

Ballymacward *Primary School*



Promoting Positive Behaviour Policy

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Promoting Positive Behaviour Policy

1. Legal statement

Education (NI) Orders 1998, 2003, and 2006 require that: “The scheme of management for every grant aided school shall provide for it to be the duty of the Board of Governors to ensure that policies designed to promote good behaviour and discipline on the part of pupils attending the school are pursued at the school.

In particular, the scheme of management shall require the Board of Governors

- to make, and from time to time review, a written statement of general principles to which the principal is to have regard in determining any measures
- before making or revising that statement, to consult (in such a manner as appears to it to be appropriate) the principal and the registered pupils at the school and the parents of those pupils and to consider any guidance given by the Department, the board for the area in which the school is situated and (in the case of a Catholic maintained school) the Council for Catholic Maintained Schools.

2. The Ethos of Ballymacward Primary School

As a Catholic School, we draw on the shared experience of home, family and parish to underpin a broad and balanced curriculum. In Ballymacward P.S. we strive:

- To create a happy, secure and effective working environment where each child has the opportunity to develop physically, intellectually, socially and spiritually in an atmosphere of self and mutual respect and so learns to utilise his/her talents to their full potential.
- To promote effective learning and set high standards by providing a curriculum designed to meet the child’s individual needs and, at the same time, fulfil the Northern Ireland Curriculum requirements.
- To create a system whereby staff members may develop professionally in order to facilitate the needs of our pupils.
- To engage with the community and the environment to assist learning.
- To encourage parents to be active partners in the education of their children.
- To build up a caring Catholic community within the school which is committed to handing on the faith.

3. AIMS

The establishment of a sound learning environment at school and classroom level is key to effective learning and teaching. This requires positive relationships to be established through inter-actions between staff and pupil and between pupils themselves.

This Promoting Positive Behaviour Policy aims to:

- ‘Ensure a safe and secure environment where everyone is supported and guided at all times.
- ‘Facilitate effective learning and teaching through creating an acceptable level of order and behaviour.
- ‘Create an atmosphere which promotes a happy learning and teaching environment where every member of the school feels valued.
- ‘Encourage and develop in all children a sense of positive self-esteem and self-worth which will help them realise their potential in their physical, intellectual, social and personal development.
- ‘Encourage self- respect, self-discipline, respect for others and property in the school and community.
- Help children become courteous, well mannered, tolerant and understanding of others.
- Ensure that parents are informed of our disciplinary procedures and to encourage their co-operation and support in the successful implementation of our school discipline policy.
- To comply with key articles in the U.N. Convention on the Rights of the Child (see Appendix I)

4. General Principles of Promoting Positive Behaviour

1. Strategies for promoting positive behaviour are used which support and acknowledge all pupils.
2. Staff will employ the positive behaviour strategies set out in the SEN Resource File (Appendix II).
3. Strategies are used which encourage pupils to develop self-awareness, self-discipline and self-esteem.
4. Should negative behaviour occur we impose sanctions which are understood by the children and which they have had the opportunity to contribute to.
5. Where there is misbehaviour, to make the pupil aware that it is the behaviour which is not acceptable not him/her as a person.

5. Rights and Responsibilities

PUPILS' RIGHTS Pupils have a right to expect: • To hear and be heard — to express his/her opinion. • To receive a broad, balanced and suitably differentiated curriculum. • To make mistakes free from anxiety. • To get help when they seek it. • To work and play in a safe, clean and healthy environment. • To be made fully aware of the school's standard of expectations with regard to work and discipline. • A fair, consistent and calm approach to behaviour management.	PUPILS' REPSONSIBILITIES Pupils have a responsibility to: • Follow the school's expectations and requirements. • Treat staff and peers with respect. • Show respect for their own and the property of others. • Listen attentively and work to the best of their ability at all times. • Take responsibility for their behaviour and actions/not prevent learning of others. • Follow the directions of staff both teaching and non-teaching. • Represent the school in a positive way. • Remain within the school grounds during normal school hours unless they have permission to leave. • Not bring any potentially dangerous objects to school that could harm themselves or others
PARENTS' AND GUARDIANS' RIGHTS Parents have a right to expect: • A safe, stimulating and happy learning environment for their child. • To have children educated to an appropriately high standard through a well-balanced, broad and suitably differentiated curriculum. • To be kept well informed of the life and work of the school and the progress of their children. • To have concerns dealt with promptly and appropriately. • A consistent and fair approach to behaviour, with sanctions commensurate with the seriousness of the misdemeanor. • A school community which is sensitive to the needs of the individual child. • An acceptable level of courtesy and respect to be shown to their children by staff.	PARENTS' AND GUARDIANS' RESPONSIBILITIES Parents have a responsibility to: • Act as positive role models for their children in their relationship with the school. • Ensure good attendance, punctuality and to send children to school rested, equipped in full uniform and ready to learn. • Promote an understanding of what is acceptable and unacceptable in terms of behaviour. • Support the school in implementing the Promoting Positive Behaviour Policy and in maintaining a high standard of discipline. • Raise concerns in an appropriate and reasonable manner at the earliest opportunity and allow the school to follow procedures. • Encourage children to show respect to all staff, school visitors and peers. • Encourage children to value their own property,

