any offence
* Causing and injury to, or damage to the property of, any person (including the person himself); or
* Engaging in any behavioural prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether the behaviour occurs during a teaching session or otherwise.

Based on this legal framework the working definition of “reasonable force” is the minimum force necessary to prevent a pupil from physically harming himself/herself or others or seriously damaging property, but used in a manner which attempts to preserve the dignity of all concerned.

Under Duty of Care, staff may use a physical intervention and when they do so, they should be clear that the action was;

* In the child’s best interest
* Necessary
* Reasonable and proportionate
* Last resort (where possible)

**9.0 Link to Special Educational Needs Code of Practice**

Social Emotional and Behavioural Difficulties (SEBD) is one of the categories of Special Educational Needs in the 1998-2005 Code of Practice. A pupil may be placed on the SEBD Code of Practice for SEBD when a class teacher recognizes a behaviour difficulty and where normal classroom management strategies are not effective.

**10.0 Training and Professional Development of Staff**

The school will provide training and development for the 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

**11.0 Review of the Policy:**

The policy will be reviewed annually and updated, when necessary, in keeping with new DENI initiatives and legislation. Staff will monitor the effectiveness of the policy and an assessment made of the success of the approaches advocated by the policy in encouraging positive attitudes on the part of the pupils, keeping unacceptable behaviour to a minimum and creating a climate within the school which is conducive to positive relationships and effective learning and teaching. Where an area of improvement is identified are found, a review will be necessary and will be done through a consultation process with all staff (teaching and non-teaching), the pupils, the Board of Governors, and the parents. Where significant change is required, parents will be consulted. The review will take account of current needs and be reflected in current practice.

**12.0 Links with other Policies**

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

* Special Educational Needs
* Child Protection
* Anti-Bullying
* Attendance Policy
* Pastoral Care
* RSE (Relationships and Sex Education)
* Attendance
* Staff Code of Conduct

**13.0 Consultation**

This policy has been developed and is consistent with The Education & Libraries (NI) Order 2003 and DE Circular 2003/13 – Welfare and Protection of Pupils Education and Libraries (NI) Order 2003, through a process of consultation, involving staff, pupils, parents, and Board of Governors

Appendix 1

Steps to Manage and Modify Behaviour

**Time Out**

5 minutes maximum, reset expectations, allow time for tempers to calm down

**Caution**

Calm assertive intervention, clear verbal warning, clarify choices

**Reconciliation & reparation**

Focus on the learning, repair trust with the student. Five restorative questions.

**Last chance**

Scripted intervention.

Reframe

**Rule Reminder**

Clarify expectations, give choices, remind of previous good contact

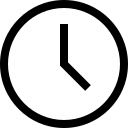
**Redirection**

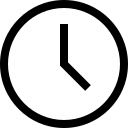
**(drive-bys)**

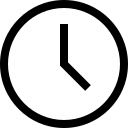
Non-verbal cues, adjust seating plan, acknowledgement

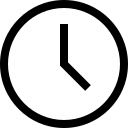
**Disappointment Points**

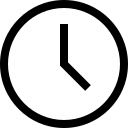
Emphasise student’s choices, show disappointment, re-engage

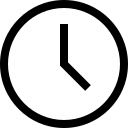












Appendix 2

The aim of restorative practice is to develop community and to manage conflict and tensions by repairing harm and building relationships.

Why use a restorative approach?

* To build safer, happier schools
* To change behaviour, not punish - punishment does not meet needs of any of those involved
* To prevent situations where there may be kudos or ‘street cred’ attached to any punishment
* To encourage children to take responsibility for their actions
* To encourages children to feel that they belong (base psychological need), rather than being isolated or excluded
* To prevent a child being excluded and marginalisation. This can lead to them becoming an issue in the wider community.
* To develop empathy
* To repair harm
* To teach children the effects of their actions and learn about alternative actions that can be taken in the future.

Staff in school use questions to support the restorative process. This can be three or four simple questions asked soon after an incident or a more in-depth meeting later in the day. Comic strips and drawing can be used to support the process. The length, location and make-up of the session will depend on the incident and pupil(s) involved. The staff member will actively listen to the child(ren) involved and refrain from making assumptions before the issue is discussed. The child(ren) involved will agree on next steps with the adult facilitator. Children will not be made to write apology letters if the sentiment is not real. This will be discussed with the child and may follow later.

Restorative Questions 1:

To respond to challenging behaviour:

* + - What happened?
    - What were you thinking about at the time?
    - What have your thoughts been since?
    - Who has been affected by what you did?
    - In what way have they been affected?
    - What do you think you need to do to make things right?
  + How can we do things differently in the future?

Restorative Questions 2:

To help those harmed by others’ actions:

* + - What did you think when you realised what had happened?
    - What have your thoughts been since?
    - How has this affected you and others?
    - What had been the hardest thing for you?

Behaviour Reflection

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

|  |
| --- |
| You have made a choice to do something that means you need to stop and think about the following things: |

1. What was my behaviour?

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1. What were the reasons for me behaving like this?

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1. How did my behaviour affect others?

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1. What’s my plan to improve my behaviour?

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1. Is there anything else I need to do?

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**Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**