



Promoting Positive Behaviour: School Policy

Adopted October 2017

Due for Review: October 2019

Whiteabbey Primary School have consulted with our whole school community, pupils, parents and staff, when revising our (2017) 'Promoting Positive Behaviour Policy, consistent with the requirements of The Education & Libraries NI Order 2013. (Articles 17 & 19)

Parents and carers having been consulted with, are expected, encouraged and supported to exercise their responsibility for their child's behaviour both inside and outside the school, working in partnership with school staff, supporting and assisting them in maintaining high standards of desired behaviour. Parents will be actively encouraged to raise with school staff any issues arising from the operation of this school policy. The Board of Governors, Principal and staff will ensure that the concerns of pupils or parents/carers are listened to and appropriately responded to, consistent with this policy and related policies and 'good practice guidance.

This Policy was formally agreed by the staff, principal and governors in October 2017.

Signed

A handwritten signature in blue ink that reads 'Th. Wynne'.

Principal

Signed Mr. K Swarbrick Chair of Governors

Dated October 2017

Guiding Principles

“As a school we wish to provide an appropriate educational experience within a happy and secure environment where all are cherished and regarded as being of equal worth, and where everyone is not only given the opportunity, but encouraged to grow and develop as a rounded and tolerant individual”

School Ethos

Our Promoting Positive Behaviour Policy is based on a whole school approach and is subject to a consultation process to ensure it is clear, nondiscriminatory and actively supported by the entire school community. The foundation of this policy is the establishment of good relationships between pupils, teachers and their parents, within a positive, stimulating, friendly, encouraging, secure and positive teaching and learning environment.

All staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff implementing this policy is essential. Staff have a key role in advising the Principal on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Principal, for creating a high quality learning environment, teaching positive behaviour and implementing the agreed policy and procedures consistently. Staff should also be aware of and differentiate for any students with specific learning needs or experiencing additional needs or challenges which may adversely impact their behaviour.

Our school community values and ‘positive behaviour expectations’ are summarised in the following 6 Golden Rules (J. Mosley) in child- friendly language. By promoting these ‘Golden Rules’ and related pro-social behaviours we are teaching pupils acceptable social boundaries and key life skills which help prepare them for life beyond school. These are the positive behaviours which the children and staff of Whiteabbey Primary school community are committed to and proactively teach, promote and engage in:-

- 1. We are Gentle.**
- 2. We are kind and Helpful**
- 3. We listen.**
- 4. We are Honest.**
- 5. We work Hard**
- 6. We Respect People and Property**

Our children from Years 4-7 are introduced to our School Rules as part of the Buddy Personal Development programme. This was drawn up in conjunction with our children and all other stakeholders in 2017. See Appendix 5

Aims

We wish:

- To establish a settled and caring environment in which both children and adults are safe and free to work, teach and learn to the best of their ability.

- To ensure children are aware of, understand and agree to our 'Positive Behaviour Expectations' and 6 Golden Rules for positive behaviour.
- To acknowledge and reward positive behaviour.
- To provide learning opportunities for children to develop social and emotional skills and empower them to relate pro-socially
- To promote and celebrate difference within the school.
- To clearly communicate school procedures for responding to inappropriate or unacceptable behaviour to all children and adults.

We recognise that all behaviour is learned and that positive behaviour must be taught so all staff teach and model our 'Positive Behaviour Expectations' with reference to the 6 Golden Rules, encouraging pupils to behave in the appropriate way. School staff reward these pro-social, positive behaviours and when responding to any pupil's 'behavioural mistakes' view these as 'teachable moments', restoratively drawing a pupil's attention to their behavioural mistake, reminding them of the relevant 'Golden Rule' they have forgotten and/or if appropriate of another pupils 'Rights' and of their 'responsibilities' as members of our school community.

Code of behaviour

A clearly defined code of behaviour is necessary to protect the rights of every individual within our school community. Pupils are made fully aware of the school policy, procedure and positive behaviour expectations and helped to take responsibility for their behaviour. All pupils participate in annual workshops at the beginning of each academic year, revisiting the Golden Rules and agreeing those behaviours and practices for appropriate behaviour within their discrete classroom context.