	school property and that of others. • Encourage children to complete school and homework to an acceptable level and to check and sign written homework. • Work in partnership with the teachers and principal should any discipline be required.
TEACHER RIGHTS Teachers have a right to: • Be treated with respect and courtesy by colleagues, parents and pupils. • Expect opportunities for professional development. • Be valued as part of the school team. • Experience job satisfaction/to enjoy their work. • Have a safe, clean, healthy environment in which to work. • Discipline all pupils in the school according to school procedures. • Expect procedures to be in place for managing behaviour.	TEACHER RESPONSIBILITIES Teachers have a responsibility to: • Behave in a professional manner at all times. • Provide children with a broad, balanced and suitably differentiated curriculum. • Create a stimulating, caring learning environment in the classroom / school. • Co-operate, work with and support the school management team and colleagues. • Be approachable and sympathetic to pupils in difficulty. • Communicate clearly and effectively with pupils. • Have high, but realistic, expectations for each child and strive to cater for their needs. • Consult with parents about a child's progress or behaviour. • Implement the school's Promoting Positive Behaviour Policy in a fair and consistent manner. • Proactively manage behaviour rather than be reactive. • Acknowledge effort and achievement. • Seek advice and support if necessary
SUPPORT STAFF RIGHTS Support staff have a right to: • Be treated with respect/dignity by colleagues, parents and pupils. • Expect opportunities for professional development. • Be valued as part of the school team. • Experience job satisfaction/to enjoy their work. • Have a safe, clean, healthy environment in which to work. • Assist in the discipline of all pupils in the school according to school procedures. • Expect procedures to be in place for managing behaviour.	SUPPORT STAFF RESPONSIBILITIES Support Staff have a responsibility to: • Behave in a professional manner at all times. • Assist in the provision of creating a stimulating, caring learning environment in the classroom / school • Co-operate, work with and support the school management team and colleagues. • Be approachable and sympathetic to pupils in difficulty • Communicate clearly and effectively with pupils. • Have high, but realistic, expectations for each child and strive to cater for their needs. • Implement the school's Promoting Positive Behaviour Policy in a fair and consistent manner. • Proactively manage behaviour rather than be reactive. • Acknowledge effort and achievement. • Seek advice and support if necessary

ROLE OF THE PRINCIPAL

- The Principal has a key role in formulating and reviewing the Promoting Positive Behaviour Policy and establishing the ethos of the school. He must ensure that pupils, parents and staff play a 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. He should support his staff where appropriate and furnish the Board of Governors with a report on discipline within the school or on the behaviour of an individual pupil where necessary.
- The Principal must also ensure that the school's Promoting Positive Behaviour Policy is implemented in a fair and consistent manner and in accordance with and alongside all other relevant school policies e.g. SEN Policy, Pastoral Care Policy, Anti-Bullying Policy, etc.

ROLE OF THE BOARD OF GOVERNORS

- The Board of Governors has a legal responsibility for the school's Promoting Positive Behaviour Policy and 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 case of indiscipline should come before the Board of Governors, it must act upon it, having considered the views of the Principal, other interested parties and any reports submitted. Where appropriate the Board of Governors should support the Principal and his staff.

6. School Rules

These comprise the 'General School Rules' and the 'Pupils' Promise' which is discussed, agreed and signed by each pupil, his/her parents and the class teacher at the start of each school year.