Pupils are encouraged to take responsibility for their social and learning environment making it both safe, enjoyable and hazard free, reporting all undesirable or unacceptable behaviour.

Teachers continue to reference 'The 6 Golden Rules' and positive behaviour expectations throughout the delivery of PDMU taught curriculum, Circle Time and when responding to issues or concerns.

Promoting Positive Behaviour

Pupils are encouraged at all times to behave in the appropriate way and to respect others at all times. School staff will model, encourage and reward pro-social, positive behaviours and when addressing a behavioural 'mistake' will help teach the pupil(s) involved by gently drawing their attention to their behavioural mistake and the relevant 'Golden Rule' they have forgotten!

Rewards to Promote Positive Behaviour

A school ethos of encouragement is central to the promotion of desirable behaviour. Rewards are an integral means of achieving this and have a motivational role in helping students to realise that desirable behaviour, self-awareness and responsibility to self and others is valued, and are clearly defined in the procedures. Teachers and support staff use a variety of skills and strategies to promote and consistently reward positive behaviour and encourage this. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups. Alongside this is an emphasis on informing parents regularly of their child's positive behaviour.

We have developed a system of rewards that acknowledge and encourage positive behaviour which will be consistently applied and adapted to the specific needs, age and developmental stage of the individual pupil.

Examples of rewards include:

- Intrinsic motivators – a smile, a nod, a word of praise
- Stars, stickers and badges
- Awards presented in assembly
- Golden coins to achieve weekly Golden Time
- Golden Letter home to parents
- Class and playground mascots awarded for group and class tasks

Children require structured learning opportunities which empower them to take responsibility for their own learning and decision making, developing their individual and inter-personal skills. The following are examples of situations in our school in which children help to develop these skills:

- Circle time and role play where children have the opportunity to learn and practise social, communication and negotiation skills.
- Providing themed resources and pupil contributions to school assembly. For example:
 - Primary seven Anti- Bullying ‘Shrink the Bully’ campaign
- Adopting a school code of communication “The Buddy Code” whereby all children are encouraged to communicate their feelings to their peers when faced with an uncomfortable situation.
- Developing inter-personal skills of older P 7 pupils by involving them in peer support as “Buddies” who volunteer to be play partners in the infant and senior playgrounds.
 - Pupils receive “Buddy Training” and meet through the year to problem solve issues that arise and make a positive contribution to their peers and the school.
- Exploring friendship and conflict resolution skills in PDMU and a Primary six children residential.
- Through class and School Council discussions of behavioural issues/concerns.
 - Representatives meet to debate and discuss issues relevant to the children and the school community.

Rights and Responsibilities

We recognise that everyone in our school community has rights and responsibilities and contribute to making our school a safe and happy place:

- The right to be respected and the responsibility to respect others
- The right to learn and the responsibility to help others to learn so that our God-given talents can be fully developed
- The right to be safe and the responsibility to keep others safe because everyone in our school family is special

As members of our school family all adults, children, parents and carers are expected to support fully these rights and responsibilities as laid out in this policy and summarised as:-

A right to safety A right to respect A right to learn

Pupils are taught in PDMU and Circle Time about their rights and their corresponding responsibilities to ensure they do not interfere with others or infringe others rights.

Responding To Low Level Behavioural Mistakes

Positive behaviour and pro-social skills are taught and ‘learned’ and we anticipate that pupils will inevitably make ‘behavioural mistakes’ as part of their learning process. Staff use **Positive**

Correction to encourage pupils to learn what to do rather than what not to do. Eg.

Negative Correction

Stop fidgeting
Stop running
Don't push
Stop shouting out

Positive Correction

Hands are still
Walk
Hands by your side
Quiet voices

Staff will respond to behavioural mistakes using 'solution focused' skills which encourage children to return to self-disciplined behaviour. To help pupils think about and learn from their 'behavioural mistake', staff respond assertively, in a calm and consistent manner.

Responses defined in this policy are characterised by 'restoratively' helping a pupil to recognise and acknowledge their behavioural mistake, to become aware of the impact of their behaviour on others and to identify the actions needed to repair harm caused to others or property and to reflect on and agree future behavioural improvement.

When behavioural mistakes occur, staff will communicate with pupils immediately or as soon as is appropriate, using positive rather than negative language, to remind pupils of school positive behaviour expectations. Staff skilled practice will aim to defuse rather than to escalate any situation. Staff interventions aim to avoid causing pupil's shame and embarrassment, to engage pupils and to encourage and support their necessary learning, promoting accountability, empathy, emotional intelligence and future positive behaviour change.

Staff use the following low level behavioral interventions as appropriate:-

Rule Reminder Scripts-helping pupils recall a 'Golden Rule' they have forgotten

Rights Respecting Scripts-helping pupils recognise their responsibility

Expectation Discussions-helping a pupil take responsibility and to 'choose to change'

Worth A Re-Think-teaching pupils new skills to respond to challenging situations

Restorative Questioning-helping pupils to recognise impact on others (empathy)

Staff also use the 'Golden Time' system to incentivise pupils to behave appropriately. Pupils are rewarded for their positive behaviour through Friday afternoon activities. Pupils experience the 'consequences' of behaving appropriately and the loss or withdrawal of increments of proportionate 5 minutes of 'Golden Time' is a 'restorative model' to incentivise and encourage pupils to return to the desired 'Golden Behaviour' and to 'earn back' these 'Golden Time' increments.

Procedures for Responding to Behavioural Concerns

- Staff 'respond' to unacceptable behaviour'(behavioural mistakes) without 'reacting'
- Under no circumstances will any member of staff use corporal punishment.

- Students will always be given a chance to consider and learn from their behaviour
- Students are helped and encouraged to act to repair harm caused to others, (students or staff) and receive support so they can progress and adhere the school rules
- When/If appropriate students are helped to agree to make suitable reparation

Following any significant incident of unacceptable behaviour a pupil(s) *may require **'Time Out'** in a designated calm, safe space. This is not designed to shame, embarrass or isolate a pupil but to allow a pupil who has been 'behaviourally aroused' during a significant incident, to calm down, before a restorative staff intervention occurs. (*Time out is not appropriate for some pupils with additional needs who will require 'Time In' with support staff present.)

Pupils who behave inappropriately may need to have a formal 'restorative' discussion with their class teacher or member of senior school staff. A **Think Time Discussion** is a formal 1:1 meeting with a pupil 'to debrief' after a series of recurrent behavioural mistakes occur or after any significant incident of unacceptable behaviour. The 'Think Time Discussion' occurs with the support of a class teacher or pastoral adult from the leadership team and a formal record is maintained of meeting with a pupil re a behavioural concern. (See Appendix 2)

A follow-up 'review meeting' with a pupil is a very important part of the process, to encourage and support sustained change occurring.

The aim of this restorative formal **'Think Time'** discussion is to help pupils reflect upon what happened and consider the impact of their unacceptable behaviour on others. Pupils are helped and supported to identify and decide on the actions they will need to take to repair harm caused to people or property and to repair damaged relationships. Future positive behaviour requirements are also discussed and formally recorded.

Parents may be consulted and the written record of the pupil's **'Think Time Discussion'** may be shared with them for their information and co-signature. Parents may be invited to a pastoral meeting and invited to work in partnership with school staff in addressing the pupil's needs and supporting the required behavioural change. A pupil 'strengthening plan' may be developed to consider the pupils needs and incorporate any actions needed to be taken at school and at home.

Pupils With Special Educational Needs and Additional Needs

We recognise that, within our inclusive school community, there are *"pupils who will have difficulty developing sufficient internal controls and will experience relational difficulties due to SEN, Social Emotional Behavioural Difficulty **or disability.**"* (Gott 2009 & Bomber 2013)

Staff will take account of pupil age, developmental stage/degree of maturity and any special educational or additional needs and when responding to their unacceptable behaviour will differentiate for these pupils. The Golden Time system of rewards will be individualised and 'reasonably adjusted' accordingly. Staff interventions in response to these pupils will occur with reference to the SEN Code of Practice. Staff will liaise with the school SENCO, parents other professionals and outside agencies appropriately, taking advice at Stage 3 of the SEN Code of Practice, making referrals and seeking support for these pupils.