General School Rules

- All pupils should attend school every day. If a pupil is absent, a letter explaining absence should be brought to the Class Teacher by the pupil on his return. A telephone call from a Parent may also explain an absence.
- Pupils should arrive in school on time. If a pupil is going to be late, the teacher should be informed in advance. Appointments with dentists and doctors should be arranged outside school times if possible. Pupils may not leave school during the school day without the Principal's permission.
- Pupils are expected to wear school uniform every day unless excused by the Class Teacher.
- Pupils are encouraged to take care of and respect all school property.
- School bags, lunch boxes, coats, hats and scarves should be clearly marked with the pupil's name.
- Pupils will only be excused PE when a note is provided by parents.
- Each pupil should share the responsibility for helping to keep the classroom and school tidy.
- Good manners and respect are expected at all times from all pupils.
- High standards of work are expected from all pupils
- Pupils must walk quietly in single file in the corridor and when going to and from the hall.
- School rules, rewards and consequences displayed in each classroom.

Pupils' Promise: Caring for Each Other and Our School

In my school I care for:

- My friends and other children
- My teachers
- Visitors
- Everyone who works here

In school we remember to say:

- Please
- Thank you
- Sorry
- Excuse me
- Good morning
- Good afternoon

- *We open doors for people and let them go first.*
- *We speak quietly in school; we only shout in the playground.*
- *We never use bad language.*
- *We listen quietly when people speak to us.*

- We always try to be polite and well mannered.
- We learn to understand we are all different from each other:
- Some are bigger than others
- Some work more quickly
- Some run faster
- We all look different.
- We never tease or hit people for any reason.
- We put our hands up when we want to speak to a teacher.
- We never shout
- We walk quietly around inside school and only run around outside in the playground.

The main aspects of the above are condensed into a short rhyme known as the Code Ode:

Caring, sharing, speaking nicely, doing helpful things.

Quietly talking, walking, listening, not doing hurtful things

Celebrating differences between other people and me

That's the way we keep Ballymacward a happy place to be!

In response to the Pupils' Promise, the teachers sign the 'Teachers' Promise' and display it in their classrooms and in the school hall.

Dear Children,

We, your teachers, promise to help each one of you:

- *explore your talents and develop them really well*
- *be proud of yourself and your achievements*
- *be happy in school*
- *follow your dreams!*

7. Rewards and Consequences

The aim of consequences is to change the pupil's behaviour and attitude and to teach him/her to make better behaviour choices next time.

Rewards and Consequences used in Ballymacward Primary School are listed below and include many of the views of the pupils from P.1 – P.7 as expressed in surveys carried out in May and September 2016.

REWARDS
Student of the Week/ Principal's monthly award.
Awarding of points to a pupil or group.
Additional play time
A sweet treat at the end of the week.
Praise
Being made the 'Line Leader'
'Golden Time'
"Have a 'magical day'
Tidiest table gets to leave the classroom first.
Getting a star or sticker
Getting 'jewels' for the jewel bottle
Homework Pass
Other children are pleased with a child's behaviour and express this positively.
"Your name will be put on the sun"
Showcasing children's work
Nurture room time (strategy)

CONSEQUENCES
Additional homework.
Being kept in at break and/or lunch time

Being sent to another teacher.
Being sent to the principal
Being spoken to by the teacher
Being sent to the back of the line
Loss of/reduction in 'Golden Time'
Supervisor has to tell the class teacher
The teacher might have to talk to the child's parents.
"Your name will be put on the cloud or the storm"
Pupil is encouraged to do the right thing.
The pupil is given a 'timeout'
You will be "asked to return to the classroom and walk down the corridor correctly".
Pupils are reminded of the expected behaviour
If football is not played properly it can be taken away for an extended period of time.

8. Post-incident Learning

Ask the pupil what happened.

e.g. How were you feeling / How did it make you feel?

Teach other ways of managing the feeling so that the behaviour does not reoccur.

See Appendix II.

9. Managing Difficult Behaviour

Staff will manage difficult misbehaviour using strategies set out in Appendix III.

Should significant misbehaviour occur, the following procedure will be followed to the extent deemed necessary:

1. Principal involvement (informal)
 - If urgent action needed
 - Talk to parent on phone.
 - Loss of access to Waiting Class/After Schools activities.
 - Bring parent in and request that child be taken home for rest of day.
 - A full informal day away from school.
2. Behaviour Record: Pupil/Teacher/Parent
3. Principal involvement (formal)/EA Primary Behaviour Team/SEN advisory team
 - Where a criminal offence has been committed the Principal will contact CCMS/Education Authority legal services and/or local police.
4. Principal/Board of Governors
 - Suspension/Exclusion – reference will be made to CCMS procedures for the management of suspensions/exclusions for advice on how to proceed.

10. Links to the SEN Code of Practice (Section 13)

Social Emotional and Behaviour 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 Code of Practice for SEBD when a class teacher recognises a behaviour difficulty and where normal classroom management strategies are not effective. (Link with SEN Policy).

11. Incident Log

Teachers will keep a dated record of indiscipline in their class Record of Concern book and support staff should report any significant incident to a teacher for recording.

12. Reasonable force / Safe handling

The Education (NI) Order 1998 (part II 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 personal injury to, or damage to the property of, any person (including the pupil himself); or
- engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether that 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 him/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)
- The Principal should be informed of any incident immediately and parents/guardian or outside agencies should be contacted for further support. Any injury to pupils or staff should be recorded and dealt with according to the First Aid Policy.

13. Monitoring and Reviewing of this Policy

This policy is drawn up in consultation with governors, staff, parents and pupils and will be monitored evaluated and updated annually to take cognizance of future developments and changes in the legislation.

The School Council will also have an opportunity to review and contribute to the policy on an annual basis.

14. Relevant Policies / Documents

- Code of Conduct for Educational Visits
- Code of Conduct for Employees
- General School Rules
- Guidelines for Lunchtime
- Code of Conduct for Educational Visits
- Anti-bullying Policy

- Pupils' Promise
- Code Ode
- Teachers' Promise
- First Aid Policy
- Record of Parent Meetings
- Daily Behaviour Assessment Form
- Weekly Behaviour Assessment Form
- CCMS Scheme of Management

APPENDIX 1

Convention on the Rights of the Child (United Nations General Assembly, 1989)

This policy takes into account the following articles from the Convention.

(For the full Convention, see <http://www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf>)

- **Article 3:** All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.
- **Article 12:** You have the right to give your opinion, and for adults to listen and take it seriously.
- **Article 13:** You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.
- **Article 17:** You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.
- **Article 19:** You have the right to be protected from being hurt and mistreated, in body or mind.
- **Article 28:** You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.
- **Article 29:** Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.
- **Article 31:** You have the right to play and rest.
- **Article 36:** You have the right to protection from any kind of exploitation (being taken advantage of).
- **Article 37:** No one is allowed to punish you in a cruel or harmful way.
- **Article 39:** You have the right to help if you've been hurt, neglected or badly treated.
- **Article 42:** You have the right to know your rights! Adults should know about these rights and help you learn about them, too.

APPENDIX 2

Positive behaviour strategies [SEN Resource File, Pp. 271 – 275]

Listed below are a range of strategies which are proven to be effective in positive behaviour management and which will be applied in Ballymacward Primary School:

- **Positive Feedback** — Acknowledge / Approve / Affirm.
 - Acknowledge (notice and describe the behaviour), approve it (say why it is good) and affirm (apply a positive label to the pupil) e.g. *“Thank you for tidying up so quickly - now we can have a break - you are a great helper.* Use very, very frequently.
- **Positive Correction** — tell the pupils what you want them to do, i.e. not what you don’t want them to do e.g. “walk” instead of “stop running”, “hands up” instead of “stop shouting”. Avoid saying “don’t” or “stop”.
- **Positive Repetition** — when you give a direction ask someone who knows what to do to repeat it rather than focusing on the one who doesn’t know.
- **Non-verbal Cues** — hands up, finger on lips, the “look”.
- **Casual questions** — “Got your pencil, John? Know what to do?”
- **Direction** — tell them what to do, say *“Thank you”* in advance, walk off.
- **Give take-up time** — give a clear specific direction in a non-confrontational way and move away from the pupil with a clear expectation that a pupil will comply.
- **Re-direction** — repeat direction without being side-tracked. Use thanks and take-up time — give them time — don’t stand over them in a confrontational way.
- **Tactically ignore** - ignore secondary behaviour if the pupil is compliant with the primary behaviour requested e.g. if the pupil begins the task (primary behaviour) when asked, ignore any annoying secondary behaviours such as huffing or muttering.
- **Physical Proximity** move closer to a disruptive pupil.
- **Proximity Praise** — praise to pupils complying may give a private message to those not complying. When a non-compliant pupil complies, notice and comment positively.
- **Distraction I Diversion** — give an alternative task or activity to a disruptive pupil without highlighting the inappropriate behaviour.
- **When / Then and First / Then** — first we do this, then we do that — avoids “no”.
- **Rule Reminder** — refer to rule, use thank you and give take-up time.
- **Hand Up Rule** — e.g. “I’m looking for a quiet hand” or “Remember what it is we do when we want to speak”.
- **Where I What?** — Where should you be? (in my seat) What should you be doing?”(my work)
- **Choices** — “Put your (e.g. magazine/comic) on my desk or in your bag — which are you going to do? The last choice you give is more likely to be taken up therefore you need to think about the order in which you give