Children who have been identified as having Emotional and/or Behavioural difficulties through the SEN Code of Practice will require an IEP and individual behaviour plan.

Risk Assessment and Risk Management

Referral to external agencies for support and investigation of concerns will occur (safeguarding or criminal incidents) and school staff will review risk assessment and risk management

arrangements.

A student may be suspended from school following incidents or acts of misconduct which seriously breach school policy and are calculated to cause damage to the school or school community members, where a potentially criminal offence requires investigation or a risk of significant harm is present. (Appendix Procedures)

Promotion of Positive Behaviour

Children require structured learning opportunities that seek to empower them to take responsibility for their own learning and decision making in order to develop their personal skills.

The following are examples of situations in school where children are using and developing their personal/inter-personal skills:

- Circle time and role play where children have the opportunity to learn and practise social, communication and negotiation skills.
- In Key Stage 1 play based learning activities promote social interaction and the development of language skills
- Adopting a school code of communication “The Buddy Code” whereby all children are encouraged to communicate their feelings to their peers when faced with an uncomfortable situation.
- Involving primary seven “Buddies” in peer support as volunteer play partners in both the infant and senior playgrounds. Pupils receive “Buddy Training” and meet through the year to problem solve issues that arise.
- Exploring friendship and conflict resolution skills in a residential situation with Primary six children
- Providing a theme/topic, resources and time for pupils to design and present school assembly. For example:
 - Primary seven – Anti- Bullying “Shrink the Bully.”
- The introduction of a School Council. Representatives meet to debate and discuss issues relevant to the children and the school community.

Related Policies

Special Educational Needs

The Code of Practice on Special Education Needs – DENI 1998 states,

“Persistent misbehaviour represents a special educational need and schools must use the Code of Practice for Special Educational Needs to enable them to tackle pupils’ behaviour in a more systematic way.”

In line with the above guidance class teachers will initiate strategies at stage 1 and 2 of the Code of Practice. These will be agreed and recorded with the parent /guardian of the child. If the behavioural concern persists, Stage 3 will be evoked and external support will be accessed and if appropriate a referral made. e.g EA Behavioural Support Unit.

Pastoral Care Policy

Positive discipline is set within the context of the school Pastoral Care Policy.

Anti Bullying Policy

This policy states clearly that bullying will not be tolerated in this school. It sets out our procedures for assessing concerns and outlines strategies and interventions we will use to respond to issues in ways which ensure the bullying behaviour stops and all pupils involved are supported throughout, (targeted pupils, pupils who engage in bullying behaviour and the wider group/class/bystanders) by using ‘restorative’ and solution focused practice interventions consistent with the NIABF Guidance, sponsored by DE

Child Protection Policy

In extreme cases bullying may be considered as a 'Safeguarding' concern and our school safeguarding procedures will be invoked. Adult members of the school community are aware of signs of abuse and the procedures to follow.

Reasonable Force Policy

This policy outlines the reasonable force necessary to ensure the safety of others.

Roles in Implementation

The Board of Governors have a responsibility to ensure a positive discipline policy is developed and implemented within the school.

School Senior Management team has a responsibility to oversee the implementation of this policy and ensure all members of the school community are fully aware and receive the appropriate training and support.

Teachers have primary responsibility for maintaining good behaviour in the classroom. Teachers should consult the Key Stage co-ordinators, where there is a persistent behavioural concern.

Parents have a responsibility to keep the staff informed of concerns about their children and to support the school in maintaining a safe learning environment.

Monitoring and Evaluating

The effectiveness of this policy will be monitored through:

- Discussions at Key Stage, staff, whole school and Governor meetings
- Regular consultations with pupils and school council (*Consultation Toolkit)
- A review of issues/concerns arising and referrals to Pastoral Care co-ordinator
- Regular meetings with playground assistants to review and amend practice

Contact person

If parents have any pastoral concerns (including behavioural or alleged bullying issues) they should make an appointment to talk to one of the following people.

- Class teacher
- Head of Key Stage
- Vice Principal
- Principal, Mr Wysner

Parents can also formally communicate a concern or complaint in writing to the principal.

Appendix 1 **RIGHTS and RESPONSIBILITIES**

Pupils have the right to:

- Be valued as members of the school community.
- Get help when they seek it.
- Be treated fairly, consistently and with respect.
- Be consulted about matters that affect them.
- Be taught in a well-managed and safe environment.
- Work and play within clearly defined and fairly administered codes of conduct.
- Experience a broad, balanced and differentiated curriculum.
- Learn without interruption.

And a responsibility to:

- Come to school suitably equipped for the day ahead.
- Respect the views, rights and property of others.
- Co - operate with teacher and peers in class.
- Conform to the conventions of good behaviour and abide by the school rules.
- Accept responsibility for their behaviour and learning.

Teachers have the right to:

- Be valued as members of the school community.
- Work in a positive, mutually respectful environment
- Be involved in the planning and development of the curriculum.
- Suitable opportunities for their continuing professional development.
- Support and advice from senior colleagues.

And a responsibility to:-

- Behave in a professional manner at all times.
- Ensure that lessons are well prepared.
- Be sympathetic, approachable and alert to pupils experiencing any difficulty
- Expect high standards and acknowledge effort and achievement.
- Share with parents any concerns they have about their child's progress or development.
- Identify and seek to meet pupils' educational support needs through the SEN Code of Practice.

Parents have a right to:

- A safe well managed and stimulating environment for their child's education.
- A broad, balanced and appropriate curriculum for their child.
- Be well informed about their child's progress.
- Be informed promptly if their child is ill or experiencing difficulty.
- Be consulted about issues re pupils educational needs, pastoral or health and safety concerns.
- Be listened to by school staff and have their concerns dealt with appropriately

And a responsibility to:

- Ensure their child attends regularly and arrives in good time, with homework suitably completed.
- Ensure their child is suitably equipped for the day ahead.
- Be aware of the school guidelines for behaviour and encourage their child to abide by them.
- Show an interest in class work and homework.

- Provide the school with necessary background information about their child –telling the school promptly about any concerns they have or change in home circumstances.

Classroom and Playground Assistants have the right to:

- Be valued as members of the school community.
- Work in an environment where common courtesies and social conventions are respected.
- Be consulted and have their views listened to about matters that affect their work.
- Have the support of the senior management team and teaching staff.

And a responsibility to:

- Behave in a professional manner at all times.
- Listen to children – value and respect their views.
- Be approachable and alert to the needs of all children.
- Report any concerns they may have about a child to the teacher or teacher in charge of Pastoral care, immediately.



➤ **Restorative Questioning**

Use these five self-reflective, restorative questions in the sequence listed below. This approach should enable the pupil to take responsibility for his/her behaviour and to identify and to undertake the action(s) now needing to be taken by them to promote reparation. (Developing empathy and pupil's emotional intelligence(EQ)).

Staff & supervisors are given a laminated set of these five questions to promote consistency in their skilled use of these questions.

	Adult Questions	Pupil Reflection
1	<i>Tell me what happened?</i>	
2	<i>What were you thinking that led you to behave that way?</i>	
3	<i>Who has been affected by what you have done?</i>	
4	<i>Can you tell me how that person has been affected by your behaviour?</i>	
5	<i>What do you think you now need to do to make things right/repair harm caused.... and what do you need to say/do to repair your friendship?</i>	



Worth a Re-Think [For Pupil Displaying Unacceptable/unkind Behaviour]

A process for helping pupils, either individually or in small groups, to develop more appropriate responses to a range of challenging situations through reflecting on:



What happened?	What did you think?	How did you feel?	What did you do?	Consequences
Billy called me a bad name.	I can't stand this. This is terrible. No one likes me. I must be a real loser.	Very angry. Very down.	Punched Billy.	I was told off/suspended for my angry outburst & unacceptable behaviour.