them to pupils (always give preferred outcome as the last choice). Give take up time. Remind of consequences if necessary.

- **Broken Record** — calmly repeat request or rule or consequence; avoid confrontation or being drawn into argument. Stay neutral.
- **Partial Agreement** — in response to excuses, say “That may be so (he was talking to me) but I need you to get on with the work”.
- **Private Reprimand** — a quiet word rather than a public confrontation.
- **Repair and Rebuild** — as soon as possible after a reprimand, find an opportunity to say something positive about the pupil, i.e. catch them being good.
- **Follow up / follow through** — it is the certainty rather than the severity of consequences which is important.
- **Consider using a Think Sheet as a consequence** to help pupils choose a more appropriate behaviour in future.
e.g.
 - what rule did you break?
 - what was the effect?
 - what are you going to do to put things right?
 - what will you do next time?
- **Other helpful interventions for younger children include -**
 - use of visual timetable - whole class or individual.
 - choice boards — limit the choice to two or three things to help pupils who find it difficult to choose activities
 - use of social stories
 - buddy system at playtime to encourage good friendships
 - use an “I am working for” board
 - use a noiseometer — visual scale of noise level expected
 - Golden Time — a time when pupils can choose a preferred activity
 - positive news notes maintain positive relationships with parents/guardians
 - stickers / certificates
 - circle time sessions (Mosley, 1998)
 - short withdrawal time e.g. thinking chair with support until ready to re-join group

APPENDIX 3

Managing Difficult Behaviour [SEN Resource File, Pp.275 – 280]

- stay calm
- use a quiet voice
- use neutral language and keep it to a minimum
- avoid invading personal space unless necessary
- avoid prolonged eye contact
- stand still
- state expectations clearly — remember to tell pupil what you want him/her to do
- remind pupil of consequences (use cautiously)
- state what will happen next
- it may be necessary to remove the audience
- withdrawal — move pupil away from the group for a short period. This models a non-violent response, gives ‘cooling off’ time and time for reflection. It also teaches that inappropriate behaviours will not be tolerated and protects the rights of all.
- Exiting — refer to Safe Handling Policy. (DE. 2004).
- recognise and understand that all individuals may become angry/aggressive and be aware of the conflict spiral.



(www.team—teach.co.uk)

- Reflect the feelings of the pupil – “I can see you are upset.”
- Always remember to give a thought-driven professional response to a pupil’s behaviour with a view to de-escalating the situation.
- All behaviour is a means of communication. Habitual behaviour serves a purpose but more appropriate behaviour can be learned. How we respond is very important in teaching and achieving the desired behaviour.
- Use the W5 approach as an assessment tool:
 - What? e.g. what? - John is shouting Out
 - Where? e.g. where? – in Mrs X’s class
 - When? e.g. when? - continually (every day)

- Who? e.g. (at whom) teacher
- Why? e.g.(appears to need attention)

Set realistic targets e.g. “John will put his hand up when he wants to speak”.

Teacher strategies to help John achieve his targets:

- rehearsal and reminders at beginning of lesson.
- positive acknowledgement when John puts his hand up.
- consequence for continual shouting out

Renew targets and strategies as necessary:

- if something doesn't work, stop doing it.
- notice what does work and do more of it
- ensure consistency of approach from all adults.
- give the following messages to the pupil:
 - “I want you to succeed in my class.”
 - “I won't give up on you.”
 - “You are responsible for your own behaviour.”