T: Next time Billy calls you names **what could you do differently** so that the consequences changed ie you're not in trouble for your behaviour too ?

What happened?	What did you think?	How did you feel?	What did you do?	Consequences
Billy called me a bad name.	I can cope with this! Things could be worse. I have friends who like me.	Much less angry. Calm & in control of myself. Not provoked. Less helpless/down More Confident.	Told Billy to stop.... Counted to 10 Didn't react.... or Talked to my teacher.	Billy stopped calling me names.

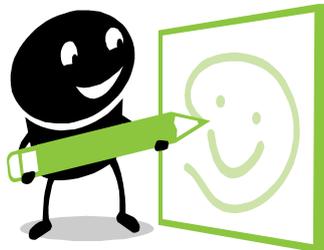
Worth a Re-Think

[For A Targeted Pupil] Interventions Which Help Targeted Pupils Develop their Coping

What happened?	What did you think?	How did you feel?	What did you do?	Consequences
Sue called me a stupid, fat ginger.	Everybody hates me. I hate my hair.	Terrible. I hate school. Everybody hates me.	I ran off and cried. Everybody laughed. I felt daft.	I felt embarrassed and stupid.

T: Next time Sue calls you names what could you do differently so that the consequences change and you don't get so upset and feel so stupid or hopeless & helpless?

What happened?	What did you think?	How did you feel?	What did you do?	Consequences
Sue called me a stupid, fat ginger.	Sue is just trying to wind me up. She's really not very nice.....	Annoyed -but maybe she has a problem.	Ignore her. Try to avoid her. Make a joke of it. Tell the teacher.	Still feel embarrassed but not so bad. Maybe she'll stop, or the teacher can make her stop.



Appendix 3

* Think Time Discussion and Review Meetings

In a one-to-one meeting the pupil who has displayed bullying behaviour may be asked to complete a 'Think Time' Discussion and subsequent Review Sheet (see p26-27) to promote reparation. In some circumstances such questions may also be appropriate to use with the pupil experiencing bullying, for example if they could change something about their own behaviour which may reduce the likelihood of them being bullied. For obvious reasons this would have to be handled very sensitively. Please note - this should NOT be treated as a sanction

Page 1: Think Time Discussion Sheet

- * A pupil may be asked to complete Page 1 independently prior to meeting with a member of staff; alternatively the pupil may be asked to complete it together with a member of staff during a one-to-one meeting.
- * The information generated can be used to inform the development of a Behaviour Plan.
- * Depending on age and ability individual pupils may need greater support in completing this document.
- * Works best when it is used as a non-punitive intervention giving the pupil an opportunity to self-reflect on his/her behaviour in a positive way. When associated with detention it may be seen as a punishment and therefore result in negative outcomes.
- * While it is unnecessary to share the specific details of the agreed actions with the target(s) it is important to reassure the target that action has been taken, that the situation will be monitored and that there is an expectation that things will improve.
- * In a group bullying situation it is advisable that each pupil completes and discusses the form on an individual basis.
- * While space has been left for up to three restorative actions less may suffice.
- * If a pupil is not able to suggest an appropriate action to make things better, staff will need to offer some suggestions and ask pupils to prioritise these.
- * It is at the discretion of the school whether or not a parent's signature is required.

The Buddy Code

When I am annoyed:

- I say “Stop that- I don’t like it!”

When things annoy us...

- We talk
- We listen
- We might not agree but we don’t put others down!

If the person continues to annoy or hurt me I tell an adult.

If I have annoyed someone I listen when I am asked to stop.



We wish to be...

- ✓ Well mannered
- ✓ Honest and Respectful in our relationships
- ✓ Self disciplined
- ✓ Self managed and willing to learn



We need rules so that we can learn and teach in a happy school, where we are all **safe and comfortable**

Our Rules



1. Be well mannered at all times
2. Care for others through my words and actions
3. Come to school on time and prepared for the day ahead
4. Respect all property
5. Be safe inside school and in the playground
6. Do not leave the school grounds without permission
7. Stay safe online
8. Give of my best and allow others to do the same

